



## YEAR 12 English (Standard & Advanced)

### Area of Study: Discovery

<b>Due Date:</b> Term 4, Week 9 , 5 <sup>th</sup> December 2017	<b>Assessment Name:</b> Discovery
<b>Mark:</b> x/20	<b>Weighting:</b> 20%

#### SYLLABUS OUTCOMES TO BE ASSESSED:

**Outcome 2:** A student **demonstrates** understanding of the relationships among texts.

**Outcome 7:** A student adapts and **synthesises** a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.

**Outcome 8:** A student articulates and **represents** own ideas in critical, interpretive and imaginative texts from a range of perspectives.

**Outcome 11:** A student draws upon the imagination to **transform** experience and ideas into text, demonstrating control of language.

#### DIRECTIVES TO BE ASSESSED:

**Demonstrate:** Show by example

**Synthesise:** Putting together various elements to make a whole

**Represent:** Shows by example

**Transform:** Alter to fit a new context

#### Task Description

##### Part 1: Visual Representation

You are to create a multi-media presentation that **demonstrates** your understanding of the following statement

*"The impact of Discovery can be far-reaching and transformative."*

In your presentation you must demonstrate to what extent this statement applies to your prescribed text and ONE other related text.

This presentation must:

- Use literal and symbolic imagery to **represent** the way your texts engage with Area of Study discovery rubric
- Use key examples/quotes from your text and short statements to support your ideas
- Use PowerPoint, iMovie or another digital resource agreed upon with your teacher
- The presentation must be between 2-3 minutes

**Part 2: In class exam**, completed the same day you submit your visual representation (5<sup>th</sup> of December 2017)

In class, under exam conditions you will have 40 minutes to complete a piece of imaginative writing that explores how *"The impact of Discovery can be far-reaching and transformative."*

On the day of the exam, you will be provided the stimulus. You must use the stimulus as the central idea to your story.

Your response must **transform** your own experience and understanding of discovery. You will be marked on your ability to **synthesise** a variety of language devices to create an engaging, well

written story that accurately connects to both the stimulus AND the concept of Discovery

**ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

Part 1:

- Include literal and symbolic images
- Included key quotes
- Included short statements to justify your choice of images
- Engage an audience
- Effectively utilise your chosen program to create and engaging text

Part 2

- Planned your story in advance
- Handed drafts in to your teacher
- Applied feedback you have been given

**PLEASE NOTE:**

- You are encouraged to submit drafts to your teacher. However, you may only submit **2** drafts and no drafts will be accepted after the 28<sup>th</sup> of November 2017 at 3:20pm
- Any applications for extension **MUST** be submitted **BEFORE** the 21<sup>st</sup> of November 2017. Only exceptional circumstances will be considered.

MARKING GUIDELINES	
Guidelines: Visual Representation	Mark/Grade
<ul style="list-style-type: none"> <li>- Student skilfully constructs a visual representation that <b>demonstrates</b> the far-reaching and transformative nature of Discovery as it is shown in the prescribed text and ONE related text (Outcome 2)</li> <li>- Student skilfully <b>represents</b> ideas utilising a variety of literal and symbolic imagery as well as excerpts of text (Outcome 8)</li> </ul>	A 9-10
<ul style="list-style-type: none"> <li>- Student effectively constructs a visual representation that <b>demonstrates</b> the far-reaching and transformative nature of Discovery as it is shown in the prescribed text and ONE related text (Outcome 2)</li> <li>- Student effectively <b>represents</b> ideas utilising literal and symbolic imagery as well as excerpts of text (Outcome 8)</li> </ul>	B 7-8
<ul style="list-style-type: none"> <li>- Student constructs a visual representation that <b>demonstrates</b> a sound understanding of the far-reaching and transformative nature of Discovery as it is shown in the prescribed text and ONE related text. Analysis may be uneven between texts. (Outcome 2)</li> <li>- Student soundly <b>represents</b> ideas utilising a literal images and some symbolic imagery. Text may or may not be used (Outcome 8)</li> </ul>	C 5-6
<ul style="list-style-type: none"> <li>- Student constructs a visual representation that attempts to <b>demonstrate</b> the far-reaching and transformative nature of Discovery as it is shown in the prescribed text. (Outcome 2)</li> <li>- Student <b>represents</b> ideas utilising a literal imagery. Symbolic imagery and text may or may not be utilised. (Outcome 8)</li> </ul>	D 3-4
<ul style="list-style-type: none"> <li>- Elementary visual response with a limited exploration of Discovery (Outcome 2)</li> <li>- Elementary use of exclusively literal imagery (Outcome 8)</li> </ul>	E 1-2

MARKING GUIDELINES	
Guidelines: Creative Piece	Mark/Grade
<ul style="list-style-type: none"> <li>- Skilfully composes an engaging and sophisticated response that clearly explores “the impact of discovery can be far-reaching and transformative” (Outcome 11)</li> <li>- Skilfully integrates the stimulus, to <b>transform</b> their idea of Discovery into an imaginative piece that makes the stimulus the central idea for their response (Outcome 11)</li> <li>- Demonstrates skilful control of language and structure appropriate to audience, purpose and context, <b>synthesising</b> a range of textual features (Outcome 7)</li> </ul>	A 9-10
<ul style="list-style-type: none"> <li>- Effectively composes an engaging response that clearly explores “the impact of discovery can be far-reaching and transformative” (Outcome 11)</li> <li>- Effectively integrates the stimulus, to <b>transform</b> their idea of Discovery into an imaginative piece that mostly uses the stimulus as the central idea for their response (Outcome 11)</li> <li>- Demonstrates effective control of language and structure appropriate to audience, purpose and context, <b>synthesising</b> many textual features (Outcome 7)</li> </ul>	B 7-8
<ul style="list-style-type: none"> <li>- Soundly composes a response that explores “the impact of discovery can be far-reaching and transformative” (Outcome 11)</li> <li>- Soundly integrates the stimulus, to <b>transform</b> their idea of Discovery into an imaginative piece. The stimulus may only be mentioned a couple of times and not as a central idea (Outcome 11)</li> <li>- Demonstrates sound control of language and structure appropriate to audience, purpose and context, <b>synthesising</b> a few textual features (Outcome 7)</li> </ul>	C 5-6
<ul style="list-style-type: none"> <li>- Composes a basic response that explores “the impact of discovery can be far-reaching and transformative” in an elementary manner (Outcome 11)</li> <li>- Integrates the stimulus in a basic way. The stimulus may only be used to generate an idea. (Outcome 11)</li> <li>- Demonstrates basic control of language and structure appropriate to audience, purpose and context (Outcome 7)</li> </ul>	D 3-4
<ul style="list-style-type: none"> <li>- Composes a limited response with minimal representation of Discovery (Outcome 11)</li> <li>- Stimulus is not utilised (Outcome 11)</li> <li>- Limited control of language and structure (Outcome 7)</li> </ul>	E 1-2