



# PICTON HIGH SCHOOL

## STAGE 6 HSC English Studies

### CAT 1- 'We Are Australian' Presentation

<b>Due Date: Term 4 Week 9, Tuesday 5<sup>th</sup> December 2017</b>	<b>Assessment Name: 'We Are Australian'</b>
<b>Mark: x/25</b>	<b>Weighting: 25%</b>

#### SYLLABUS OUTCOMES TO BE ASSESSED:

**H2.1: comprehends** sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.

**H2.3: demonstrates** skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts

**H3.2: recognises** a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

**H4.1:** plans and **organises** to complete tasks or projects, both individually and collaboratively and communicate information and ideas related to a variety of topics.

**H4.2:** Works effectively, both as an individual and within a group, to locate and **communicate** information and ideas related to a variety of topics.

#### DIRECTIVES TO BE ASSESSED:

**Comprehends:** Show understandings of

**Demonstrate:** Show by example

**Recognises:** To identify

**Organises:** Arrange

**Communicate:** Share or pass on information

#### TASK DESCRIPTION:

You are to create a presentation that **communicates** your understanding of the "Australian Identity" in either modern Australian or Australia in the past. You are to **demonstrate** that you **recognise** and **comprehend** how the Australian stereotype is created and how it has been challenged over time, using textual evidence from the texts studied in class and your own research to support your opinion.

Your mode of delivery must be well **organised** and effectively cover a wide range of ideas and understanding.

The presentation must be created in **ONE** of the following formats: (all must be 4 minutes in length) Speech and visual presentation or Vodcast or Short Documentary

Refer to the following page for the required elements of each format

**Presentation must include (but is not limited to) at least two of the following topics that represent Australian society:**

\*Australian Language: colloquialism and slang

\*Australian identity: How is it formed? How does the text represent this identity?

\*The factors that form the identity: Sport, industry, small or large towns/cities.

\*How the Australian stereotype has been presented to the world: Does the world's view of Australia form our identity?

\*Australia's likeness to other nations

\*Comical views of Australia and our identity.

\*Iconic Australia people, places, entertainment, events

Media	Required Elements
<p><b>Speech and visual Presentation</b></p> <p><b>Or</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presented in front of the class</li> <li><input type="checkbox"/> Palm cards, used minimally</li> <li><input type="checkbox"/> Copy of speech provided to the teacher</li> <li><input type="checkbox"/> Maintain eye contact</li> <li><input type="checkbox"/> Speech structure, including introduction, body paragraphs and conclusion</li> <li><input type="checkbox"/> Paragraphs follow the PEEL structure</li> <li><input type="checkbox"/> Visual presentation utilising PowerPoint, Prezi or any other approved program</li> <li><input type="checkbox"/> Presentation includes text and images</li> <li><input type="checkbox"/> Dot points only, no chunks of text</li> <li><input type="checkbox"/> Presenter does not read off the slides</li> <li><input type="checkbox"/> Presentation program utilised effectively, for example animations and effects</li> </ul>
<p><b>Vodcast</b></p> <p><b>OR</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submitted on a USB in either MP4 or AVI format</li> <li><input type="checkbox"/> Student appears in the vodcast for at least 50% of the presentation. This can include, long shots, mid shots or close ups</li> <li><input type="checkbox"/> Maintain eye contact</li> <li><input type="checkbox"/> Presentation is structured. Discussion follows a speech structure including an introduction, body paragraphs and conclusion</li> <li><input type="checkbox"/> Paragraphs follow the PEEL structure</li> <li><input type="checkbox"/> May include images and text</li> <li><input type="checkbox"/> Appear professional</li> <li><input type="checkbox"/> Clear and concise voice, including voice projection and tone</li> </ul>
<p><b>Short Documentary</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submitted on USB in either MP4 or AVI format</li> <li><input type="checkbox"/> Presentation includes images, texts and clips</li> <li><input type="checkbox"/> Presentation includes sound such as background music and/or voiceover</li> <li><input type="checkbox"/> Use of formal language and expression</li> <li><input type="checkbox"/> Evidence of editing to ensure a clear and concise presentation</li> <li><input type="checkbox"/> Avoids large chunks of text appearing on screen</li> <li><input type="checkbox"/> Clip remains engaging, avoids long, drawn out moments</li> </ul>

**ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

Use this checklist to make sure that you have included all elements of the assignment:

- A clearly **organised** presentation which clearly **communicates** and **demonstrates** an understanding and **recognition** of what makes up “Australian Identity”
- Presentation goes for 4 minutes
- Presentation is in the right format (MP4 or AVI)
- Presentation is submitted on a USB (check that it works on other computers and have a back-up copy)

## We Are Australian Marking Criteria

Criteria	Mark	<u>USE OF TECHNOLOGY AND TEXT TYPE - MARKING CRITERIA</u>
<p><b>H2.3: demonstrates</b> skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts</p> <p><b>H3.2: recognises</b> a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences</p>	9-10	<ul style="list-style-type: none"> <li>● Outstanding use of technology to create a clear and concise presentation, which adheres to all the elements of their chosen type of presentation.</li> <li>● Student <b>demonstrates</b> an effective ability to <b>recognise</b> and use the technology to create an intriguing and engaging presentation.</li> </ul>
	7-8	<ul style="list-style-type: none"> <li>● High use of technology to create a clear and concise presentation, which adheres to mostly all elements of their chosen type of presentation.</li> <li>● Student <b>demonstrates</b> a well-developed ability to <b>recognise</b> and use technology to create an engaging presentation.</li> </ul>
	5-6	<ul style="list-style-type: none"> <li>● Sound use of technology to create a clear presentation, which adheres to most elements of their chosen type of presentation.</li> <li>● Student <b>demonstrates</b> a competent ability to <b>recognise</b> and use technology to create an engaging presentation.</li> </ul>
	3-4	<ul style="list-style-type: none"> <li>● Basic use of technology to create a presentation, which adheres to some elements of their chosen type of presentation.</li> <li>● Student <b>demonstrates</b> an adequate ability to <b>recognise</b> and use technology to create a presentation.</li> </ul>
	1-2	<ul style="list-style-type: none"> <li>● Limited use of technology to create a presentation, which may not follow the elements of their chosen type of presentation.</li> <li>● Student <b>demonstrates</b> elementary use of technology to create a presentation.</li> </ul>

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Criteria	Mark	<u><b>PRESENTATION CONTENT - MARKING CRITERIA</b></u>
<p><b>H2.1: comprehends</b> sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.</p> <p><b>H4.2:</b> Works effectively, both as an individual and within a group, to locate and <b>communicate</b> information and ideas related to a variety of topics.</p>	9-10	<ul style="list-style-type: none"> <li>The presentation demonstrates a skilful <b>comprehension</b> of what makes Australian Identity and is well supported by textual evidence.</li> <li>Student skilfully <b>communicates</b> their understanding of Australian Identity using two or more topics and at least <u>four</u> examples of textual evidence.</li> </ul>
	7-8	<ul style="list-style-type: none"> <li>The presentation demonstrates an effective <b>comprehension</b> of what makes Australian Identity and is supported by textual evidence.</li> <li>Student effectively <b>communicates</b> their understanding of Australian Identity using at least two topics and is supported by at least <u>three</u> texts for evidence.</li> </ul>
	5-6	<ul style="list-style-type: none"> <li>The presentation demonstrates a sound <b>comprehension</b> of what makes Australian Identity and is supported by some textual evidence.</li> <li>Student soundly <b>communicates</b> their understanding of Australian Identity using two topics and at least <u>two</u> texts for evidence.</li> </ul>
	3-4	<ul style="list-style-type: none"> <li>The presentation demonstrates a basic <b>comprehension</b> of what makes Australian Identity. Little textual evidence is utilised.</li> <li>Student <b>communicates</b> a basic understanding of Australian Identity using less than two topics and at least <u>one</u> text for evidence</li> </ul>
	1-2	<ul style="list-style-type: none"> <li>The presentation demonstrates limited <b>comprehension</b> of what makes Australian Identity. No textual evidence is used.</li> <li>Student <b>communicates</b> an elementary understanding of Australian Identity using only one topic and no textual evidence.</li> </ul>

Criteria	Mark	<u><b>STRUCTURE OF CONTENT - MARKING CRITERIA</b></u>
<p>H4.1 plans and <b>organises</b> to complete tasks or projects, both individually and collaboratively and communicate information and ideas related to a variety of topics</p>	5	<ul style="list-style-type: none"> <li>Student skilfully <b>organises</b> ideas to create a well sustained and structured presentation. Content is logically organised and demonstrates a skilful level of planning.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Student effectively <b>organises</b> ideas to create a sustained and structured presentation. Content is organised and demonstrates an effective level of planning.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Student soundly <b>organises</b> ideas to create a structured presentation. Content demonstrates a sound level of planning.</li> </ul>

**Check your assessment booklet for the PHS Assessment Policy**

2	<ul style="list-style-type: none"><li>• Student <b>organises</b> ideas in a basic manner to create a presentation. Little evidence of planning.</li></ul>
1	<ul style="list-style-type: none"><li>• Student <b>organises</b> in a limited manner to create a presentation. No evidence of planning</li></ul>