Assessment Task for Stage 6: Preliminary

Subject: English (Advanced)

Assessment Task No. 1

Due Date: Term 1 Week 11 Monday, 4th April, 2016

Weighting 25%

(10% Representing 15% Speaking.)

Student’s Name: ________________________________

Teacher’s Name: ________________________________

Submission Instructions

- Both your video file (speech presentation) and image file (visual representation) are to be submitted via the Google Classroom specifically created for this assignment. (Classroom Code – 85bfig). Both must be appropriately labelled with your name (SURNAME & INITIAL). You will be required to sign a class list confirming all submissions have been made.
- Times New Roman 12 point font to be used.
- Penalty for non attendance on day/s of assessment or late submission
  - Assessments submitted after 9.00am on the due date will immediately receive a 50% mark penalty of the achieved mark pending Illness/Misadventure certification.
  - Assessments submitted after 9.00am on the next day will receive a zero mark pending Illness/Misadventure certification and will still have to submit the task to fulfil the requirements of the course.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being Assessed: 2, 4, 6, 11

2. A student identifies and describes relationships among texts.
4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses.
6. A student engages with a wide range of texts to develop a considered and informed personal response.
11. A student draws upon the imagination to transform experience into text.

Student Confirmation

By submitting the task for marking, I acknowledge the following:
1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ________________________________ Date: ______________
1. **Description of the Task**

For an audience of Year 11 students about to undertake an Area of Study on the concept of Journeys, you are asked to:

- **PART A**: Create a visual image that conveys the nature of journeys as represented in your prescribed text (Prose Fiction – ‘Of Mice and Men’).

  You can draw your image, use ICT or create a collage of images to produce the visual. **It must be A4 in size.** Your visual image must be submitted as a digital copy with your speech on the due date.

- **PART B**: Video record a 4-5 minute speech presentation for an audience of Year 11 students in which you address the following question:

  “How have the composer’s ideas about the nature of journeys been developed in your visual?”

  In your speech you:
  
  – should **explain** the decisions you made throughout the design process, **outlining** clear links between the concepts found in the prescribed text and the visual features of your image

  In your video recording you:
  
  – may use your visual representation as point of reference and can display as needed.

**Key Terms:**

- **Prescribed text**: The compulsory text studied by all students in your course.
- **Rhetoric devices**: Techniques that are used to engage the audience when speaking.
- **Form**: The structure of your speech.
- **Concept**: Ideas that are presented throughout your text.
- **Techniques**: Devices used by the composer (you) to create meaning.
- **Responder**: The person/s responding to the text – the reader, viewer or audience.
- **Explain**: Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Outline**: Sketch in general terms; indicate the main features

2. **Classroom Learning:**

Students have been prepared to effectively complete this task through:

**Learning to**: recognise key ideas in texts, organise ideas into sustained texts, visualise from written texts, and to use visual techniques to create visual experiences.

**Learning about**: how meaning and our perceptions are shaped in written, spoken and visual language, the structure of dramatic texts, the conceptual and complex nature of journeys.
### Speech Marking Criteria

Through the completion of this assessment task, you have demonstrated the ability to:

<table>
<thead>
<tr>
<th></th>
<th>E (1-3)</th>
<th>D (4-6)</th>
<th>C (7-9)</th>
<th>B (10-12)</th>
<th>A (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTARY</strong></td>
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<td><strong>ACHIEVEMENT</strong></td>
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<td>• present a description of their visual representation</td>
<td>• present some explanation of the choices made in the construction of their visual representation</td>
<td>• present an explanation of choices made in the construction of their visual representation with some links to the concepts found in the prescribed text</td>
<td>• present a detailed explanation and justification of choices made in the construction of their visual representation with clear links to the concepts found in the prescribed text</td>
<td>• present a detailed and sophisticated explanation and justification of choices made in the construction of their visual representation with clear and insightful links to the concepts found in the prescribed text</td>
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<td><strong>BASIC</strong></td>
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<td><strong>ACHIEVEMENT</strong></td>
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<td>• attempts to write a speech that demonstrate basic control of language appropriate to form</td>
<td>• write a speech that demonstrates limited control of language appropriate to audience, purpose and form</td>
<td>• write a speech that demonstrates sound control of language appropriate to audience, purpose and form</td>
<td>• write a speech that demonstrates sustained and effective control of language appropriate to audience, purpose and form</td>
<td>• write a speech that demonstrates flair and sophisticated control of language appropriate to audience, purpose and form</td>
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<tr>
<td><strong>SOUND</strong></td>
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<td><strong>ACHIEVEMENT</strong></td>
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<td>• read a speech</td>
<td>• read a speech using some rhetorical devices</td>
<td>• deliver a presentation using some rhetorical devices</td>
<td>• deliver a presentation speech that engages the audience through the use of rhetorical devices within the specified time</td>
<td>• deliver a presentation that effectively and confidently engages the audience through the use of a variety of rhetorical techniques within the specified time</td>
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<td><strong>HIGH</strong></td>
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<td><strong>ACHIEVEMENT</strong></td>
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<td>• represent: Mark:________</td>
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### Representing: Mark:_______

Through the completion of this assessment task, you have demonstrated the ability to:

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<tr>
<th></th>
<th>E (1-2)</th>
<th>D (3-4)</th>
<th>C (5-6)</th>
<th>B (7-8)</th>
<th>A (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>create a visual image</strong></td>
<td>• use a/some techniques to create a visual image</td>
<td>• use visual techniques to create a literal representation of journey concepts</td>
<td>• use visual techniques to produce a coherent representation of the nature of journey</td>
<td>• use visual techniques to produce a creative representation of the nature of journey</td>
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</tbody>
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