Assessment Task for Stage 6: Preliminary

Subject: English (Standard)

Assessment Task No. 1  Due Date: Term 1 Week 11 Monday, 4th April 2016  Weighting 25% (10% Representing 15% Speaking.)

THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE AND THE YEAR 11 ENGLISH STANDARD GOOGLE CLASSROOM

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 – ahz98fo). 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 (Drama text – ‘Whose Life is it Anyway?’).

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

<table>
<thead>
<tr>
<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>ELEMENTARY ACHIEVEMENT</td>
<td>BASIC ACHIEVEMENT</td>
<td>SOUND ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

Representing: Mark:_______

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

<table>
<thead>
<tr>
<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>• create a visual image</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>
</tr>
</tbody>
</table>