Assessment Task for Stage 6: Preliminary

Subject: English Extension 1

| Assessment Task No. | 1 | Due Date: | 27th April, 2015 | Weighting | 15 marks |

Submission Instructions

- Submit the task (CD, transcript) in a plastic sleeve and place it in the Assessment Bin at the Student Foyer by 9:00am on the submission date. An electronic copy of the speech should also be put into the Extension 1 Folder in the Submit folder on the School Drive.
- This cover sheet must be attached to the task.
- Penalty for non-attendance on day 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.

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: 1, 2, 3,

- A student understands how and why texts are valued in and appropriated into a range of contexts
- A student develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.
- A student develops skills in sustained composition in a range of modes and media and for different audiences and purposes.

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**

You have been asked to deliver a speech to Extension 1 English students.

*Your speech must investigate the following proposition:*

*Fairytales can be appropriated into different times and cultures, adding meaning from their unique context and allowing their significance as meta-narratives to continue.*

**Demonstrate**, through close reference to **TWO** of the **three** texts studied, how the original fairytale of ‘Little Snow White’(1812) has been appropriated into different cultures and times. Also consider how it is possible that audiences across different contexts can value the same texts.

- The speech must be 5 - 6 minutes in duration
- Record and submit your speech on a CD or USB.
- Submit a transcript of the speech with your recording.
- Complete this task at home. Time during lessons will not be provided.

**Key terms:**
- **Appropriation**: to take an original text, transform the setting or language of text but maintain original ideas, themes or plot line.
- **Common Features**: this includes genre, language, character, scenes.
- **Context**: the circumstances (historical, social, cultural) that surround a particular text.
- **Culture**: the social practices of a particular people or group including shard beliefs, values, knowledge, customs and lifestyle.
- **Culturally Significant**: important influence upon social practices of a particular group of people.
- **Demonstrate**: show by example.
- **Meta-narrative**: sometimes also known as a master- or grand narrative, is an abstract idea that is thought to be a comprehensive explanation of historical experience or knowledge, known to everyone.
- **Outline**: indicate the main features of.
- **Popular Culture**: contemporary social practices which express the views and values of that society.
- **Rhetorical Techniques**: tone, volume, appropriate language for audience, modulation of voice, intonation, engagement of audience.
- **Texts**: literary and factual formats.
- **Values**: the ideas principles or attitudes which a person or group believes to be important or consider to be appropriate.

2. **Classroom Learning:**

*Students have been prepared to effectively complete this task through:*

**Learning to:** recognise different kinds and degrees of appropriation and their effects; consider the relationship between a text and the culture in which it was composed; explore and examine the ways in which language shapes and reflects values; consider the effects of different ways of responding to texts; consider why some texts may be perceived as culturally significant; engage with a range of key texts; engage in independent investigation of specific key texts, cultures and forms; refine the clarity of their own compositions to meet the demands of increasing complexity of thought and expression; use stylistic devices appropriate to purpose, audience and context.

**Learning about:**
Contextual influences on texts, about ways they can respond to texts; complex analytical features of text relating to construction, content and language; refining an informed but personal response to texts; manipulating rhetorical conventions appropriate to a specific purpose, audience and context.
Marking Criteria - Submitted Speech

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

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<tr>
<th>E (1-5)</th>
<th>D (6-10)</th>
<th>C (11-15)</th>
<th>B (16-20)</th>
<th>A (21-25)</th>
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</thead>
<tbody>
<tr>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>SATISFACTORY ACHIEVEMENT</td>
<td>SUBSTANTIAL ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
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<tr>
<td>• Show some understanding of how and why texts are valued in and appropriated into a range of contexts.</td>
<td>• Show some understanding of how and why texts are valued in and appropriated into a range of contexts, supported by some textual detail.</td>
<td>• Present an understanding of how and why texts are valued in and appropriated into a range of contexts, with textual detail.</td>
<td>• Demonstrate a clear understanding of how and why texts are valued in and appropriated into a range of contexts, through thoughtful selection of textual detail.</td>
<td>• Demonstrate a sophisticated and perceptive understanding of how and why texts are valued in and appropriated into a range of contexts, through insightful selection of textual detail.</td>
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<td>• Use some appropriate language with prompting.</td>
<td>• Use some appropriate language.</td>
<td>• Demonstrate some language appropriate to audience, purpose and form.</td>
<td>• Demonstrate a command of language appropriate to audience, purpose and form.</td>
<td>• Demonstrate a sophisticated control of language appropriate to audience, purpose and form.</td>
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<td>• Submit a speech with assistance.</td>
<td>• Submit a speech that uses some rhetorical techniques.</td>
<td>• Submit a speech that uses a variety of rhetorical techniques.</td>
<td>• Submit a speech that effectively uses a number of appropriate rhetorical techniques.</td>
<td>• Submit a speech that demonstrates flair and sophistication in the use of rhetorical techniques.</td>
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<td>• Make reference to common features in the texts with assistance.</td>
<td>• Make reference to common features in the texts using some supporting evidence.</td>
<td>• Make selected reference to common features in the texts and discuss their relevance using evidence.</td>
<td>• Make informed reference to common features in the texts and explain their relevance using appropriate evidence</td>
<td>• Make insightful reference to common features in the texts and evaluate their relevance using appropriate evidence</td>
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