Assessment Task for Stage 6: HSC

Subject: Standard English

| Assessment Task No. | 3 | Due Date: | Term 1, Week 7 March 9, 2016 | Weighting | 15% |

Submit the task by placing your transcript in the Assessment Bin at the Student Foyer and saving your audio file (.mp3 preferred) to Google Classroom by 9:00am.

This cover sheet must be attached to the task.

Times New Roman 12 point font is to be used.

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.
- 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.

A student who fails to present / perform at the allocated time will be awarded a zero and a revised date for the presentation / performance.

Outcomes being Assessed

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
3. A student develops language relevant to the study of English.
5. A student analyses the effect of technology and medium on meaning.
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.

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 and 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: ______________
TASK DETAILS

1. Description of the Task

Compose and record an audio commentary for a film sequence from ‘A Beautiful Mind.’

**Identify** the **distinctive features** of this sequence, and **evaluate** their ability to effectively communicate ideas about mental illness.

Your commentary must:
- run for the entirety of the sequence (3 min 7 seconds)
- analyse the **distinctive features** in relation to the composer’s choices throughout the rest of the film

The film sequence is located on a Google Classroom created for this task. You must access it by joining the Classroom with the code: qpbtrf. You must also submit your task through Google Classroom.

**Checklist for completing the task:**
- Watch the DVD with the Director’s Commentary to familiarise yourself with the style and register of this text type
- Watch the sequence multiple times, and take detailed notes on its **distinctive features**
- Decide which **distinctive features** you are going to talk about in your commentary
- Write a draft that **analyses** the **distinctive features** in relation to the theme of mental illness
- Practise reading your draft whilst watching the sequence, pausing it to make adjustments to your transcript
- Record your commentary: you only need to record your audio, but it is a good idea to have the sequence playing without sound on a different device so that you can keep check of your pacing
- Listen to your commentary to check that it is clear and is well-timed to the sequence, self-assess using the attached Assessment Criteria, and make any adjustments
- Re-record your commentary if necessary
- Save and name your file LastNameFirstInitial (eg. SmithL) and submit it through Classroom

**Key terms:**
- **analyse:** explain the ways language techniques create meaning.
- **distinctive features:** specific techniques and structural features employed to achieve an intentional audience response and develop plot, character, theme, setting and conflict.
- **evaluate:** make a judgement based on criteria; determine the value of.
- **identify:** recognise and name.

2. Classroom Learning:

Students have been prepared to effectively complete this task through:

**Learning to:**
- Identify and articulate how film language, forms and features are used to create meaning in texts.
- Use appropriate terminology to show understanding of key concepts and ideas.
- Analyse the techniques used by composers to convey their ideas.

**Learning about:**
- How to respond to texts.
- How composers can manipulate visual and spoken language to create meaning
- How the use of language, film techniques and devices convey meaning.
## SPEAKING

<table>
<thead>
<tr>
<th></th>
<th>E Elementary Achievement</th>
<th>D Basic Achievement</th>
<th>C Sound Achievement</th>
<th>B High Achievement</th>
<th>A Excellent Achievement</th>
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</thead>
<tbody>
<tr>
<td>delivers a response</td>
<td>speaks with variable clarity with a <strong>partially appropriate</strong> voice.</td>
<td>speaks reasonably clearly with a <strong>mostly appropriate</strong> voice, using tone, register and modality</td>
<td>speaks clearly with a <strong>highly appropriate</strong> personal voice, using tone, register and modality</td>
<td>speaks clearly and confidently with a strong personal voice, using an <strong>eloquent</strong> tone, register and modality</td>
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<tr>
<td>compose a response</td>
<td>compose a response with <strong>some</strong> control of language appropriate to audience, purpose and form</td>
<td>compose a response with <strong>sound</strong> control of language appropriate to audience, purpose and form</td>
<td>compose a response with <strong>effective</strong> control of language appropriate to audience, purpose and form</td>
<td>compose a response with <strong>sophisticated and effective</strong> control of language appropriate to audience, purpose and form</td>
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## TRANSCRIPT

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<th>B High Achievement</th>
<th>A Excellent Achievement</th>
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<tbody>
<tr>
<td>demonstrates <strong>elementary</strong> understanding of a text</td>
<td>demonstrates <strong>some</strong> understanding of a text’s distinctive features and describes how these shape meaning</td>
<td>demonstrates <strong>sound</strong> understanding of a text’s distinctive features and explains how these shape meaning</td>
<td>demonstrates <strong>strong</strong> understanding of a text’s distinctive features and effectively analyses of how these shape meaning</td>
<td>demonstrates <strong>insightful</strong> understanding of a text’s distinctive features and provides a highly effective analysis of how these shape meaning</td>
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