



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

**Subject:** Year 12 English Studies

**Teacher:** Mrs Birrell

**Topic:** Common Module: Texts and Human Experiences

**Weighting:** 20%

**Date of Notification:** Monday 9<sup>th</sup> November 2020

**Due Date:** Friday 4<sup>th</sup> December 2020 *Parts A and B are to be handed in at the start of the English lesson on this day; a word document of Part C is to be handed into the English staffroom prior to 9 a.m. on the due date of the task.*

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**You will be assessed on how well you:**

- create a user-friendly multimodal presentation which includes all the mandatory elements
  - write analytically to show meaning from the ideas and techniques explored in the chosen related text
  - write discursively to reveal your understanding of the prescribed text
  - use language, purpose and form to express your ideas in all elements
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### **Details of the Task**

#### **Part A: Multimodal Presentation (5%)**

Students are to create a **multimodal presentation** (powerpoint, google slides, weebly, sway, prezi, visme etc) to showcase their analytical and discursive writing. Whichever multimodal method of presentation is chosen, an analysis of a related text and an essay must be included. In your multimodal presentation include a page/slide which introduces Texts and Human Experiences to the responder, a page/slide to introduce the related text and a page/slide to introduce the prescribed text. Consider using words and images to show your representation of the module and the texts.

#### **Part B: Analysis (5%)**

Write an **analysis** of a related text of your own choosing in response to the following question:

Explain how this text challenges assumptions about the wider world.

This analysis should be approx. 300 words.

#### **Part C: Discussion Essay (10%)**

Students are to write an **essay** in response to the following question:

Discuss how the film *Billy Elliot* invites the responder to see the human experiences in our world differently.

In your response, make detailed reference to the prescribed text. This part should be approximately 600-800 words.

Students are encouraged to complete and hand in a draft for teacher feedback. **Drafts should be submitted no later than Wednesday 2<sup>nd</sup> December 2020 4 p.m.** Teachers will mark only one draft of each element per student.

**Syllabus outcomes assessed:**

**ES12-1:** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES12-2:** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES12-3:** accesses, comprehends and uses information to communicate in a variety of ways

**ES12-4:** composes proficient texts in different forms

**ES12-5:** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

**ES12-7:** represents own ideas in critical, interpretive and imaginative texts

**ES12-9:** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

**NOTE:**

This is a compulsory assessment task. You are required to hand in Part C task by 9 a.m. on the due date and Parts A and B during the lesson scheduled for the due date. You are to make a genuine attempt at the task. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the due date, you are required to arrange an extension with your class teacher. If you are away from school on the due date to an unplanned event, you are required to make contact with your class teacher as well as provide your teacher with documentation from a parent/caregiver when you return.

### **Marking Criteria for Multimodal Presentation**

Criteria	Marks
<p><u>Formatting and Appearance:</u> elements are well organized, pleasing to the eye, and easy to read; good use of font styles, sizes and use of attributes such as bold, italics, underline, and alignments</p> <p><u>Graphics:</u> well-chosen and variety of images which connect in a thoughtful way with the ideas presented on the concept of the Common Module</p> <p><u>Navigation:</u> allow the reader to easily move through the presentation</p>	8 - 10
<p><u>Formatting and Appearance:</u> elements are organized; use of font styles, sizes and attributes such as bold, italics, underline, and alignments</p> <p><u>Graphics:</u> variety of images which connect with the ideas presented on the concept of the Common Module</p> <p><u>Navigation:</u> allow the reader to move through the presentation</p>	5 - 7
<p><u>Formatting and Appearance:</u> elements are generally unorganized; missing most of the formatting; many errors; text size and colour make it difficult to focus on information</p> <p><u>Graphics:</u> limited use of images which connect to the Common Module</p> <p><u>Navigation:</u> the reader has trouble navigating through the presentation</p>	2 - 4
<p><u>Formatting and Appearance:</u> no attempt was made to complete this aspect of the project</p> <p><u>Graphics:</u> no attempt was made to complete this aspect of the project</p> <p><u>Navigation:</u> the reader cannot navigate through the presentation</p>	1

## Marking Criteria for Analysis

Explain how this text challenges assumptions about the wider world.

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Effectively analyses the techniques used by the composer to create meaning within the chosen text (poem, speech, short film, narrative etc)</li><li>Presents a response based on relevant, detailed textual knowledge and understanding</li><li>Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form</li></ul>	17 - 20
<ul style="list-style-type: none"><li>Competently analyses the techniques used by the composer to create meaning within the chosen text (poem, speech, short film, narrative etc)</li><li>Presents a response based on sound textual knowledge and understanding</li><li>Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form</li></ul>	13 - 16
<ul style="list-style-type: none"><li>Analyses the techniques used by the composer to create meaning within the chosen text (poem, speech, short film, narrative etc)</li><li>Presents a response based on some textual knowledge and understanding</li><li>Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form</li></ul>	9 - 12
<ul style="list-style-type: none"><li>Presents a limited analysis with limited textual knowledge</li><li>Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form</li></ul>	5 - 8
<ul style="list-style-type: none"><li>Demonstrates elementary textual knowledge</li><li>Attempts to express ideas with an elementary understanding of language and/or form</li></ul>	1 - 4

## Marking Criteria for Discussion Essay

Discuss how the film *Billy Elliot* invites the responder to see the human experiences in our world differently.

In your response, make detailed reference to the prescribed text.

Marking criteria	Marks
<ul style="list-style-type: none"><li>• Expresses deep understanding of how <i>Billy Elliot</i> invites the responder to see the human experiences in our world differently</li><li>• Presents an insightful response with detailed analysis of well-chosen textual references</li><li>• Writes a coherent and sustained response using language appropriate to audience, purpose and context</li></ul>	17 - 20
<ul style="list-style-type: none"><li>• Expresses thoughtful understanding of <i>Billy Elliot</i> invites the responder to see the human experiences in our world differently</li><li>• Presents an effective response with analysis of well-chosen textual references</li><li>• Writes an organised response using language appropriate to audience, purpose and context</li></ul>	13 - 16
<ul style="list-style-type: none"><li>• Expresses some understanding of how <i>Billy Elliot</i> invites the responder to see the human experiences in our world differently</li><li>• Presents a response with some analysis of textual references</li><li>• Writes an adequate response using language appropriate to audience, purpose and context</li></ul>	9 - 12
<ul style="list-style-type: none"><li>• Expresses limited understanding of how <i>Billy Elliot</i> invites the responder to see the human experiences in our world differently</li><li>• Describes aspects of the text</li><li>• Writes a limited response</li></ul>	5 - 8
<ul style="list-style-type: none"><li>• Refers to text in an elementary way</li><li>• Attempts to compose a response</li></ul>	1 - 4