



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 12 Standard English

Teacher: Ms Bell

Topic: Common Module: Texts and Human Experiences

Weighting: 20%

Date of Notification: Monday 9th November 2020

Due Date: Friday 4th 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.*

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
-

Details of the Task

Part A: Multimodal Presentation (5%)

Students are to create a multimodal presentation (powerpoint, google slides, weebly, sway, prezi, vizme 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. 400 words.

Part C: Discussion Essay (10%)

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

Discuss how the poetry of Slessor invites the responder to see the human experiences in our world differently

In your response, make detailed reference to THREE of the poems set for study. This part should be approximately 700 – 900 words.

Slessor, Kenneth, *Selected Poems: Wild Grapes, Gulliver, Out of Time, Vesper-Song of the Reverend Samuel Marsden, William Street, Beach Burial*

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

Syllabus outcomes assessed:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6: investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8: explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

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
<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 <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 <u>Navigation:</u> allow the reader to easily move through the presentation	8 - 10
<u>Formatting and Appearance:</u> elements are organized; use of font styles, sizes and attributes such as bold, italics, underline, and alignments <u>Graphics:</u> variety of images which connect with the ideas presented on the concept of the Common Module <u>Navigation:</u> allow the reader to move through the presentation	5 - 7
<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 <u>Graphics:</u> limited use of images which connect to the Common Module <u>Navigation:</u> the reader has trouble navigating through the presentation	2 - 4
<u>Formatting and Appearance:</u> no attempt was made to complete this aspect of the project <u>Graphics:</u> no attempt was made to complete this aspect of the project <u>Navigation:</u> the reader cannot navigate through the presentation	1

Marking Criteria for Analysis

Explain how this text challenges assumptions about the wider world.

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

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 Discussion Essay

Discuss how the poetry of Slessor invites the responder to see the human experiences in our world differently.

In your response, make detailed reference to **THREE** of the poems set for study.

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

