



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task 2 – Year 10 English

Course:	English	Year:	10
Topic:	Task 2 Visual Impact		
Assessment Name:	Oral presentation with original visual composition		
DATE DUE:		Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Use more visual techniques</i> <input type="checkbox"/> <i>Watch punctuation</i> <input type="checkbox"/> <i>Complete visual composition and/or oral presentation</i> <input type="checkbox"/> <i>Incorporate more evaluative language</i>		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....

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### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

## Task Information

<b>Important idea(s) being explored:</b>	Visual texts use visual and language techniques to engage and manipulate the responder.
<b>Skills, Knowledge and understanding being demonstrated:</b>	<ul style="list-style-type: none"> <li>• Knowledge of visual techniques</li> <li>• Ability to evaluate use of visual and language techniques and features</li> <li>• Oral presentation skills</li> <li>• Spelling, grammar and punctuation</li> </ul>
<b>Task Requirements:</b>	<p>You are to COMPOSE a visual text and analyse and evaluate the way visual and language techniques are used to engage and manipulate the responder. Visual texts include posters, web pages, print and online advertisements, billboards, book or DVD covers (front and back) and product packaging. You may NOT compose the opening of a picture book or graphic novel.</p> <p>Present your analysis and evaluation in an oral presentation of 3-5 minutes. You must compose and present your creation to accompany your analysis, which must include a reflection on the process of learning. Your analysis should focus on identifying visual and language techniques, providing specific textual examples and evaluating their effect on the target audience.</p> <p>You must submit a transcript of their presentation at the beginning of the period on the due date.</p> <p>You will be allocated three (3) lessons in class to work on this task.</p>
<b>Syllabus Outcomes:</b>	<p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>ENG5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p> <p>All English assessment tasks are due at the beginning of the English period on the due date. Students are responsible for ensuring that the task is ready to be submitted and/or completed at the beginning of the period. Students are strongly advised to hand write or print the task (where applicable) the day before the task is due. Students are strongly advised to email their teacher a copy of any task with an ICT component (where applicable) the day before the task is due. A transcript of any oral presentation must be submitted on the due date at the beginning of the English period.</p> <p>Tasks will not be accepted without a completed Cover Sheet attached.</p> <p>Any student who is absent from the English period on the due date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and task must be submitted to the Head Teacher of English on the first day back from absence and the student must complete the task as directed.</p>

## Feedback from student about task:

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in English is \_\_\_\_\_

Learning in English could be improved if:

Dear teacher, I need help in the following areas:

## Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Demonstrates through an oral presentation with visual composition the ways visual texts use visual and language techniques to engage and manipulate the responder					
Literacy / Numeracy skills assessed	Visual and language techniques					
	Modality					
	Language of evaluation					
	Use of spelling, punctuation and grammar					
Processes	Analyses and evaluates the features of a visual text in regard to their manipulation and effect on the target audience					
Demonstrates Skills	Presents the analysis and evaluation in an oral presentation					
	Composes a visual text and uses it to support the oral presentation					
Knowledge	Reflects on the process of the learning					
Understanding						

## Explanation of Marking Criteria

<b>A</b> <b>25, 24, 23,</b> <b>22, 21</b>	<ul style="list-style-type: none"> <li>• Demonstrates through a <b>highly developed</b> oral presentation with accompanying visual composition the ways visual texts use visual and language techniques to engage and manipulate the responder with <b>outstanding skill and flair</b></li> <li>• Analyses and <b>perceptively</b> evaluates features of a visual text in regard to their manipulation and effect on the target audience</li> <li>• Presents the analysis in an oral presentation of 4-5 minutes in a <b>highly developed</b> manner</li> <li>• Composes and presents a <b>highly developed</b> visual composition</li> <li>• <b>Perceptively</b> reflects on the process of learning</li> <li>• Uses evaluative language <b>insightfully</b></li> <li>• Uses <b>highly developed</b> spelling, punctuation and grammar</li> </ul>
<b>B</b> <b>20, 19, 18,</b> <b>17, 16</b>	<ul style="list-style-type: none"> <li>• Demonstrates through a <b>well developed</b> oral presentation with accompanying visual composition the ways visual texts use visual and language techniques to engage and manipulate the responder with <b>sustained skill and flair</b></li> <li>• <b>Selects, analyses and effectively</b> evaluates features of a visual text in regard to their manipulation and effect on the target audience</li> <li>• Presents the analysis in an oral presentation of 3-5 minutes in a <b>well developed</b> manner</li> <li>• Composes and presents a <b>well-developed</b> visual composition</li> <li>• <b>Effectively</b> reflects on the process of learning</li> <li>• Uses evaluative language <b>effectively</b></li> <li>• Uses <b>well developed</b> spelling, punctuation and grammar</li> </ul>

<p><b>C</b> <b>15, 14, 13,</b> <b>12, 11</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates through a developed oral presentation with accompanying visual composition the ways visual texts use visual and language techniques to engage and manipulate the responder with some skill and flair</li> <li>• Selects, analyses and competently evaluates features of a visual text in regard to their manipulation and effect on the target audience</li> <li>• Presents the analysis in an oral presentation of 3-5 minutes in a developed manner</li> <li>• Composes and presents a developed visual composition</li> <li>• Competently reflects on the process of learning</li> <li>• Uses evaluative language competently</li> <li>• Uses developed spelling, punctuation and grammar</li> </ul>
<p><b>D</b> <b>10, 9, 8, 7,</b> <b>6</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates through a developing oral presentation with accompanying visual composition the ways visual texts use visual and language techniques to engage and manipulate the responder inconsistently</li> <li>• Selects, analyses and basically evaluates features of a visual text in regard to their manipulation and effect on the target audience</li> <li>• Presents the analysis in an oral presentation of 3-5 minutes in a developing manner</li> <li>• Composes and presents a basic visual composition</li> <li>• Basically reflects on the process of learning</li> <li>• Uses evaluative language inconsistently</li> <li>• Uses highly developed spelling, punctuation and grammar</li> </ul>
<p><b>E</b> <b>5, 4, 3, 2,</b> <b>1</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates through an elementary oral presentation with accompanying visual composition the ways visual texts use visual and language techniques to engage and manipulate the responder in a basic manner</li> <li>• Attempts to analyse and evaluate features of a visual text in regard to their manipulation and effect on the target audience</li> <li>• Presents the analysis in an oral presentation of less than 3 minutes in a basic manner</li> <li>• Composes and presents an elementary visual composition</li> <li>• Attempts to reflect on the process of learning</li> <li>• Uses basic evaluative language</li> <li>• Uses some correct spelling, punctuation and grammar</li> </ul>

**FEEDBACK from Teacher:**

- Use more visual techniques*
- Incorporate more evaluative language*
- Practise oral presentation skills*
- Improve spelling, grammar and punctuation*
- Reflect on the process of completing the task*

Completion of assessment during allocated class time.  Excellent  Moderate  Limited

Teacher Signature		Mark	
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