



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task 2– Year 12 English Standard

Course:	English Standard	Year:	12
Topic:	Module A: Language, Identity and Culture (20%) Module C: The Craft of Writing (5%)		
Assessment Name:	Task 2 Multimodal Presentation		
DATE DUE:		Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Incorporate more suitable textual evidence from both texts</i> <input type="checkbox"/> <i>Include more academic English</i> <input type="checkbox"/> <i>Analyse a wider variety of techniques</i> <input type="checkbox"/> <i>Provide a more balanced evaluation of the texts</i> <input type="checkbox"/> <i>Provide more evaluation of context / values / themes / purpose and how these shape meaning</i> <input type="checkbox"/> <i>Increase sophistication of multimodal component</i>		
Progress Check Date:			

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: .....

### **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>	Language has the power to both reflect and shape individual and collective identity.
<b>Skills, Knowledge and understanding being demonstrated:</b>	Using the skills developed in Module C, compose a multimodal presentation that explores the requirements and prescribed texts from Module A.  Module A prescribed texts: _____  _____
<b>Task Requirements:</b>	<p>Compose a multimodal presentation to demonstrate your understanding of the prescribed texts that you have studied in class for Module A: Language, Identity and Culture. You need to evaluate and discuss how unique individual and collective cultural perspectives have been represented in your prescribed texts. In your presentation you must also incorporate analysis of the textual features, forms, language and purpose of the texts studied, as well as provide justification for the elements that you have included in the multimodal component.</p> <p>Your speech must be 800- 1000 words in total. You must submit a transcript of your speech and the multimodal component of the presentation on the due date.</p> <p>Students are strongly encouraged not to spend a disproportionate amount of time and effort on the visual aspects of the multimodal presentation as the focus is on demonstrating understanding of the topic. (Some multimodal presentation possibilities could be: Diorama, Prezi, Power Point, and Collage.)</p> <p><b>Please ensure if any electronic files are submitted that it is accessible on school devices. It is your responsibility to check or test this prior to the submission date. Documents that fail to open will result in a penalty.</b></p>
<b>Syllabus Outcomes:</b>	<p><b>Outcomes</b></p> <p><b>EN12-1</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EN12-3</b> critically analyses and uses language forms, features and structures of texts, justifying appropriateness for purpose, audience and context and explaining their effects on meaning</p> <p><b>EN12-4</b> adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p><b>EN12-5</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to and compose texts that include thoughtful and detailed information, ideas and arguments</p> <p><b>EN12-6</b> investigates and explains the relationships between texts</p> <p><b>EN12-7</b> explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p><b>EN12-8</b> explains and assesses cultural assumptions in texts and their effects on meaning</p> <p><b>EN12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>
<p><b>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.</b></p> <p><b>Tasks will not be accepted without a completed Cover Sheet attached.</b></p> <p><b>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.</b></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
<b>Understands the big idea(s)</b>	Composes a multimodal presentation that uses the skills of Module C and demonstrates understanding of Module A.					
<b>Literacy / Numeracy skills assessed</b>	Appropriate use of academic English, including evaluative language and grammar					
<b>Processes</b>	Composes a multimedia presentation that uses the skills of Module C					
<b>Demonstrates Skills</b>	Composes a multimedia presentation that demonstrates understanding of Module A and how language, form and features shape individual and collective cultural experiences.					
<b>Knowledge</b>	Demonstrates understanding of poems through textual evidence and analysis of textual features and purpose.					
<b>Understanding</b>	Justifies the inclusion of elements in the multimodal component.					

<b>A</b> 25, 26, 27, 28, 29, 30	<ul style="list-style-type: none"> <li>• <b>Perceptively</b> analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C.</li> <li>• <b>Insightfully</b> demonstrates understanding and evaluation of textual form, structure, language and mode to shape meaning</li> <li>• Compares and/or contrasts and evaluates individual and collective cultural experiences from the core texts with <b>outstanding skill and flair</b></li> <li>• Provides analysis in a speech format in a <b>highly developed</b> manner</li> <li>• Uses spelling, punctuation and grammar with <b>outstanding skill and flair</b></li> </ul>
<b>B</b> 19, 20, 21, 22, 23, 24	<ul style="list-style-type: none"> <li>• <b>Effectively</b> analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation.</li> <li>• <b>Successfully</b> demonstrates understanding and evaluation of textual form, structure, language and mode to shape meaning</li> <li>• Compares and/or contrasts and evaluates individual and collective cultural experiences from the core texts with <b>skill and flair</b></li> <li>• Provides analysis in a speech format in a <b>well developed</b> manner</li> <li>• Uses spelling, punctuation and grammar with <b>skill and flair</b></li> </ul>
<b>C</b> 13, 14, 15, 16, 17, 18	<ul style="list-style-type: none"> <li>• <b>Competently</b> analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Capably</b> demonstrates understanding and evaluation of textual form, structure, language and mode to shape meaning</li> <li>• Compares and/or contrasts and evaluates individual and collective cultural experiences from the core texts with <b>some flair</b></li> <li>• Provides analysis in a speech format in a <b>developed</b> manner</li> <li>• Uses spelling, punctuation and grammar with <b>some flair</b></li> </ul>
<b>D</b> <b>7, 8,9,10,11, 12</b>	<ul style="list-style-type: none"> <li>• <b>Inconsistently</b> analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C.</li> <li>• Demonstrates <b>some</b> understanding and evaluation textual form, structure, language and mode to shape meaning</li> <li>• Compares and/or contrasts and evaluates individual and collective cultural experiences from the core texts <b>inconsistently</b></li> <li>• Provides analysis in a speech format in a <b>developing</b> manner</li> <li>• Uses spelling, punctuation and grammar <b>inconsistently</b></li> </ul>
<b>E</b> <b>1,2,3,4,5, 6</b>	<ul style="list-style-type: none"> <li>• Analyses and evaluates in <b>an elementary manner</b> context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C.</li> <li>• Demonstrates <b>limited</b> understanding and evaluation of textual form, structure, language and mode to shape meaning</li> <li>• Compares and/or contrasts and evaluates individual and collective cultural experiences from the core texts <b>in a basic manner</b></li> <li>• Provides analysis in a speech format in a <b>basic</b> manner</li> <li>• Uses <b>basic</b> spelling, punctuation and grammar</li> </ul>

**FEEDBACK from Teacher:**

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Completion of assessment during allocated class time.     Excellent     Moderate     Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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