



## Notice of Assessment Task Year 12 English Studies

<b>Date of initial notification:</b> Term 4, Week 7, Monday the 20th of November 2023	<b>Date of submission of task:</b> Term 4, Week 9, Thursday the 7th of December, 2023 The task will be a digital submission to the classroom teacher via the Google Classroom during Period 5.
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<b>Teacher:</b> 12EST1 - Perwaiz 12EST2 - Woollard	<b>Task Number:</b> 1
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<b>Time Allowed:</b> 2 weeks preparation + 5-6 minute multimodal presentation	<b>Weighting of task:</b> 30%
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<b>Course Component/Focus area/topic/module:</b> Common Module: Texts and Human Experiences Billy Elliot (Stephen Daldry) and ONE piece of related material
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<p><b>Task Description:</b> Students will use prior knowledge and examples provided in class to help them compose and submit a 5-6 minute multimodal presentation that addresses the question:</p> <p><b><i>“How do composers represent the challenges arising from human experiences through techniques?”</i></b> <b><i>In your response, make reference to Billy Elliot and ONE piece of related material.</i></b></p> <p><b>Part A: Writing</b> Students are to compose an analytical response addressing the question with reference to the prescribed text <i>Billy Elliot</i> AND one piece of related material from their Preliminary course. Students should use the PETAL or PEEL structure and focus on how and why techniques are used to shape meaning.</p> <p><b>Part B: Presenting</b> Students' analytical response will be supported by a visual presentation using PowerPoint or another mode agreed upon by their classroom teacher. Students are to record themselves reading their response and embed this into the presentation. The presentation should be no more than 6 minutes and should draw on key points and ideas from within their analytical response and demonstrate clear multimodal techniques such as embedding video, image, colour, font, sound etc. Students should also be aware of the pace, tone and volume of their voice.</p> <p><b>Students are to digitally submit Part A and Part B on their class Google Classroom by 2:50 PM on the day of submission.</b></p> <p><b>ALL PARTS ARE <u>MANDATORY</u> AND DUE FOR DIGITAL SUBMISSION AT THE SAME TIME.</b></p>
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**Outcomes/Competencies to be assessed in this task:**

**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

**ES12-8** understands and explains the relationships between texts

**Marking Criteria:**

**You will be marked on how well you**

- Compose a multimodal presentation that uses a variety of modes, media and technologies including speaking and presenting to engage an audience
- Demonstrate how literary devices, context, purpose, structure, stylistic and grammatical features, and form shape meaning within an analytical response
- Compose a response that addresses the question using judiciously selected textual evidence

**Feedback:** How will I receive feedback on this task?

During the teaching and learning cycle students can expect to receive personalised peer and teacher feedback on their work samples to help shape their understanding of the requirements of the task. During the assessment period students will receive generalised feedback as a class to guide students to identify their own strengths and weaknesses. After submission of the task students will receive their assessment response annotated with feedback, a copy of the marking criteria with relevant ticks to indicate their level of achievement that will align with their assessment mark and rank for the task and a personalised comment within 10 school days of completing the task.

- Written
- Verbal
- Whole class
- Individual

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

<b>Marking Guidelines</b>	
<p><i>demonstrates well-developed skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts</i></p> <ul style="list-style-type: none"> <li>• Demonstrates an extensive ability to compose a response that addresses the question using judiciously selected textual evidence</li> <li>• Skilfully composes an analytical response that identifies how literary devices, structure, stylistic and grammatical features, and form shape meaning</li> <li>• Demonstrates an extensive understanding of how to compose a multimodal presentation that uses a variety of modes, media and technologies to create deep audience engagement, and that draw upon key ideas presented in their written response.</li> </ul>	<p><b>A</b> Extensive 25-30</p>
<p><i>demonstrates sound skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts</i></p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough ability to compose a response that addresses the question using thoughtfully selected textual evidence</li> <li>• Demonstrates a thorough ability to compose an analytical response that identifies how literary devices, structure, stylistic and grammatical features, and form shape meaning</li> <li>• Demonstrates an extensive understanding of how to compose a multimodal presentation that uses a variety of modes, media and technologies to create deep audience engagement, and that draw upon key ideas presented in their written response.</li> </ul>	<p><b>B</b> Thorough 19-24</p>
<p><i>demonstrates developing skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts</i></p> <ul style="list-style-type: none"> <li>• Demonstrates a sound ability to compose a response that addresses the question using well selected textual evidence</li> <li>• Demonstrates a sound ability to compose an analytical response that identifies how literary devices, structure, stylistic and grammatical features, and form shape meaning</li> <li>• Demonstrates a sound understanding of how to compose a multimodal presentation that uses a variety of modes, media and technologies to create audience engagement, and that draw upon key ideas presented in their written response.</li> </ul>	<p><b>C</b> Sound 13-18</p>
<p><i>demonstrates basic skills in constructing appropriate short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts</i></p> <ul style="list-style-type: none"> <li>• Demonstrates a basic ability to compose a response that addresses the question using textual evidence</li> <li>• Demonstrates a basic ability to compose an analytical response that identifies how some literary devices. Attempts to address how structure, stylistic and grammatical features, and form shape meaning. Response may have lapses in fluency</li> </ul>	<p><b>D</b> Basic 7-12</p>

<ul style="list-style-type: none"> <li>● Demonstrates a sound understanding of how to compose a multimodal presentation that uses a variety of modes, media and technologies to create some audience engagement, and that draw upon some ideas presented in their written response.</li> </ul>	
<p><i>demonstrates elementary knowledge and skills in constructing written, spoken and multi-modal texts at an appropriate level for limited contexts</i></p> <ul style="list-style-type: none"> <li>● Demonstrates an elementary ability to compose a response that attempts to address the question. Response uses textual references with an attempt to include textual evidence</li> <li>● Demonstrates an elementary ability to compose an analytical response that identifies how some literary devices. May not address how structure, stylistic and grammatical features, and form shape meaning. Response has consistent lapses in fluency</li> <li>● Demonstrates an elementary understanding of how to compose a multimodal presentation that uses a variety of modes, media and technologies to create some audience engagement, and attempt to draw upon some ideas presented in their written response.</li> </ul>	<p style="text-align: center;"><b>E</b> Elementary 1-6</p>

**Teacher comment:**

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**Rank:**

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