



## Robert Townson High School

### ASSESSMENT TASK

<b>Subject: ENGLISH</b>	<b>Task Number: 1</b>
<b>Year / Class: YEAR 10</b>	<b>Task Title: BE HEARD</b>
<b>Faculty: ENGLISH</b>	<b>Weighting: 25%</b>
<b>Class Teachers: ALL</b>	<b>Due Date: MONDAY, WEEK 8 - 16/03/20</b>

#### TASK INSTRUCTIONS & REQUIREMENTS:

**Choose a narrative (novel OR film) that illustrates the theme of experience. This cannot be a text that you have studied in class. Analyse and explain the character's progression from innocence to experience in a multimodal presentation to your class.**

You must digitally submit a transcript of your presentation to the nominated Google Classroom in class on the due date. You will need a printed copy of your transcript to give to your teacher on the first lesson of class in week 8. You will give your presentation during class when randomly called upon. Failure to submit by the due date will result in a score of 0 and an N-Award.

#### Your presentation

- should have a visual component. This may be still shots from a film but **CANNOT** include any more than one minute of a film trailer or extract
- should demonstrate your speaking skills
- should be 3 minutes long.
- should demonstrate your understanding of the theme of Experience and the milestones a character passes to move from innocence to this final stage
- must be all your own work

#### Presentation options include:

- PowerPoint or Google slides and a live or pre-recorded verbal presentation.
- A mini-documentary created with movie-making software or apps including a live verbal introduction and voice-over.
- A Powtoon (or other form of digital storytelling) including a voice-over or live verbal presentation.
- A live, verbal presentation with accompanying visual aids such as a YouTube clip, trailer, visual representations of characters and ideas (digital or in the form of posters), etc.

#### Outcomes:

**Outcome 1:** A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

**Outcome 5:** A student 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.

**Outcome 7:** A student understands and evaluates the diverse ways texts can represent personal and public worlds.

**IF YOU HAVE ANY QUESTIONS ABOUT THE TASK, CONSULT THE TASK FACT SHEET.**

STUDENT NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

YEAR 10: Analyse and explain the character's progression from innocence to experience in a multimodal presentation to your class.

Feedback:

Criteria	Description	Marks
<ul style="list-style-type: none"> <li>• Presents a <i>well-researched and highly engaging</i> multimodal presentation exploring a character's progression from innocence to experience.</li> <li>• Analyses <i>effectively</i> the ways textual features convey character development.</li> <li>• Presents a <i>creative and original</i> <u>visual</u> component with <i>sophisticated</i> features of <u>visual</u> language</li> <li>• Presents a <i>detailed and insightful</i> <u>spoken</u> component with <i>sophisticated</i> features of <u>spoken</u> language</li> <li>• Presentation is <i>effectively</i> structured</li> </ul>	<p>A polished 2.5 to 3 minute presentation with well-chosen and engaging images using visual techniques such as animation, symbolism, transitions, etc which make the presentation more interesting. Written text will be used minimally and effectively in slideshows, etc. Live presentation will include effective verbal communication such as gestures, voice control and strong eye contact. Pre-recorded presentations will use professional, well-modulated voice-over. Information will be well-chosen to engage and interest the listeners providing detailed analysis of the textual features used to develop character. Visuals will have minimal text and will add to the appeal of the presentation and its ability to shape meaning.</p>	<p>13 – 15 <b>A</b></p>
<ul style="list-style-type: none"> <li>• Presents a <i>well-researched and interesting</i> multimodal presentation exploring a character's progression from innocence to experience.</li> <li>• Analyses <i>competently</i> the ways textual features convey character development.</li> <li>• Presents an <i>engaging</i> <u>visual</u> component with <i>strong</i> features of <u>visual</u> language</li> <li>• Presents an <i>engaging</i> <u>spoken</u> component with <i>strong</i> features of <u>spoken</u> language</li> <li>• Presentation is <i>competently</i> structured</li> </ul>	<p>A well-rehearsed 2.5 to 3 minute presentation with well-chosen, undistorted images and may incorporate transitions and sounds for effect (if digital). Research material is detailed, explores all aspects of the topic and is presented with expression and gestures (if live) that make it engaging for the audience. This is a very good presentation that may require a little more polish or evidence of audience awareness. There is connection to the audience and slides are not read. Information on the slides is a summary, not the whole speech. There is balanced discussion of the ways the character developed and how the development was conveyed.</p>	<p>10 – 12 <b>B</b></p>
<ul style="list-style-type: none"> <li>• Presents a multimodal presentation exploring a character's progression from innocence to experience.</li> <li>• Explains <i>adequately</i> the ways textual features convey character development.</li> <li>• Presents an <i>adequate</i> <u>visual</u> component with <i>sound</i> features of <u>visual</u> language</li> <li>• Presents an <i>adequate</i> <u>spoken</u> component with <i>sound</i> features of <u>spoken</u> language</li> <li>• Presentation is <i>adequately</i> structured</li> </ul>	<p>A rehearsed 2 to 3 minute presentation with a range of appropriate visuals and some understanding of ways composers show character development in texts. The presentation can be heard and eye contact is attempted in a live presentation. Presentation does not sound or look 'read'. This presenter may glance at slides but will not read from them. Information on the slides is a summary, not the whole speech.</p>	<p>7 – 9 <b>C</b></p>
<ul style="list-style-type: none"> <li>• Describes aspects of a character and/or innocence and experience</li> <li>• Attempts a presentation based on <i>limited</i> knowledge</li> <li>• Presents a <i>limited</i> <u>visual</u> component</li> </ul>	<p>A 1 to 2 minute presentation with a few basic images. Information on the topic is basic and shallow and may have come from a quick Google search rather than an extensive research process. In presenting, the student will probably read from the slides or have a short, monotone voice-over. Analysis of textual features may not be present. This may look like a description of a text and how the character/s changed in the text.</p>	<p>4 – 6 <b>D</b></p>

<ul style="list-style-type: none"> <li>• Presents a <i>limited</i> <u>spoken</u> component</li> </ul>		
<ul style="list-style-type: none"> <li>• Attempts to describe a character in a text</li> <li>• Demonstrates <i>elementary</i> knowledge</li> <li>• Attempts to present a <u>spoken and/or visual</u> component</li> </ul>	<p>A short presentation of up to 1 minute with or without visuals. The presentation may be improvised or is poorly planned and prepared. Whole speech may be written on the presentation.</p>	<p>1 – 3 <b>E</b></p>
<ul style="list-style-type: none"> <li>• Task not submitted on due date and no official paperwork provided.</li> <li>• Task submitted but it was plagiarised.</li> </ul>	<p>Consult your policy book or school website for official misadventure forms.</p> <p>Work that copies or ‘changes some of the words’ of the work of others will be considered plagiarised.</p>	<p>0</p>