



## **Robert Townson High School**

<b>ASSESSMENT TASK</b>	
<b>Subject: ENGLISH</b>	<b>Task Number: 1</b>
<b>Year / Class: YEAR 7</b>	<b>Task Title: BE HEARD</b>
<b>Faculty: ENGLISH</b>	<b>Weighting: 20%</b>
<b>Class Teacher: ALL</b>	<b>Due Date: MONDAY, WK 8 - 16/03/2020</b>

### **TASK INSTRUCTIONS & REQUIREMENTS:**

**Create and present a well-researched, multimodal biography of an inspirational person and explain the significant impact they have had on the world.**

You must submit a digital copy of your presentation through Google Classroom by **8.25am** on the due date - even if you do not have class that day - and submit a paper copy of your transcript to your teacher at the beginning of your first English lesson of that week. You will be required to present to your class when randomly called upon.

If you do not submit your task by the due date, you will lose marks as per the 2020 Year 7 Assessment Policy. After 1 day 25% will be lost, after 2 days 50 % is lost and after 3 days you will be given 0 marks.

#### **Your presentation**

- should have a visual component.
- should demonstrate your speaking skills
- should be 3 minutes long.
- should demonstrate your research skills
- 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 posters, etc
- A show-bag of relevant items you present and explain to the class in the form of a biographical text.

#### **Outcomes:**

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

**Outcome 5:** A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

**Outcome 7:** A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

**YEAR 7: Create and present a well-researched, multimodal biography of an inspirational person and explain the significant impact they have had on the world.**

Criteria	Description of a typical presentation in this band.	Marks
<ul style="list-style-type: none"> <li>• Presents a <i>well-researched and highly engaging</i> multimodal presentation of an inspirational person</li> <li>• Explains <i>effectively</i> their significant impact on the world</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>	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 detailed but well-chosen to engage and interest the listeners and address the subject's impact on the world.	13 – 15 <b>A</b>
<ul style="list-style-type: none"> <li>• Presents a <i>well-researched and interesting</i> biography of an inspirational person</li> <li>• Explains <i>competently</i> their significant impact on the world</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>	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 slides is a summary, not the whole speech.	10 – 12 <b>B</b>
<ul style="list-style-type: none"> <li>• Presents a biography of an inspirational person</li> <li>• Explains <i>adequately</i> their significant impact on the world</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>	A rehearsed 2 to 3 minute presentation with a range of appropriate visuals and detailed knowledge about the chosen person/topic and their impact on the world. 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.	7 – 9 <b>C</b>
<ul style="list-style-type: none"> <li>• Describes aspects of a person's life</li> <li>• Attempts a presentation based on <i>limited</i> knowledge</li> <li>• Presents a <i>limited</i> <u>visual</u> component</li> <li>• Presents a <i>limited</i> <u>spoken</u> component</li> </ul>	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.	4 – 6 <b>D</b>

<ul style="list-style-type: none"> <li>• Attempts to describe a person</li> <li>• Demonstrates <i>elementary</i> knowledge</li> <li>• Attempts 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.</p> <p>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>