



Name: _____

Robert Townson High School

ASSESSMENT TASK

Subject: ENGLISH	Task Number: 1
Year / Class: YEAR 9	Task Title: BE HEARD
Faculty: ENGLISH	Weighting: 25%
Class Teacher: ALL	Due Date: MONDAY, WK 8 - 16/03/2020

TASK INSTRUCTIONS & REQUIREMENTS:

Use your youth voice to create a presentation on a documentary text of your choice. Your presentation should give the audience insight into the youth issue and the features used by the documentary maker to shape meaning and engage audiences. This documentary CANNOT be a text studied in class

- **Choose a documentary based on a social issue that really matters to you**
- **Create a presentation to show the class which includes NO MORE THAN one minute of the trailer or documentary extract. The rest of the three minute presentation MUST be your own analysis and work**
- **Present a speech or voice-over with your presentation to explain how the documentary is effective in exposing the issue.**

You must submit your presentation through Google Classroom by 8.25 am Monday 16th March and submit a written transcript of your product in class on the due date. You will present it to your class when randomly called upon. Failure to submit your task on the due may result in a zero and an N-Award.

Your presentation

- should have a visual component.
- should demonstrate your speaking skills
- should be 3 minutes long.
- should demonstrate your understanding of youth issues
- 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 or documentary extract, 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.

