

Assessment Task Notification

All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

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| Teacher: Ms P. Harris | Course: Year 12 Standard English |
| Task and Number: 2 | Task Weighting: 25% |
| Date Issued: Thursday, 28 th February, 2018 | Date Due: Monday, 8 th April, 2019 |

Syllabus component:

Module A: Language, Culture and Identity: Henry Lawson

Syllabus outcomes being assessed:

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|----------------|---|
| EN 12-1 | independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN 12-3 | analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning |
| EN 12-5 | thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN 12-6 | investigates and explains the relationships between texts |
| EN 12-7 | explains and evaluates the diverse ways texts can represent personal and public worlds |

Description of task

Nature of the task: You are to deliver a PechaKucha based on the learning in this module and compose a reflection based on your experiences in planning and delivering the presentation.

Pecha Kucha presentation: Present a PechaKucha to the class in response to at least one of the essential questions of this unit based on an analysis of the prescribed text, *Henry Lawson Short Stories*. The essential questions are:

- Why do we value language and texts?
- How does language affect individual and collective identity?
- What impact can texts have on prevailing assumptions and beliefs about identities and cultures?
- How do our responses to texts shape our self-perception? Why is that important?

Your presentation should be five minutes in duration, with 15 slides set to advance every 20 seconds. Use the resources provided (below and in class) to prepare your PechaKucha.

- <http://www.pechakucha.org/presentations/how-to-create-slides>
- <http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html>

Reflection: After presenting your PechaKucha, you will be asked to reflect on your learning by responding to one of the following:

- What process did you go through to produce this piece?
- How did working within the PechaKucha guidelines affect your planning and presentation of ideas?
- This will be in the form of an in-class written reflection of between 250 and 300 words.

Identify a key decision that you made in completing this task and describe how it affected the final product.

Submission of Task requirements:

The task **MUST** be uploaded or emailed, or submitted on a USB at the beginning of the class. Students must ensure that their presentation is compatible with DET programs and platforms.

Paper will be provided for the reflection component.

Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.

Assessment Task - Marking Criteria

| Standard of Performance | Mark / Grade |
|---|---------------------------|
| <p>The student:</p> <ul style="list-style-type: none"> • provides a highly developed analysis of the prescribed text based on comprehensive textual knowledge relevant to the essential question(s) • visual elements of the PechaKucha are highly effective • the spoken element is highly engaging and relevant • composes an insightful reflection on the process and product. | 21-25 |
| <p>The student:</p> <ul style="list-style-type: none"> • provides a well-developed analysis of the prescribed text based on detailed textual knowledge relevant to the essential question(s) • visual elements of the PechaKucha are effective • the spoken element is engaging and relevant • composes a purposeful reflection on the process and product. | 16-20 |
| <p>The student:</p> <ul style="list-style-type: none"> • provides a satisfactory analysis of the prescribed text based on adequate textual knowledge relevant to the essential question(s) • visual elements of the PechaKucha are sound • the spoken element is engaging and relevant • compose a sound reflection on the process and product. | 11-15 |
| <p>The student:</p> <ul style="list-style-type: none"> • provides a description of the prescribed text based on minimal textual knowledge in relation to the essential question(s) • visual elements are basic • spoken elements are basic • compose a simple reflection on the process and/or product | 6-10 |
| <p>The student:</p> <ul style="list-style-type: none"> • attempts to describe aspects of the prescribed text based on elementary textual knowledge in relation to the essential question(s) • visual elements are limited • spoken elements are limited • attempt to compose a reflection on the process and/or product | 1-5 |
| | Total Mark / Grade |
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