



# Boorowa Central School

Excellence through Respect, Responsibility and Participation

## Assessment Task Notification

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| <b>Teacher:</b> Miss Thomas  | <b>Course:</b> HSC English Studies                          |
| <b>Task and Number:</b> Visual Representation & Annotation: Task 2   | <b>Task Weighting:</b> 20%                                  |
| <b>Date Issued:</b> Thursday 19 <sup>th</sup> March 2020   | <b>Date Due:</b> Thursday 2 <sup>nd</sup> April 2020 week 8 |
| <b>Syllabus component:</b><br><br>During the study of this module, students develop an awareness of complex aspects of Australian citizenship, community and cultural identity. They develop language skills appropriate to participating in discussion and decision-making about these matters and conducting their lives as citizens and members of communities. They engage with and critique literary texts that present the diversity of cultures, peoples, perspectives and voices that contribute to Australian society. Students develop their understanding of the power of language to communicate ideas effectively, and develop their ability to use language imaginatively, expressively and purposefully.  |   |
| <b>Syllabus outcomes being assessed:</b><br><b>ES12-3</b> accesses, comprehends and uses information to communicate in a variety of ways<br><b>ES12-5</b> 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<br><b>ES12-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes<br><b>ES12-7</b> represents own ideas in critical, interpretive and imaginative texts<br><b>ES12-9</b> identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences  |   |
| <b>Description of task:</b><br>Students will prepare a <b>visual representation and spoken annotation</b> on the topic ' <i>What it means to be Australian</i> '. On assessment day, they will present their visual representation and spoken annotation to the class. The representation and script are to be posted on assessment day onto Google Classroom.<br><br>Students will be required to present a visual representation of 'What it means to be Australian', using images, graphics and minimal text. This is to be screened or presented on the Assessment date. Students are also to submit a <b>500-600 word</b> typed copy of their script, and use this to provide a spoken annotation when presenting their visual representation.<br><br>Students will be assessed on their ability to: <ul style="list-style-type: none"><li>• explore and present ideas about Australian identity imaginatively</li><li>• develop ideas coherently</li><li>• express ideas clearly and demonstrate control of language</li></ul> |   |
| <b>Submission of Task requirements:</b><br><br>Submit via Google Classroom by 3.20pm on the due date.  |   |



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## Assessment Task - Marking Criteria

| <b>Standard of Performance</b>  | <b>Mark / Grade</b> |
|---|---------------------|
| <ul style="list-style-type: none"><li>• composes an imaginative visual representation and spoken annotation that effectively and convincingly incorporate ideas about Australian identity</li><li>• demonstrates well-developed understanding of the conventions of visual representations and annotations</li><li>• demonstrates consistent, effective control of language appropriate to audience and purpose</li></ul> | <b>20-17</b>        |
| <ul style="list-style-type: none"><li>• composes an imaginative visual representation and spoken annotation that competently incorporate ideas about Australian identity</li><li>• demonstrates sound understanding of the conventions of visual representations and spoken annotations</li><li>• demonstrates competent control of language appropriate to audience and purpose</li></ul>                                | <b>16-13</b>        |
| <ul style="list-style-type: none"><li>• composes a visual representation and spoken annotation that demonstrates a developing ability to incorporate ideas about Australian identity</li><li>• demonstrates developing understanding of the conventions of visual representations and annotations</li><li>• demonstrates developing ability to use language consistently appropriate to audience and purpose</li></ul>    | <b>12-9</b>         |
| <ul style="list-style-type: none"><li>• composes a response that incorporates ideas in a limited way</li><li>• demonstrates a basic understanding of the conventions of visual representations and spoken annotations</li><li>• demonstrates variable control of language</li></ul>   | <b>8-5</b>          |
| <ul style="list-style-type: none"><li>• composes a response that makes little or no reference to Australian identity</li><li>• attempts to organise a response in an elementary way</li><li>• demonstrates elementary control of language</li></ul>   | <b>4-0</b>          |
| <b>Total Mark / Grade</b>   |                     |