

Faculty/Subject:	English Studies	Assessment Task No:	Two
Year:	Year 12 HSC English Studies	Assessment weighting:	25%
Date Given:	Wednesday, 4 th March 2020	Due date and time:	Wednesday, 25 th March 2020
Student name:		Teacher:	Mrs Peek

Submission Instructions

- The task must be completed by the due date. Hard copies (speech) must be handed to your regular classroom teacher during school hours and signed for.
- Email submissions must be sent to the following email account: N/A
- Assignments received after **3:15pm** on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
- Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

Absence/Late Submission

Late submission:

*For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.

*For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

Absence:

***Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.

***Year 7 -10** - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher.

*Failure to provide adequate documentation will result in late submission penalties being applied.

Student Confirmation - please tick

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography - where appropriate.
- I have kept a copy of my assignment.

Student Signature: _____

Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: _____ Subject: _____

Task No: _____ Due Date: ____/____/____ Date submitted: ____/____/____

Student Signature: _____ Teacher Signature: _____

Year 12 English Studies
Elective Module A 'We Are Australians'

Date issued: Wednesday 4th March 2020
Date due: Wednesday 25th March 2020
Weight 25%

Outcomes:

ES12-3: accesses, comprehends and uses information to communicate in a variety of ways

ES12-5: 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

ES12-7: represents own ideas in critical, interpretive and imaginative texts

ES12-8: understands and explains the relationships between texts

ES12-9: 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

Task-

You are to compose a speech for Pendle Hill High's Multicultural Day assembly to explain a unique Australian perspective and educate listeners on their experiences in Australia. This will be accompanied by a 6-7 slide PowerPoint presentation, to demonstrate the research you have undertaken to understand this perspective.

Using a text studied in class and a range of other relevant texts (websites, pictures, poems, films or documentaries), consider:

- Context/history of the group's perspective
- The group's attitudes and beliefs
- The challenges this group may have faced in Australia
- The group's contributions to Australian culture
- Representations of this group in the media
- The lessons we can learn about Australian citizenship values from this perspective

Suggested groups to research:

- Indigenous
- Immigrant/migrant stories
- Refugee and asylum seekers
- Other group (consult with your teacher)

Your presentation must contain the following:

- A speaking component
- A visual research presentation

Your presentation should be no more than 7 minutes long. A copy of the spoken component of your presentation must be handed to your teacher on the due date with the PowerPoint. You must indicate your research sources in your presentation- minimum three different sources of information and try to include different text types for interest.

- This copy won't be given back to you. You must keep a copy for yourself.
- Presentations will be heard during the lesson **or** recorded on MP3- if recorded, the format must be checked on the day of submission to ensure it works. Files that do not open will not be marked. Test your technology ahead of submission if you choose to use recording technology. Recordings and PowerPoints to be submitted on USB.

Students who are not present in class on the day of the assessment task will need to provide a medical certificate to explain their absence in order to avoid the published penalties for lateness

Student Name _____

Marking Criteria Module A: We Are Australians

Criteria	Marks
<ul style="list-style-type: none">• Composes a skilfully researched, original and cohesive text that effectively explores ideas of the module and explains impact on audience.• Demonstrates understanding of a wide range of language forms and features in the construction of meaning (techniques in the researched texts).• Demonstrates skilful control of language appropriate to audience, context and form (including effective vocal and non-vocal speech techniques).	17-20
<ul style="list-style-type: none">• Composes a well-researched, original and sustained text that explores ideas of the module and impact on audience.• Demonstrates control of a range of language forms and features in the construction of meaning.• Demonstrates well-developed control of language appropriate to audience, context and form.	13-16
<ul style="list-style-type: none">• Composes a sound text that relates to ideas of the module and/or impact on audience.• Demonstrates control of some language forms and features in the communication of meaning.• Demonstrates sound control of language appropriate to audience, context and form.	9-12
<ul style="list-style-type: none">• Attempts to compose a text that relates to aspects of the module or impact on audience.• Attempts to demonstrate control of some language forms and features in the communication of meaning.• Attempts to demonstrate control of language appropriate to audience, context and form.	5-8
<ul style="list-style-type: none">• Makes little to no attempt to compose a text that relates to aspects of the module or prescribed text.• Makes little to no attempt to use language forms or features to communicate meaning.• Demonstrates little control of language appropriate to audience, context and form.	1-4

Comment

Mark

/20

English Studies Assessment Planning:

Greet your audience and explain your chosen cultural group for Multicultural Day

Slide 1- context and history	Slide 2 -Attitudes and beliefs
Image and/ or text	Image and/ or text
Introduce research text TQE- the E is explaining what the text shows us about their history, why these people are in Australia, and/or how this group was the same or different to others in Australia	Introduce research text TQE- the E is explaining what the text shows us about their beliefs, attitudes to Australia and how this group was the same or different to others in Australia
Slide 3- challenges faced in Australia	Slide 4 Representation in the media
Image and/ or text	Image and/ or text
Introduce research text TQE- the E is explaining what the text shows us about the challenges this group have faced in Australia, and how these are different or the same now.	Introduce research text TQE- the E is explaining what the text shows us about their representation in the media- is it positive or negative or both? Is it realistic or stereotypical? Explain why and the effect on the audience- how does this media make us judge this group?
Slide 5- Contributions to Australian culture	Slide 6- Lessons we can learn from this perspective
Image and/ or text	Image and/ or text
Introduce research text TQE- the E is explaining what the text shows us how this group has changed Australian culture in some way- could be famous people, inventions, food, sports, businesses, etc.	Introduce research text TQE- the E is linking to the Australian values statement and explaining how Australians have lived their values or not- or how we could improve or have improved. How has this group lived our values?

Suggested techniques:

Non fiction	Fiction/poetry/creative writing	visual
Statistics Anecdotes First person accounts High modality Persuasive language Emotive language Imagery- visual or sensory Contrast Rhetorical question Repetition Inclusive language	First person accounts Emotive language _____ tone Simile Metaphor Repetition Contrast	Colour contrast/symbolism Salience High modality/low modality (if it is a cartoon) Vectors Symbolism Body language- describe Facial expression- describe Contrast Camera shots and angles

SPEECH TECHNIQUES TO USE:

VOCAL TECHNIQUES:

Pause

change *pitch* (high or low) or *pace* (fast or slow)

volume- emphasise some words or phrases for effect. 'THEN it was different' 'BUT culture has changed'

NON VOCAL:

Direct address to audience 'many of you would think....' 'perhaps you would also....' 'I hope you now....'

Repetition- find a phrase about this group and repeat it a couple of times for effect, or repeat a word for emphasis

Rhetorical question 'Do you know?' 'What would you?'

Humour to engage, or a personal anecdote

Call to action

TIPS:

- Have a variety of different research texts- visual, factual, personal, political
- Make sure you reference WHERE you find the information
- Make sure you remember the purpose- Multicultural Day speech at PHHS
- It is a formal speech, but a familiar audience
- Make your tone reflect your content- can make jokes at funny or interesting images, but this would be disrespectful if it was a sad image of a challenging experience

How will this task help me?

- You may get an informative or persuasive task in the Trial or HSC (explain the importance of what you learned/persuade someone to choose this module to study)
- You may have a reflective question 'what did you learn about....?'
- You will definitely 100% get short answer TQE on a variety of unseen texts in exams
- Speeches can be 'creative' or 'imaginative' responses if the exam question does not specify narrative.