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| **Coonabarabran High School**  TAKE HOME ASSESSMENT NOTIFICATION | | | |
| **Subject:** | Year 12 Studies, Standard & Advanced | **Weighting:** | 20% |
| **Teacher:** | Blazely, Birrell, Lang | **Notification date:** | Term 4, Week 4  Monday 4th November |
| **Topic:** | Texts and Human Experiences | **Due date:** | Term 4, Week 10  Monday 16th December |

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| **Outcomes to be assessed:** |
| **English Advanced Stage 6:**  **EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning  **EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts  **EA12-6** investigates and evaluates the relationships between texts  **EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  **English Standard Stage 6:**  **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  **EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts  **EN12-6** investigates and explains the relationships between texts  **EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds  **English Studies Stage 6:**  **ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, and social contexts for a variety of purposes  **ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts  **ES12-3** accesses, comprehends and uses information to communicate in a variety of ways  **ES12-4** composes proficient texts in different forms  **ES12-6** uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes  **ES12-7** represents ideas own ideas in critical, interpretive and imaginative texts |

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| **You will be assessed on how well you:** |
| * Create a multi-modal digital text * Articulate ideas within the module * Explore representations of human experiences within texts * Make judgements about how aspects of these texts shape meaning * Make connections between yourself, the world of the texts and the wider world * Use language appropriate to audience, purpose and context to deliberately shape meaning |

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| **Task description:** |
| You are to present your understanding of the Texts and Human Experience module through a Google Site website (Canva is also allowed with approval from your teacher).  **Page 1:** **Module Overview (10 marks)**  Write an overview of the Texts and Human Experience module. In this overview, you need to demonstrate your knowledge of the module (and key words/phrases) and how the module relates to your prescribed text and your related text.  [Word count suggestions: Studies – 200 words, Standard – 300 words, Advanced – 400 words]  **Page 2: Essay for your Prescribed Text (20 marks)**  Write an essay which answers the following question:  *Analyse how your prescribed text conveys insightful ideas about individual and/or collective human experiences.*  [Word count suggestions: Studies – 500 words, Standard – 800 words, Advanced – 1000 words]  **Page 3:** **Filmed response for your Related Text (10 marks)**  Film/create a video where you explain your related text, and how it relates to the Texts and Human Experience module.  [Time suggestions: Studies – 2 minutes, Standard – 4 minutes, Advanced – 5 minutes]  Note: consideration should be given to the visual engagement of your website and videos  Prescribed Texts   * *Studies – Billy Elliot* * *Standard – The Crucible* * *Advanced – The Crucible*   Related Text – You are to choose a related text that also explores the Texts and Human Experiences module (this related text can be a film, fiction extract, short story, comic, song/poem, visual or non-fiction text) – You must have your related text approved by your classroom teacher. |

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| **Submission:** |
| You are to submit your website to the google classroom - 2osrgr7 – prior to 9am  Ensure all videos have also been shared with your teacher.  Student numbers, not names are to be used. |

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| **Feedback (during and after task completion):** |
| Students are encouraged to complete and hand in drafts for teacher feedback.  **For the most effective feedback, drafts should be submitted no later than \*\*\***  [Rachel.blazely@det.nsw.edu.au](mailto:Rachel.blazely@det.nsw.edu.au) or [Michelle.birrell@det.nsw.edu.au](mailto:Michelle.birrell@det.nsw.edu.au) or [Tim.lang1@det.nsw.edu.au](mailto:Tim.lang1@det.nsw.edu.au) |

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| *NOTE: This is a compulsory assessment task. You are to make a genuine attempt at the task, and all protocols relating to plagiarism, collusion, and malpractice apply. You are required to submit on the above stated date. Failing to do so may result in the awarding of the grade of 0%. If students are unable to submit by the due date, they must provide a doctor’s certificate and/or an Illness & Misadventure Form. All assessment submission protocols, found in the Assessment Handbook, will be followed.* |

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| **Studies** | **Standard** | **Advanced** |  |
| * Effective module overview which includes a sound understanding of the requirements and complexities of the module * Detailed explanation of how both texts relate to the module * Articulates their response with flair and considerable effort is paid to editing and structure. | * Effective module overview which includes a thoughtful understanding of the requirements and complexities of the module * Detailed and effective explanation of how both texts relate to the module * Articulates their response with flair and considerable effort is paid to editing and structure. | * Skilful module overview which includes an insightful understanding of the complexities and nuances of the module * Detailed and effective explanation of how both texts relate to the module * Articulates their response with flair and considerable effort is paid to editing and structure. | **A**  **9-10** |
| * Sound module overview which includes a sound understanding of the requirements and complexities of the module * Effective explanation of how both texts relate to the module * Articulates their response with care and effort is paid to editing and structure. | * Considered module overview which includes a mostly thoughtful understanding of the requirements and complexities of the module * Effective explanation of how both texts relate to the module * Articulates their response with care and effort is paid to editing and structure | * Effective module overview which includes a thoughtful understanding of the complexities and nuances of the module * Effective explanation of how both texts relate to the module * Articulates their response with care and effort is paid to editing and structure. | **B**  **7-8** |
| * Mostly sound module overview which includes an understanding of the requirements and complexities of the module * Sound explanation of how both texts relate to the module * Writes their response with some effort paid to editing and structure. | * Considered module overview which includes a sound understanding of the requirements and complexities of the module * Sound explanation of how both texts relate to the module * Writes a sound response with mostly clear language, editing and structure. | * Sound module overview which includes a mostly thoughtful understanding of the complexities and nuances of the module * Sound explanation of how both texts relate to the module * Writes a sound response with mostly clear language, editing and structure. | **C**  **5-6** |
| * Basic module overview which includes a sound understanding of the requirements and complexities of the module * Basic explanation of how both texts relate to the module * Writes a limited response with lapses in language, editing and structure. | * Basic module overview which includes a sound understanding of the requirements and complexities of the module * Basic explanation of how both texts relate to the module * Writes a limited response with lapses in language, editing and structure. | * Basic module overview which includes a sound understanding of the requirements and complexities of the module * Basic explanation of how both texts relate to the module * Writes a limited response with lapses in language, editing and structure. | **D**  **3-4** |
| * A limited response regarding the module and text(s) * May be unfinished or under the word count minimum | * A limited response regarding the module and text(s) * May be unfinished or under the word count minimum | * A limited response regarding the module and text(s) * May be unfinished or under the word count minimum | **E**  **1-2** |

**Page 1 - Module Overview (10 marks)**

**Page 2 – Essay on your prescribed text (20 marks)**

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| **Studies** | **Standard** | **Advanced** |  |
| * Analyses how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Presents a thoughtful response supported by relevant references from the prescribed text * Writes an organised response using language appropriate for audience, purpose and context | * Analyses skilfully how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Presents an insightful response supported by well-chosen references from the prescribed text * Writes a coherent and sustained response using language appropriate for audience, purpose and context | | **A**  **17-20** |
| * Explains how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Presents a response supported by some references from the prescribed text * Writes a response using variable control of language appropriate for audience and purpose. | * Analyses how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Presents a thoughtful response supported by relevant references from the prescribed text * Writes an organised response using language appropriate for audience, purpose and context | | **B**  **13 - 16** |
| * Describes how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Describes aspects of the prescribed text. * Writes a response with minimal control of language | * Explains how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Presents a response supported by some references from the prescribed text * Writes a response using variable control of language appropriate for audience and purpose. | | **C**  **9- 12** |
| * Attempts to answer the question about how the prescribed text conveys insightful ideas about human experiences * Attempts to describe aspects of the prescribed text * Writes a limited response | * Describes how the prescribed text conveys insightful ideas about individual and/or collective human experiences. * Describes aspects of the prescribed text. * Writes a response with minimal control of language | | **D**  **5 -8** |
| * Refers to the prescribed text in a minimal way * Attempts to compose a response | * Refers to the prescribed text in a minimal way * Attempts to compose a response | | **E**  **1 - 4** |

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| **Studies** | **Standard** | **Advanced** |  |
| * Analysis of the related text and how it is connected with the module * Uses a variety of effective verbal skills to convey meaning – including pace, tone, volume * An effective video which meets the time requirements. | * Detailed analysis of the related text and how it is connected with the module * Uses a variety of effective verbal skills to convey meaning – including pace, tone, volume * An effective video which meets the time requirements. | * Effective analysis of the related text and how it is connected with the module * Uses a variety of effective verbal skills to convey meaning – including pace, tone, volume * An engaging video which meets the time requirements. | **A**  **9 - 10** |
| * Explanation of the related text and how it is connected with the module * Uses a variety of verbal skills to convey meaning – including pace, tone, volume * A mostly effective video which meets the time requirements. | * Analysis of the related text and how it is connected with the module * Uses a variety of verbal skills to convey meaning – including pace, tone, volume * A mostly effective video which meets the time requirements. | * Detailed analysis of the related text and how it is connected with the module * Uses a variety of verbal skills to convey meaning – including pace, tone, volume * An effective video which meets the time requirements. | **B**  **7 - 8** |
| * Description of the related text and how it is connected with the module * Uses sound verbal skills to convey meaning – including pace, tone, volume * A sound video which meets the time requirements | * Explanation of the related text and how it is connected with the module * Uses sound verbal skills to convey meaning – including pace, tone, volume * A sound video which meets the time requirements | * Analysis of the related text and how it is connected with the module * Uses sound verbal skills to convey meaning – including pace, tone, volume * A mostly effective video which meets the time requirements | **C**  **5 - 6** |
| * Statements regarding the related text and an attempt to connect to the module * Attempted to demonstrate verbal skills, with variable success * A video which may not meet the time requirements | * Description of the related text and how it is connected with the module * Uses mostly sound verbal skills to convey meaning – including pace, tone, volume * A video which may not meet the time requirements | * Explanation of the related text and how it is connected with the module * Uses sound verbal skills to convey meaning – including pace, tone, volume * A sound video which meets the time requirements | **D**  **3 - 4** |
| * A limited response regarding the related text and/or module * A limited attempt to complete the task has been demonstrated * May not have a video and/or is extremely short | * A limited response regarding the related text and/or module * A limited attempt to complete the task has been demonstrated * May not have a video and/or is extremely short | * Description of the related text and how it is connected with the module * Attempts to use verbal skills to convey meaning – including pace, tone, volume * A video which may not meet the time requirements | **E**  **1 - 2** |

**Page 3 – Video of the Related Text (10 marks)**