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| **Coonabarabran High School**TAKE HOME ASSESSMENT NOTIFICATION |
| **Subject:** | Year 7 English | **Weighting:** | 25% |
| **Teacher:** | Ms Blazely/Mulveney, Mrs Birrell & Mr Lang | **Notification date:** | 19th May 2025 |
| **Topic:** | Seeing Through A Text | **Due date:** | 30th June 2025 |

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| **Outcomes to be assessed:** |
| * EN4-URA-01: representation; code and convention; connotation, imagery and symbol
* EN4-URB-01: theme
* EN4-ECA-01: representing; text features: informative and analytical
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| **You will be assessed on how well you:** |
| * Use the codes and conventions (visual and written) of a multimodal report and create a clear and engaging reader journey.
* Use appropriate metalanguage to analyse how the codes and conventions within the 3 visual texts communicates ideas and issues.
* Provide accurate and effective contextual and textual evidence to support the thematic ideas.
* Write a sustained report using language and structure accurately and with purpose supporting a clear thesis.
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| **Task description:** |
| **The Context of the Task:**Anahit is the most powerful planet in the Galaxy. The Ministers in the government of Anahit have been watching Earth for many years and are deeply concerned. They have noticed that Earth’s environment is being destroyed and the inhabitants are suffering. The Ministers have decided that the best solution is to destroy planet Earth and start again. Your boss, the Minister for Other Planets, believes that Earth should be saved. They have one final chance to convince the other Ministers at their next meeting. The Minister for Other Planets is going to deliver a speech and has asked you, the Senior Advisor, go provide evidence that can be used to support the argument that Earth is worth saving. You know that visuals are a very effective type of evidence, and you have decided to select 3 powerful and engaging visual texts about Earth. You will create a multimodal report presenting and analysing the visuals. You will include captions to help your boss understand the content and context of the visuals. In addition, you will write the accompanying informative text. Remember, your job is not to convince anyone. Your job is to gather, select and analyse the evidence and write an informative report to support your boss’ argument that Earth should be saved. **Your Task**:Create a multimodal report that your boss can use to support their argument that Earth is worth saving from destruction. You must:1. Decide why Earth is worth saving: this will be your thesis
2. Research and select the 3 visual texts that you think will best support the argument that Earth is worth saving (for example: images, paintings, photographs or extracts from media texts or picture books).
3. Write a one sentence caption for each visual stating: what the visual is, who it is by, where it is from, and what it shows. The captions are not included in your final word limit.
4. Compose a multimodal report of 300-500 words (excluding headings, captions, ect) analysing the 3 visual texts. Explain what they communicate about planet Earth (your thesis). In your analysis, focus on the content, construction and contextual information (where relevant), that will help your boss convince the Anahit government that Earth should be saved.

**\*\*You are not persuading here. You are analysing and providing information.**  |
| **Submission:** |
| You are to submit your multimodal report to the Google Classroom - **aty27uxw**. A template has been provided on the classroom for students to use. A ‘C’ sample will also be provided.  |
| **Feedback (during and after task completion):** |
| Students are encouraged to seek written feedback from their class teacher in a timely manner by submitting a draft. Classwork will lead and guide students in the development of their writing.  |
| *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 loss of 10% of the final marks each day. 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.* |

**Table 2 – assessment preparation schedule**

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| **STEPS** | **What I need to do/when I need to do it** |
| **Prepare your thesis** | Decide on a clear thesis for why earth should be saved. You do not need to convince your boss, but you need a specific ‘angle’ |
| **Select 3 visual texts** | Select 3 visual texts that strongly support your thesis.  |
| **Create captions for your visual texts** | Summarise each visual text with captions that state:* The content of the image
* The type of visual text, where it is from and who created it
* Any other information your boss may need to know
* The connection to your thesis
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| **Prepare your analysis** | To help prepare your analysis you should engage in the activity of annotation. Annotate each visual text identifying its emotional power, the visual language, the codes and conventions and how they are used, important or useful contextual detail, and explain how your visual texts support your thesis.  |
| **Refine your use of evidence** | To organise your ideas, make choices from your annotations and brainstorm to create a judicious, informed, cohesive text that supports your thesis.  |
| **Compose a multimodal A3 Poster** | Your poster must include the elements of the report: an introduction, series of body paragraphs (for each image) and conclusion, using the evidence you recorded within your annotations. Use the codes and conventions of a multimodal report. Strategically place your visuals on your poster to create a clear and engaging reader journey. |
| **Seek feedback and continue refining your response** | Seek regular feedback from your teacher and peers and refine your work throughout the assessment process. |

**Marking Criteria**

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| **Criteria** | **Marks:** |
| * Effective uses the codes and conventions (visual and written) of a multimodal report creating a clear and engaging reader journey
* Effectively analyses how the codes and conventions of visual texts communicate ideas about issues and uses appropriate metalanguage
* Effectively supports the thesis and ideas with accurate and effective use of contextual information and textual evidence
* Develops a sustained report using language and structure with accuracy and purpose supporting a clear thesis
 | 22-25 |
| * Accurately uses the codes and conventions (visual and written) of a multimodal report creating a clear reader journey
* Analyses how the codes and conventions of visual texts communicate ideas about issues and uses appropriate metalanguage
* Supports the thesis and ideas in a well-reasoned way using accurate contextual information and textual evidence
* Develops a clear report using language and structure with accuracy and purpose supporting a thesis
 | 17-21 |
| * Sound use of codes and conventions (visual and written) of a multimodal report creating a reader journey with some clarity
* Adequately analyses how some codes and conventions of visual texts communicate ideas about issues and uses some appropriate metalanguage
* Supports the thesis and ideas with some contextual information and textual evidence
* Develops a report using language and structure with some accuracy and purpose supporting a thesis
 | 12-16 |
| * Uses some codes and conventions (visual and written) of a multimodal report and tries to engage the reader
* Describes codes and conventions of visual texts with basic reference to how they communicate ideas about issues, and attempts to accurately use metalanguage
* Uses basic contextual information and textual evidence
* Develops a basic report attempting to use language and structure to support a thesis
 | 6-11 |
| * Limited use of codes and conventions of a multimodal report
* Describes visual texts with limited use of metalanguage to explain how they communicate ideas
* Limited support of ideas
* Attempts to develop a report with elementary use of language and structure and a limited thesis.
 | 1-5 |