

**Assessment Task Sheet**

Semester 1, 2015

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| **Subject and Stage:**  Stage 1 English |

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| **Task:**  Task A – Personal Recount |

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| **Assessment Type:**  Text Production (35% weighting) |

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| **Task Outline:**  Please refer to <http://elspethgrant.weebly.com/semester-1-task-a-personal-recount.html> for further details   * Compose a personal recount that informs *and* entertains * Key language techniques and conventions, and elements of composition to demonstrate:   + first person narrative   + past tense   + three part structure (orientation/sequence of events/re-orientation)   + connectives   + evaluative remarks * Demonstrate problem solving skills and creativity by ensuring you grip the readers’ interest * Target audience = peers and teacher |

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| **Evidence Submitted:**   * Written – maximum 800 words |

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| **Assessment Design Criteria:**  *Knowledge and Understanding*  KU2 Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning.  KU3 Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.  *Application*  Ap1 Use of a range of language skills to analyse and solve problems, and to demonstrate creativity.  *Communication*  C1 Accuracy, clarity, and fluency of expression.  C2 Use of an appropriate style and structure for the audience and purpose when composing texts. |



**Assessment Task Sheet**

Semester 1, 2015

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| **Subject and Stage:**  Stage 1 English |

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| **Task:**  Task B – DVD Commentary |

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| **Assessment Type:**  Text Analysis (35% weighting) |

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| **Task Outline:**  Please refer to <http://elspethgrant.weebly.com/semester-1-task-b-dvd-commentary.html> for further details   * Choose two of these three recommended clips from *The Dark Knight* (Nolan 2008):   + Focus on sound (46m 4s to 47m 18s)   + Focus on camera angles (57m 38s to 59m 40s)   + Focus on dialogue (2h 7m 55s to 2h 9m 49s) * Analyse the composition of each clip, focussing on:   + Identifying filmic techniques and conventions   + Evaluating their effect on particular target audience/s * Present your analysis in the format of DVD commentary   + Adopt the persona of a professional who contributed to the production of each clip |

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| **Evidence Submitted:**   * Multimodal – two clips with audio commentary |

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| **Assessment Design Criteria:**  *Knowledge and Understanding*  KU2 Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning.  KU3 Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.  *Analysis*  An2 Analysis of the ways in which language techniques are used to influence opinions and decisions in a range of contexts.  *Application*  Ap2 Use of evidence from texts to support conclusions.  *Communication*  C1 Accuracy, clarity, and fluency of expression.  C2 Use of an appropriate style and structure for the audience and purpose when composing texts. |



**Assessment Task Sheet**

Semester 1, 2015

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| **Subject and Stage:**  Stage 1 English |

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| **Task:**  Task C – Persuasive Presentation |

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| **Assessment Type:**  Text Production (35% weighting) |

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| **Task Outline:**  Please refer to <http://elspethgrant.weebly.com/semester-1-task-c-persuasive-presentation.html> for further details   * Persuade fellow South Australians to change an aspect of public policy by making a presentation at a public forum * Key language techniques and conventions and elements of composition to demonstrate:   + Pathos, ethos and logos   + Key oral attributes     - Volume, pitch, tone and phrasing     - Body language     - Effective audio-visual aides     - Audience interaction * Demonstrate problem solving skills and creativity, and attempt to create synthesise original knowledge by either choosing an unusual topic or presenting fresh perspectives on popular topics * Target audience = first time voters in 2018 South Australian election |

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| **Evidence Submitted:**   * Oral – recording, maximum 5 minutes |

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| **Assessment Design Criteria:**  *Knowledge and Understanding*  KU2 Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning.  KU3 Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.  *Application*  Ap1 Use of a range of language skills to analyse and solve problems, and to demonstrate creativity.  Ap3 Ability to locate, record, analyse, use, and synthesise knowledge.  *Communication*  C1 Accuracy, clarity, and fluency of expression.  C2 Use of an appropriate style and structure for the audience and purpose when composing texts. |



**Assessment Task Sheet**

Semester 1, 2015

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| **Subject and Stage:**  Stage 1 English |

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| **Task:**  Task D – Novella Response |

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| **Assessment Type:**  Text Analysis (35% weighting) |

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| **Task Outline:**  Please refer to <http://elspethgrant.weebly.com/semester-1-task-d-novella-response.html> for further details   * Write an essay in response to the question:   How does author John Dale use narrative techniques in *Plenty* (2013) to explore ideas, values and beliefs relating to the asylum seeker debate in Australia?   * Recommended narrative techniques to analyse:   + Setting   + Foreshadowing   + Dialogue |

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| **Evidence Submitted:**   * Written – maximum 800 words |

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| **Assessment Design Criteria:**  *Knowledge and Understanding*  KU1 Knowledge and understanding of the ideas, values, and beliefs explored in texts.  KU2 Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning.  KU3 Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.  *Analysis*  An1 Analysis of the connections between personal experiences, ideas, values, and beliefs, and those explored in a text.  *Application*  Ap2 Use of evidence from texts to support conclusions.  *Communication*  C1 Accuracy, clarity, and fluency of expression.  C2 Use of an appropriate style and structure for the audience and purpose when composing texts. |