**Sample Formal Assessment Task Notification**

**English Standard – Year 12**

**Module A: *Language, Identity and Culture***

**Context:** In the Module A: *Language, Identity and Culture*, students have developed the knowledge and skills to explore, analyse and assess the ways meaning is shaped in relation to individuals, community, cultural identity and cultural perspectives. Students have studied and reflected on their prescribed text, Rachel Perkins’s film, *One Night the Moon,* as well as a range of other textual material. Students have undertaken a range of writing activities, as well as preparatory work using PechaKucha, throughout the unit to assist in preparing for this task.

| **Assessment task:** 2 | **Weighting:** 25% | **Timing:** Term 1 |
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| **Outcomes assessed****EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure**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**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments**EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds**EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |
| **Nature of the task:** You are to deliver a PechaKucha based on the learning in this module and compose a reflection based on your experiences in planning and delivering the presentation.**PechaKucha presentation:** Present a PechaKucha to the class in response to at least one of the essential questions of this unit based on an analysis of the prescribed text, *One Night the Moon*.The essential questions are:* Why do we value language and texts?
* How does language affect individual and collective identity?
* What impact can texts have on prevailing assumptions and beliefs about identities and cultures?
* How do our responses to texts shape our self-perception? Why is that important?

Your presentation should be five minutes in duration, with 15 slides set to advance every 20 seconds. Use the resources provided (below and in class) to prepare your PechaKucha.* <http://www.pechakucha.org/presentations/how-to-create-slides>
* <http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html>

**Reflection:** After presenting your PechaKucha, the teacher will ask you to reflect on your learning by asking you to respond to one of the following:* What process did you go through to produce this piece?
* How did working within the PechaKucha guidelines affect your planning and presentation of ideas?
* Identify a key decision that you made in completing this task and describe how it affected the final product.
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| **Marking criteria**You will be assessed on how well you:* analyse the prescribed text in relation to the chosen essential question(s)
* create and present an engaging and cohesive PechaKucha
* reflect on the process and product for this task.
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| **Feedback provided**Students will be provided with written feedback from the markers, including reference to which grade descriptors were met in the marking guidelines, as well as a holistic comment on areas of achievement and suggestions for future improvement. |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * provides a highly developed analysis of the prescribed text based on comprehensive textual knowledge relevant to the essential question(s)
* creates and presents a highly effective PechaKucha
* composes an insightful reflection on the process and product.
 | 21–25 |
| * provides a well-developed analysis of the prescribed text based on detailed textual knowledge relevant to the essential question(s)
* creates and presents an effective PechaKucha
* composes a purposeful reflection on the process and product.
 | 16–20 |
| * provides a satisfactory analysis of the prescribed text based on adequate textual knowledge relevant to the essential question(s)
* creates and presents a sound PechaKucha
* composes a sound reflection on the process and product.
 | 11–15 |
| * provides a description of the prescribed text based on minimal textual knowledge in relation to the essential question(s)
* creates and presents a basic PechaKucha
* composes a simple reflection on the process and/or product.
 | 6–10 |
| * attempts to describe aspects of the prescribed text based on elementary textual knowledge in relation to the essential question(s)
* creates and presents a limited PechaKucha
* attempts to compose a reflection on the process and/or product.
 | 1–5 |