



## Year 12 English Studies Term 1 Assessment Task 2024

<b>TOPIC:</b> On the Road: English and the Experience of Travel	<b>MARKS:</b> /25
<b>SUBMISSION REQUIREMENTS:</b> <ul style="list-style-type: none"><li>• <b>Task Notification Date:</b> Tuesday, March 5th (Week 6)</li><li>• <b>Due Date:</b> Monday, April 8th, 2024 (Week 11) by 9:00am.<ul style="list-style-type: none"><li>○ Part A: Submitted via Canvas</li><li>○ Part B: Sway must be shared with Ms May and submitted on Canvas.</li></ul></li><li>• <b>Assessment Coordinator:</b> Ms. E May</li><li>• <b>Coordinator Email:</b> ebony.may2@det.nsw.edu.au</li></ul>	<b>WEIGHTING:</b> 25%
<b>OUTCOMES TO BE ASSESSED:</b> <ul style="list-style-type: none"><li>• <b>ES12-2:</b> 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.</li><li>• <b>ES12-3:</b> Accesses, comprehends, and uses information to communicate in a variety of ways.</li><li>• <b>ES12-6:</b> Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.</li><li>• <b>ES12-7:</b> Represents own ideas in critical, interpretive and imaginative texts</li></ul>	
<b>DIRECTIONAL VERBS:</b> <ul style="list-style-type: none"><li>• <b>Compose/Communicate:</b> Uses a range of strategies to clearly write, create and organise the sharing or exchange of ideas.</li><li>• <b>Create:</b> To make or form something new.</li><li>• <b>Represent:</b> The way ideas are portrayed in texts by using language devices, forms, features, and structures of texts to create specific views and ideas.</li><li>• <b>Accesses:</b> to obtain information from a variety of sources</li></ul>	

### **TASK OUTLINE:**

- **Part A (10 marks):** Students must **compose** a travel itinerary for a 7-day return trip holiday from Sydney, Australia to ONE of the following countries: *Iceland, Scotland, England, Spain, Peru, Chile, Mexico, Egypt, India, The Philippines, Vietnam, Thailand, Bali, Japan, or China*. This includes information about how you will travel to and from your destination, where you will stay and what you will do during your visit.
- **Part B (15 marks):** Using Microsoft Sway, **create** a multimodal brochure for your chosen destination, persuading the reader to visit for a holiday.

## **TASK DESCRIPTION:**

### **Part A: Compose a Travel Itinerary**

Compose a travel itinerary for a 7-day overseas holiday, departing and returning to Sydney. In your itinerary, you should:

- Include information about how you will travel to and from your holiday destination,
- Include details of your selected accommodation Include what you will do during your holiday: sightseeing, activities, day trips etc. Include information about dining options.
- Use the attached scaffold to help plan and compose your travel itinerary.
- Include important details such as costings, timings etc.
- Use clear and precise language to make your itinerary clearly understood and detailed.
- Use headings/subheadings Present your itinerary in a neatly typed Word or Google document in 12-point font (Calibri or Times New Roman)

### **Part B: Compose a Multimodal Brochure**

In your brochure, you should:

- Include two or more modes of communication - these may be text, images, audio and video. Your submission must include at least TWO of these modes of communication to be considered multimodal.
- Name the country, location on world map, weather, and geographical features.
- Mention cultural practices, traditions, and language.
- Identify and describe the major cities.
- Reference and describe places of interest/tourist attractions.
- Reference modes of transport.
- Use a variety of images showing different environments/locations and activities.
- Use a range of persuasive language forms and features such as: (Rhetorical questions, descriptive language, personal anecdote, statistics, quotes, high modality language, repetition, headings, links, and an embedded video)

**Note:** Further instruction on the use of Microsoft Sway, along with time in class to use it will be provided.

## **ASSESSMENT MARKING CRITERIA:**

<b>Part A: Travel Itinerary</b>	<b>Mark</b>	<b>Grade</b>
The student <b>composes</b> a highly detailed travel itinerary that clearly organises a 7-day holiday to another country. In doing this, the student demonstrates the ability to <b>access</b> highly effective, relevant, and in-depth travel research. The student can skilfully <b>organise</b> and express ideas in a highly developed and well-structured manner to effectively communicate information about travel to the chosen destination.	9-10	A
The student <b>composes</b> a detailed travel itinerary that organises a 7-day holiday to another country. In doing this, the student demonstrates the ability to <b>access</b> effective, relevant, and appropriate travel research. The student can effectively organise and express ideas in a developed and structured manner to clearly communicate information about travel to the chosen destination.	7-8	B

The student <b>composes</b> a travel itinerary that organises a 7-day holiday to another country. In doing this, the student demonstrates the ability to <b>access</b> relevant and appropriate travel research. The student can organise and express ideas in a sound and thoughtful manner to communicate information about travel to the chosen destination.	5-6	C
The student <b>composes</b> a limited travel itinerary that organises a 7-day holiday to another country. In doing this, the student demonstrates some ability to <b>access</b> some relevant travel research. The student makes some attempt to organise and express ideas in a limited manner and may inconsistently or incorrectly communicate information about the chosen destination.	3-4	D
The student attempts to <b>compose</b> a travel itinerary, with limited/no real connection to the task. Communication and language skills are under-developed, with many sections of the itinerary incomplete, inaccurate or lacking detail. (Or) Non serious attempt.	1-2	E
<b>Part B: Travel Brochure</b>	<b>Mark</b>	<b>Grade</b>
The student <b>composes</b> an outstanding brochure that effectively <b>represents</b> a comprehensive understanding of the chosen destination and its potential appeal to travellers. The brochure utilises more than one mode, and the multimodal components of the brochure are highly appropriate to the context, purpose, and audience. The language forms and features used are well-developed and effective in persuading travellers to visit the destination.	13-15	A
The student <b>composes</b> a brochure that effectively <b>represents</b> a detailed understanding of the chosen destination and its potential appeal to travellers. The brochure utilises more than one mode, and the multimodal components of the brochure are appropriate to the context, purpose and audience. The language forms and features used are effective in persuading travellers to visit but may lack development or consistent application.	10-12	B
The student <b>composes</b> a brochure that <b>represents</b> a sound understanding of the chosen destination and its potential appeal to travellers. The brochure utilises more than one mode, and the multimodal components of the brochure are mostly appropriate to the context, purpose, and audience. There is some evidence of language forms and features being used to make a satisfactory effort in persuading travellers to visit, but they are inconsistent in application and impact.	7-9	C
The student <b>composes</b> a brochure that <b>represents</b> a basic understanding of the chosen destination and its potential appeal to travellers. The multimodal components of the brochure are relevant to the location chosen but lack the necessary detail/development to be persuasive to the audience. There are some inconsistencies in spelling/language, with a lack of attention to detail. The brochure may not show enough multi-modal features.	4-6	D

<p>The student <b>composes</b> a brochure that <b>represents</b> a limited understanding of the chosen destination and its potential appeal to travellers. Several components of the brochure are not relevant to the location chosen and lack the necessary detail/development to be persuasive to the audience. There are frequent inconsistencies in spelling/language, with a lack of attention to detail. The brochure may not be multi-modal.</p> <p>(Or)</p> <p>Non-serious attempt</p>	1-3	E
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# On the Road – Assessment Task Part A

## Planning Scaffold

**Part A (10 marks):** Submit a travel itinerary for a 7 day return trip from Sydney, Australia to **ONE** of the following countries: Sweden, The Philippines, Kenya, Chile, Canada, Denmark, Scotland, Sri Lanka, Mauritius, Tahiti, Germany, Croatia. This includes information about how you will travel to and from your destination, where you will stay, and what you will do during your visit.

**Your budget is \$10,000 AUD**

**1. Pick a destination from the following:**

- Sweden, The Philippines, South Africa, Chile, Canada, Denmark, Iceland, Scotland, Sri Lanka, Morocco, Tahiti

**2. Flight details: consider price, length of stopovers, total travel time.**

Airline: \_\_\_\_\_ Price: \_\_\_\_\_

Date and time of departure: \_\_\_\_\_ Date and time of arrival: \_\_\_\_\_

Stopovers: \_\_\_\_\_

**3. Accommodation**

Name and location of accommodation: \_\_\_\_\_

Cost for 7 nights: \_\_\_\_\_

Travel from airport to accommodation + cost: \_\_\_\_\_

Travel from accommodation to airport + cost: \_\_\_\_\_

How is this accommodation rated? (Use Airbnb, TripAdvisor, Trivago etc): \_\_\_\_\_

**4. Travel Itinerary**

What will you do in your 7 days of travelling? Research and plan out your trip including tours, venues, times, monuments, events, costs, travel options etc.

Day	Itinerary	Cost
1		

2		
3		
4		
5		
6		
7		
<b>Total Cost</b>		