



## Year 12 English Advanced Common Module Assessment Task 1

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| <b>TOPIC:</b> Common Module - Texts and Human Experiences   | <b>Total Marks:</b> /30 |
| <b>DUE DATE:</b> Friday 1st December 2023   | <b>Weighting:</b> 20%   |
| <b>SUBMISSION REQUIREMENTS:</b> Task is to be submitted online via CANVAS by <b>9 am, Friday, the 1<sup>st</sup> December, 2023.</b>  |                         |
| <ul style="list-style-type: none"><li>• Failure to submit the task on the scheduled date and time will result in a mark of zero being recorded and an 'N' Award warning letter issued.</li><li>• Applications for Illness/Misadventure must be completed using the appropriate form from the Assessment Handbook, accompanied with supporting third-party documentation (e.g. a doctor's certificate).</li><li>• Students who do not submit the task on the required date and time must submit the task on the next day that they attend school, unless prior arrangements have been made.</li><li>• As per the Senior Assessment Procedures, "Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday, then the latest day for a draft submission is the previous Friday evening."</li><li>• It is the student's responsibility to ensure the submitted file can be opened.</li></ul> |                         |
| <b>OUTCOMES TO BE ASSESSED:</b>   |                         |
| <b>Advanced:</b>  |                         |
| <b>EA12-2</b> Uses, <b>evaluates</b> , <b>justifies</b> processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies   |                         |
| <b>EA12-4</b> Strategically <b>adapts</b> and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts   |                         |
| <b>EA12-6</b> investigates and <b>evaluates</b> the relationships between texts   |                         |
| <b>DIRECTIONAL VERBS:</b>   |                         |
| <b>Evaluate:</b> Make a judgement based on criteria; determine the value of   |                         |
| <b>Explains:</b> Relate cause and effect; make the relationships between things evident; provide why and/or how   |                         |
| <b>Represent:</b> Composes a text using appropriate language codes and conventions  |                         |
| <b>Compose (create):</b> Make; build; put together items or arguments   |                         |
| <b>Justify:</b> Support an argument or conclusion   |                         |
| <b>TASK DESCRIPTION:</b> You have been asked to contribute to the collection of online study resources in the Camden High School HSC Hub, based on the Stage 6 English Syllabus' Common Module: Texts and Human Experiences.  |                         |
| Compose a multi-modal text that represents and evaluates the following statement in relation to your set text and ONE related text of your own choosing.  |                         |
| <p style="text-align: center;"><i>"Texts often invite us to see the world differently, giving insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations."</i></p>  |                         |
| In composing this multi-modal text, you are to create a document that reflects your understanding of the texts and ideas of the Common Module through a mind-map concept, to visually represent human   |                         |

experience **AND** include a voice over that evaluates your understanding of texts, links to the module, and reflects on your choices and processes.

The multi-modal text you create is to be uploaded/submitted for marking via CANVAS. You can access this learning platform through your DoE Student Portal.

### **ASSESSMENT CRITERIA:**

**Use the following information to develop your understanding of the task criteria.**

**There are two parts to composing this multi-modal text:**

1. **The Visual Representation (Mind-Map):** Your **composition** must fit onto one page and be created electronically via a word document, webpage, PowerPoint, or other similar format. It should include the following:
  - A thesis statement in relation to human experience represented in the texts that addresses the given statement
  - Name the texts – set text and related text of your own choosing - Composer, Date, Genre.
  - Identify the anomalies, paradoxes and inconsistencies in human behaviour and motivations connected to the human experience
  - Embed a visual element that represents your chosen human experience in the set and related texts
  - Identify the connection between visual representation and thesis statement
  - Identify two (2) techniques used in the embedded representation to shape your understanding of the individual and collective human experience
  
2. **The Voice-Over:** The voice over is to be an **explanation** and **evaluation** of your understanding of how well the chosen texts and visuals **represent** the identified human experience. This should run for between 3.30 minutes and 4.00 minutes. Over or under the time will be penalised half (1/2) a mark every 15 seconds. The Voice-Over should be created using a program called Screencastify, or similar technology, and should address the following:
  - **Evaluate** how the statement links to human experience in your set text and related text. **All aspects of the statement do not need to be addressed.**
  - Why you chose the specific visual representations/screen shots as suitable examples of the human experience in relation to the statement?
  - How effective were the composers' use of the identified techniques in shaping your understanding of this human experience?
  - **Evaluate** how do these human experiences connect to ideas in the Common Module's rubric?
  - **Justify** Mind-Map design/layout decisions

**Further information about the task:**

**Advanced English:**

- Set text is The Crucible, written by Arthur Miller.
- Your related text is to be a text you have selected yourself, **not a text studied in class in 2023**.
- The visual element for your set text is to be a snippet/screenshot of the text/quote, and should also include a supporting image that symbolises the human experience being explored in the snippet/screenshot.
- The visual element of the related text can be an image/photo/drawing/symbol/video clip. If you are using a print text for your related text, your visual is to be a snippet of the text, and should also include a supporting image that symbolises the human experience being explored.
- The voice-over must be done in your own voice, and should play whilst the visual representation is shown on the screen.
- Your multimodal task should be submitted as a mp4, webm, mov or avi file.

| Marking Criteria: Outcomes EA12-2, EA12-4, EA12-6   | Grade | Mark  |
|---|-------|-------|
| <p><b>Composes</b> an insightful multi-modal text that perceptively presents an audio-visual representation in relation to the statement in the set text and a related text of your own choosing. <i>In exploring how these texts invite us to see the world differently, the student produces a well-integrated, skilfully constructed, visually appealing digital mind-map, and a detailed and insightful audio <b>evaluation</b> of how the set and related text <b>represent</b> a key human experience, which is well paced, has highly effective tone, and <b>explains</b> all the aspects of the task in a sustained and comprehensive manner. There is perceptive <b>justification</b> of how and why choices and ideas are adapted in the multi-modal representation, text selection, techniques and link to the Common Module’s rubric.</i></p>                               | A     | 26-30 |
| <p><b>Composes</b> a highly effective multi-modal text that thoughtfully presents an audio-visual representation in relation to the statement in the set text and a related text of your own choosing. <i>In exploring how these texts invite us to see the world differently, the student produces a well-constructed, visually appealing digital mind-map, and a well-developed and detailed audio <b>evaluation</b> of how the set and related text <b>represent</b> a key human experience, which is well paced, has effective and appropriate tone, and detailed <b>explanation</b> of all the aspects of the task. There is highly effective <b>justification</b> of how and why choices and ideas are adapted in the multi-modal representation, text selection, techniques and link to the Common Module’s rubric, although some components may not be fully developed.</i></p> | B     | 20-25 |
| <p><b>Composes</b> an effective multi-modal text that clearly presents an audio-visual representation in relation to the statement in the set text and a related text of your own choosing. <i>In exploring how these texts invite us to see the world differently, the student produces a well-constructed digital mind-map, and a sound audio <b>evaluation</b> of how the set and related text <b>represent</b> a key human experience, which is appropriate in pace and tone, and <b>explains</b> all the aspects of the task. There is sound <b>justification</b> of how and why choices and ideas are adapted in the multi-modal representation, text selection, techniques and link to the Common Module’s rubric, although some components are incomplete or lacking detail.</i></p>  | C     | 15-19 |
| <p><b>Composes</b> a multi-modal text that presents an audio-visual representation in relation to the statement in the set text and a related text of your own choosing. <i>In exploring how these texts invite us to see the world differently, the student produces a digital mind-map, and an audio <b>evaluation</b> of how the set and related text <b>represent</b> a key human experience, which may not be appropriate in pace and tone, with an explanation that may not be sustained across all aspects of the task. There is some attempt to <b>justify</b> how and why choices and ideas are adapted in the multi-modal representation, text selection, techniques and link to the Common Module’s rubric, although several components are incomplete or lacking detail.</i></p>  | D     | 8-14  |
| <p><b>Composes</b> an elementary multi-modal text that presents an audio-visual representation in relation to the statement in the set text and/or a related text of your own choosing. <i>In doing this the student produce a digital mind-map, that is accompanied by a limited audio <b>evaluation</b> of how the set and/or related text <b>represent</b> a key human experience, making some attempt to <b>explain</b> aspects of the task. There may or may not be some attempt to <b>justify</b> how and why choices and ideas are adapted in the multi-modal representation, referring to some elementary ideas of text selection, techniques and links to the Common Module’s rubric.</i></p>  | E     | 1-7   |