Year 12 English Studies

On the Road Assessment Task 2023

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| **TOPIC**: **On the Road: English and the Experience of Travel** | **MARKS:** /25 |
| **SUBMISSION REQUIREMENTS:** Tuesday 4th April 2023 (Week 11) by 8.30am.  **Part A:** Submitted via Canvas  **Part B:** Sway must be shared with Mr Johnston and on Canvas  **mark.e.johnston@det.nsw.edu.au**   * Failure to submit the task on the scheduled date and time will result in a mark of zero being recorded and an **'N'** warning letter issued. * 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). * Students who do not submit their task on the required date must submit the task on the next day that they attend school, unless prior arrangements have been made. * **A maximum of ONE draft per student may be submitted 5 calendar days prior to the assessment task due date. No feedback will be provided after Thursday 30th March, 2023. Requests for feedback must be in line with Camden High School’s Drafting Policy as outlined in the Year 12 Assessment Booklet.** **Students should use the draft planning scaffold provided for this task.** | **WEIGHTING:**  25% |
| **OUTCOMES TO BE ASSESSED:**  **ES12-2** 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.  **ES12-3 accesses**, comprehends and uses information to **communicate** in a variety of ways  **ES12-6** uses appropriate strategies to **compose** texts for different modes, media, audiences, contexts and purposes  **ES12-7 represents** own ideas in critical, interpretive and imaginative texts | |
| **DIRECTIONAL VERBS:**  **Compose/Communicate** – uses a range of strategies to clearly write, create and organize the sharing or exchange of ideas  **Represent -** The way ideas are portrayed in texts by using language devices, forms, features and structures of texts to create specific views and ideas  **Accesses** – to obtain information from a variety of sources | |
| **TASK DESCRIPTION:**  Part A (10 marks): **Compose** a travel itinerary for a 7 day return trip holiday 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.  Part B (15 marks):Using Microsoft Sway, **create** a multimodal brochure for your chosen destination, persuading the reader to visit for a holiday. | |
| **ASSESSMENT CRITERIA:**  PART A: **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 to advertise your chosen country**.  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, embedded video   *Note: further instruction on the use of Microsoft Sway, along with time in class to use it will be provided.*   |  |  | | --- | --- | |  |  | | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Part A – Travel Itinerary (Outcomes ES12-3, ES12-6)** | **Mark** | **Grade** |
| **Composes** a highly detailed travel itinerary that clearly organises a 7 day holiday to another country. *In doing this, the student demonstrates the ability to* ***access*** *highly effective, relevant, and in-depth travel research. The student is able to skilfully organise and express ideas in a highly developed and well-structured manner to effectively* ***communicate*** *information about travel to the chosen destination.* | 9-10 | A |
| **Composes** a detailed travel itinerary that organises a 7 day holiday to another country. *In doing this, the student demonstrates the ability to* ***access*** *effective, relevant and appropriate travel research. The student is able to effectively organise and express ideas in a developed and structured manner to clearly* ***communicate*** *information about travel to the chosen destination.* | 7-8 | B |
| **Composes** a travel itinerary that organises a 7 day holiday to another country. *In doing this, the student demonstrates the ability to* ***access*** *relevant and appropriate travel research. The student is able to organise and express ideas in a sound and thoughtful manner to* ***communicate*** *information about travel to the chosen destination.* | 5-6 | C |
| **Composes** a limited travel itinerary that organises a 7 day holiday to another country. *In doing this, the student demonstrates some ability to* ***access*** *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 |
| Attempts to **compose** 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. | 1-2 | E |

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| **Part B-Digital Brochure (Outcomes ES12-2, ES12-6, ES12-7)** | **Mark** | **Grade** |
| **Composes** an outstanding brochure that effectively **represents** 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 |
| **Composes** a brochure that effectively **represents** 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 |
| **Composes** a brochure that **represents** 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 |
| **Composes** a brochure that **represents** 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 |
| **Composes** a brochure that **represents** 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.* | 1-3 | E |

**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

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

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| Airline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Price: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date and time of departure: \_\_\_\_\_\_\_\_\_\_\_\_ | Date and time of arrival: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Stopovers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

1. **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): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **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.

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| **Day** | **Itinerary** | **Cost** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **Total Cost** | |  |