 Photographic Essay

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Written and Visual Representation | N/A | 6 |

Outcomes

| Studies: | Standard: | Advanced: |
| --- | --- | --- |
| 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 contextsES12-7 represents own ideas in critical, interpretive and imaginative textsES12-8 understands and explains the relationships between textsES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences | EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaningEN12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and argumentsEN12-6 investigates and explains the relationships between textsEN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds | EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEA 12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaningEA12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and argumentsEA12-6 investigates and evaluates the relationships between textsEA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued |

Objectives

Values and Attitudes:

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge, Understanding and Skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

General Capacities

[x] Critical and creative thinking

[x] Information and communication technology capability

[x] Literacy

Advice to Teachers:

The verbs used in the marking criteria should reflect the course you are assessing. You should adjust the language to better reflect NESA expectations. For example, ‘skilful’ in the A range is an Advanced verb that is better replaced with ‘effective’ for a Standard or Studies class.

While we live in an age of easily accessible technology through smart phones, a non-technology option may need to be made available, should that suit your context more. Simply adjust the notification to outline the expectations within your context.

Submission of electronic photographic essays need to be outlined in a method suitable to your context. Options include:

* hand in a USB
* share in Google Drive
* upload to a Google Classroom
* upload to Moodle
* upload to Edmodo
* upload to a private YouTube link and providing the link to the teacher/marker
* upload to Canvas
* upload to Sway
* upload to Dropbox

Task Description

Create a photographic essay focused on answering ONE of the following questions:

Narrative organises all aspects of our experience into coherent patterns. Why do we need narratives and in particular storytelling? What function do narratives and storytelling fulfil personally and culturally?

OR

How can texts represent common aspects of the human experience?

OR

How does the reading and writing of texts help us to reflect on aspects of our own experience?

In your presentation, you should discuss All The Light We Cannot See and at least two other texts of your own choosing.

Photographic essays are a combination of words and pictures and are designed to be informative, educational and persuasive. You will be assessed on how well you have engaged with the texts you choose to discuss as well as how effectively you convey your understanding of the module both visually and in writing.

Your essay should be no longer than 1000 words long and should include AT LEAST three images.

PHOTOGRAPHIC ESSAY MARKING CRITERIA

| Marking Criteria | Mark |
| --- | --- |
| * Presents a sophisticated discussion of how the prescribed and related texts represent key ideas in the module.
* Skilfully articulates how ideas are represented with reference to a wide range of detailed examples of language forms and features across the texts.
* Delivers an engaging photographic essay with skilful control of expression and sophisticated integration of photographs to enhance and support the discussion.
 | 17-20 |
| * Presents a well-developed discussion of how the prescribed and related texts represent key ideas in the module.
* Effectively articulates how ideas are represented with reference to a range of detailed examples of language forms and features across the texts.
* Delivers a clear photographic essay with effective control of expression and competent integration of photographs to enhance and support the discussion.
 | 13-16 |
| * Presents a sound discussion of how the prescribed and related texts relate to ideas in the module.
* Clearly articulates how ideas are represented with reference to multiple examples of language forms and features across the texts.
* Delivers a photographic essay with sound control of expression and integration of photographs to enhance and support the discussion.
 | 9-12 |
| * Attempts to present a discussion of how the prescribed and/or related texts relate to ideas in the module.
* Attempts to articulate how ideas are represented with reference to aspects of the texts. References to texts are possibly too general.
* Attempts to deliver a written response with limited control of expression and limited or no inclusion of photographs.
 | 5-8 |
| * Makes little to no attempt to discuss how the prescribed and/or related texts relate to ideas in the module.
* Makes little to no attempt to articulate how ideas are represented. References to texts are possibly simplistic or superficial.
* Makes little to no attempt to deliver an essay.
 | 1-4 |
| * Presents nothing of relevance to the task.
 | 0 |