 Digital worlds – Assessment

Assessment task – Networking in a digital world

Purpose of task

Multimodal task

Outcomes

Year 11

* ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
* ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
* ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Year 12

* ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* 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

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 capabilities

* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Literacy
* Personal and social capability

Other areas of learning

* Work and enterprise

Task

Part 1 – Set up a LinkedIn account

Visit [LinkedIn](https://www.linkedin.com/) and complete the sections, including the components of your education, career goals and any other talents and skills you have. Adjust the profile settings to ‘Make my public profile visible to no one’. To protect your privacy, this section of the assignment will be marked when you present it in person to the marker.

Part 2 – Vlogs

Using a device, record a series of three video blogs (Vlogs) in which you share the following:

* Vlog one – Who you are, your career and education goals, and how you think you will achieve these.
* Vlog two – Share your opinion on a current event. This can be a news item, a social media trend, or something happening in your local area.
* Vlog three – Discuss the impact of social media on young adults (you use the extension activity to give a personal reflection on the impact of social media on your life). This can be fun and engaging.
* OR share your opinion on a current social media trend regarding privacy, our data and its impact on future generations.

Submit a short description of how you would upload these videos to a media sharing site such as YouTube. Your teacher may consider publishing an informative and entertaining Vlog on the school website.

Marking guideline/rubric

In this task, you will be assessed on your ability to:

* demonstrate your understanding of the ways in which you are able to represent yourself in digital text
* plan and draft a vlog script
* compose a vlog

| Criteria | Marks |
| --- | --- |
| * Effectively utilises all of the conventions appropriate to a vlog that engages in an intellectual discussion about the impact of digital worlds.
* Effectively create a LinkedIn profile
* Effective use of language which is always appropriate to the context of the task
 | 13-15 |
| * Soundly utilises the conventions appropriate to a vlog that engages in a discussion about the impact of the digital worlds.
* Create a sound LinkedIn profile
* Sound use of language appropriate to the context of the task
 | 10-12 |
| * Utilises most of the conventions appropriate to a vlog
* Create an adequate LinkedIn profile
* Adequate use of language appropriate to the context of the task
 | 7-9 |
| * Utilises some of the conventions appropriate to a vlog
* Create a limited LinkedIn profile
* Developing use of language
 | 4-6 |
| * No vlog submitted
* No profile submitted
* Elementary use of language
 | 1-3 |