 Assessment Task – Module A: Texts and human experiences

Purpose of Task: Writing and representing task

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Book trailer and reflection statement | 20 | 6 |

Outcomes

* EAL12-1A: responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EAL12-2: uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
* EAL12-5: thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
* EAL12-9: reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Values and attitudes

Students will value and appreciate:

* 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 independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge and understanding

Students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* think in ways that are imaginative, creative, interpretive and critical
* learn and reflect on their learning through their study of English

Learning across the curriculum

Cross-curriculum priorities

(In this case, the cross- curriculum priorities will be dependent on the text choice of the students)

[x]  Aboriginal and Torres Strait islander histories and cultures

[x]  Asia and Australia’s engagement with Asia

[x]  Sustainability

General capabilities

[x]  Critical and creative thinking

[x]  Information and communication technology capability

[x]  Intercultural understanding

[x]  Literacy

[x]  Personal and social capability

Other areas of learning

[x]  Difference and diversity

Teacher notes

Task

Book trailer and reflection statement

Part 1: Book trailer

A "trailer" is a brief video synopsis of a text, designed to entice viewers to see the entire work. Your job is to create a Trailer that will entice year 12 students to read the prescribed text Past the Shallows.

Your book trailer should include:

* a hook to get us interested in your trailer
* Author and title of novel
* brief synopsis of story, setting, theme, characters or exciting scene
* use of images, sound, video
* a leading question for the viewer to ponder about human experiences- link this to ideas presented in the rubric
* Credits for images, audio (sound effects and/or music)
* overall time of trailer 2-3 min

You can use one of the technologies below to create your book trailer (or one of your own choice):

* iMovie (you can find in application on your mac)
* [Stupefix](https://studio.stupeflix.com/en/): https://studio.stupeflix.com/en/
* [Prezi](https://prezi.com/): https://prezi.com/
* [Sliderocket](https://www.clearslide.com/product/sliderocket/): https://www.clearslide.com/product/sliderocket/

Trailers will be submitted digitally.

Part 2 Reflection Statement

You are required to submit a 1 A4 page typed reflection statement with your book trailer.

In your statement you will reflect on the following questions:

* What insight did the text give into any anomalies, paradoxes and inconsistencies in human behaviour and motivations?
* In what ways did the text invite you to see the world differently?
* How did the text challenge your thoughts or ideas?
* What did you learn about human experiences through your study of this novel?
* How did you transfer the ideas about human experiences in the novel, into your book trailer?
* Explain the reasons for your choice of images and sound in your book trailer.

Marking guideline/ rubric

| Marking criteria | Mark |
| --- | --- |
| * Demonstrates a sophisticated understanding of the module focus using language forms and features appropriate to audience, context and purpose.
* Creates an outstanding book trailer that demonstrates extensive knowledge of the module and the text.
* Composes an extensive reflection statement based on detailed textual knowledge and well-developed understanding of the text’s ideas and techniques.
 | 17-20 |
| * Demonstrates a thorough understanding of the module focus using language forms and features appropriate to audience, context and purpose.
* Creates a comprehensive book trailer that demonstrates significant knowledge of the module and the text.
* Composes a significant reflection statement based on detailed textual knowledge and developed understanding of the text’s ideas and techniques
 | 13-16 |
| * Demonstrates a sound understanding of the module focus using language forms and features appropriate to audience, context and purpose.
* Creates a book trailer that demonstrates a satisfactory knowledge of the module and the text.
* Composes a reflection statement based on textual knowledge and understanding of the text’s ideas and techniques.
 | 9-12 |
| * Demonstrates some understanding of the module focus.
* Creates a book trailer that demonstrates a limited knowledge of the module and the text.
* Composes a reflection statement.
 | 5-8 |
| * Makes a very limited attempt to complete the task.
* Attempts to create a book trailer.
* Composes an elementary reflection statement.
 | 1-4 |

Marker’s comments: