 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)

Aboriginal and Torres Strait islander histories and cultures

Asia and Australia’s engagement with Asia

Sustainability

General capabilities

Critical and creative thinking

Information and communication technology capability

Intercultural understanding

Literacy

Personal and social capability

Other areas of learning

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: