



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Course	Year 11 English Advanced
Topic	Module A: Narratives That Shape Our World
Task Type	Task 2- Multimodal Assessment Task
Submission Details	via Assessment Task Submission Portal on your Google Classroom
Date Due	Term 2, Week 10 - Tuesday 27th June 2023 3:30pm
Weighting	40%
Date Given	Week 3
Class Teacher	Ms McKenzie & Mrs Carrusca
Head Teacher	Miss Peasley

Assessment Outline

This term you have explored how narratives have the power to shape personal, social and political ideas, constructs and values, and speculate on future possibilities. This task will allow you to **demonstrate your understanding of the ways your prescribed texts The Handmaid's Tale by Margaret Atwood and the film V for Vendetta directed by James McTeigue represent narratives of modern and future significance.** You will also demonstrate your **engagement with a range of critical academic texts to inform your understanding** of the ideas presented in your texts.

PART A - Academic Engagement Activities (10 marks)

Students will demonstrate their **engagement with a variety of critical texts** and **preparation activities** throughout the term designed to inform and support their understanding of the texts set for study. The engagement components will be accessible to students via Google Classroom, and include:

- academic podcasts, lectures and readings (listen/view and consolidate)
- submission of practice analytical paragraphs as set in class
- submission of draft podcast script plan for timed in-class feedback discussion with teacher

PART B- Mini Podcast (30 marks)

You are the host of an edgy new Wondery mini-podcast series titled 'Status Anxiety: Speculating the Future' which explores how composers of popular texts draw on the **concerns of their time** to shape **evocative narratives** that **captivate the imagination** and **speculate on future possibilities**.

For this series **you will research, script and record a 7 minute mini podcast episode** that presents how Margaret Atwood's novel The Handmaid's Tale and James McTeigue's film V for Vendetta represent their concerns through evocative narratives and captivating speculation about future possibilities.

Your podcast should:

- have an engaging title and an episode blurb (70 words max)
- reflect an authentic host style which is engaging, thought-provoking and insightful
- reach the 7 minute time requirement (approx. 650- 750 words)
- be informed by your in-class study of the prescribed texts
- be informed by, and make reference to, your engagement with other academic sources such as podcasts, lectures or critical readings.
- demonstrate thoughtful analysis of key scenes with consideration of literary devices and film techniques including language, structure and form
- include a clear introduction, thesis, supporting evidence, reference to academic texts and a conclusion

TASK PREPARATION

To prepare for PART A:

Academic Engagement Activity	Preparation Outline
Podcasts, Lectures & Critical Readings (4 marks)	<ul style="list-style-type: none"><input type="checkbox"/> Choose a combination of FOUR podcasts, lecture videos and critical readings made available on Google Classroom<input type="checkbox"/> Listen/ read each choice and take notes on the composers' interpretations of the prescribed texts, significant perspectives and representations.<input type="checkbox"/> For each text, complete the 'Podcasts, Lectures & Critical Readings Summaries' sheet on Google Classroom<input type="checkbox"/> Complete these academic readings at your own pace throughout the term (recommended ONE per week); submit the completed 'Podcasts/ Critical Readings Reflection' by 13th June.
Set practice analytical responses set in class (4 marks)	<ul style="list-style-type: none"><input type="checkbox"/> Complete ALL practice analytical paragraphs set by your teacher in class.<input type="checkbox"/> Submit by set dates for teacher feedback.<input type="checkbox"/> Review feedback in order to develop your analysis in preparation for the podcast.
Draft podcast script (2 marks)	<ul style="list-style-type: none"><input type="checkbox"/> prepare an outline of the ideas, key scenes and significant textual elements you plan to include in your script; include the title and blurb for the podcast<input type="checkbox"/> submission of draft podcast script plan for feedback via Google Classroom by 19th June 2023, 3.30pm (Mon, Week 9)

To prepare for PART B:

- Review class notes and practice writing activities
- Consolidate notes on key concepts explored, contextual influences and textual features
- Develop a thesis statement that outlines the conceptual direction of your podcast's presentation
- Use critical readings/ podcast notes to help inform your understanding of the texts; include at least ONE reference in your presentation
- Choose relevant textual examples from both texts to help support your understanding
- Identify textual features used to communicate ideas
- script your presentation; use language that is authentic to an engaging hosting style and delivery
- use 3B4ME feedback process to clarify opportunities for improvement
- submit draft script for teacher feedback by draft due date
- refine presentation by using teacher feedback to help you develop your ideas, examples and analysis.
- plan and source sound bytes you will use in/ throughout your presentation
- Record your presentation; apply engaging voice, expression, tone, pitch and volume, speed and pauses to suit your hosting style
- Recording: phone recording apps or PC recording apps
- Edit the audio if needed; apply sound effects etc
- Test your audio file and save as a mp4 or similar sound file in Google Drive.
- Save a back-up to a USB and bring it to class on 27th June.
- Upload and submit your Podcast episode to Google Classroom Submissions Portal.
- Make sure you write a title and a short blurb in your submission notes when you submit your sound file.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. You must submit your podcast on Google Classroom even if you are absent from school. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Plagiarism:

Plagiarism - using the work of others without acknowledgement - will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in an N award.

The policies and procedures that are outlined in the assessment booklet will be followed regarding the non-completion of assessment tasks.

Submission Instructions:

- Academic engagement activities will be submitted via Google Classroom
- Podcast file will be uploaded to Google Classroom by 3:30 on 27th June.

Outcomes Assessed

EA11-2: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3: analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-6: investigates and evaluates the relationships between texts

EA11-8: explains and evaluates cultural assumptions and values in texts and their effects on meaning

You will be assessed on how well you:

- represent your understanding of how texts communicate significant perspectives and human experience
- analyse and evaluate language conventions and form to express complex ideas in a sustained composition fit for purpose
- demonstrate effective use of the editing process with purposeful manipulation of language to communicate ideas, use of voice, tone, pace, and other multimodal features

Marking Guidelines

Part A- Academic Engagement (10 marks)

Academic Engagement Activity (Total 10 marks)	Student has completed
<p>Podcasts, Lectures & Critical Readings</p> <p style="text-align: center;">(4 marks)</p>	<p>4 marks- A summary of FOUR critical texts in detail</p> <p>3 marks- A summary of at least THREE critical texts in detail</p> <p>2 marks- A summary of at least TWO critical texts in detail</p> <p>1 mark- A summary of at least ONE critical texts in detail</p> <p>0 marks- Little or no attempt to complete a summary of critical texts</p>
<p>Set practice analytical responses set in class</p> <p style="text-align: center;">(4 marks)</p>	<p>4 marks- At least FOUR practice analytical paragraphs set by class teacher</p> <p>3 marks- At least THREE practice analytical paragraphs set by class teacher</p> <p>2 marks- At least TWO practice analytical paragraphs set by class teacher</p> <p>1 mark- At least ONE practice analytical paragraphs set by class teacher</p>
<p>Voice recording of your assessment task plan</p> <p style="text-align: center;">(2 marks)</p>	<p>2 marks- preparation and submission of a voice recording outline of the ideas, key scenes and significant textual elements you plan to include in your assessment task response</p>

Part B- Analytical Response (30 marks)

Student:	Mark Range
<ul style="list-style-type: none">● Constructs a cohesive and insightful response to the question, demonstrating well-informed consideration of both of the prescribed texts.● Demonstrates a sophisticated analysis of textual form, structure and features including a range of consistent, effective and judiciously selected textual references.● Produces a sustained and authentic podcast including skilful and engaging control of language, well-developed use of vocabulary, effective use of voice, pace and tone to communicate complex ideas.	A 25-30
<ul style="list-style-type: none">● Constructs an effective response to the question, demonstrating relevant consideration of both of the prescribed texts.● Demonstrates a well-developed analysis of textual form, structure and features including a range of aptly-chosen textual references.● Produces a convincing podcast including control of language, appropriate use of vocabulary, effective use of voice, pace and tone to communicate complex ideas.	B 19-24
<ul style="list-style-type: none">● Constructs a sound response to the question, demonstrating adequate consideration of both of the prescribed texts.● Demonstrates a sound analysis of textual form, structure and features including some relevant textual references.● Produces an adequate podcast including some control of language, use of vocabulary, use of voice, pace and tone to communicate ideas.	C 13-18
<ul style="list-style-type: none">● Attempts to construct a response to the question, demonstrating generalised consideration of both of the prescribed texts.● Attempts to analyse textual form, structure and features including generalised textual references.● Attempts to present a podcast with inconsistent control of language, use of vocabulary, use of voice, pace and tone to communicate ideas.	D 7-12
<ul style="list-style-type: none">● Constructs a limited response to the question, demonstrating little consideration of both of the prescribed texts.● Demonstrates limited analysis of textual form, structure and features including generalised textual references.● Composes a limited response with little control of language, use of vocabulary, use of voice, pace and tone to communicate ideas; may be a podcast script.	E 1-6

Marker Feedback:
