



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Year 11 English Extension I
Topic	Texts, Culture and Value: Bureaucracy Behaving Badly
Task Description	Task 2- Independent Related Project
Class Teachers	D Carrusca
Head Teacher	M Peasley
Year	11
Date Given	Wednesday 12 th June 2024, Week 7, Term 2
Date Due	Wednesday 31 st July 2024, Week 2, Term 3
Weighting	30%

Task Information / Description:

Rationale:

Students will reflect on the rubric 'Texts, Culture and Value: Bureaucracy Behaving Badly' and select ONE key text as a focus for their Task. They will then research, examine and evaluate manifestations of their selected text in other contexts and media, while considering how the values embedded in one text parallel, challenge or offer alternatives to the other.

Students will organise their insights into their research and personal evaluation of the texts to be presented as an **analytical multimodal presentation**.

Your Task:

You are to design an **Academic Lecture Presentation**, to support study material at an academic conference for English Extension 1 students undertaking the 'Texts, Culture and Value: Bureaucracy Behaving Badly' unit.

Your presentation will **evaluate how elements of ONE key text** of your choice has manifested in other contexts and media to recreate, echo, parallel, challenge or offer alternative interpretations of historical events and demonstrate shifts in cultural thinking, beliefs and values.

The presentation will be **delivered as an in-class Academic Lecture, or recorded as a video essay**, in combination with a Bibliography reflection and your academic research journal.

TASK PREPARATION

Your submission must include:

1. A **10 minute presentation**, delivered as an in-class Academic Lecture, or recorded as a video essay that includes:
Research and analytical discussion of
 - i. **ONE core text** of your choice that demonstrates your understanding of this unit
 - ii. At least **ONE related text** that can be paired with the core text within the context of your study
Supporting/expository material from other sources such as film snippets, soundbites, critical interpretations/ academic articles.
 - iii. A synthesised presentation across the elements of:
 - Narration
 - Close examination and analysis of texts
 - Visual representation of concepts
 - Sound
 - iv. a post-presentation student question selected at random from the pre-viewed questions list.
2. A research and process reflection (500 words):
 - outlining the purpose and value of your chosen texts within the context of your study and the task parameters
 - reflecting on THREE sources of research you used to develop your understanding of the selected key text and its manifestations in other forms
3. Your journal including:
detailed plans, including research on your selected texts, analysis notes, script drafts, video storyboarding, feedback and editing changes on your project piece

Your preparation guide:

Evidence of preparation should be collated in your process journals.

- a. Choose a quality text that explores concepts within the context of your study of 'Texts, Culture and Value: Bureaucracy Behaving Badly'. You should also use the terms of the rubric as a source of inspiration for your core textual choice.
- b. Analyse the text and its context and develop a personal response that is informed by your learning throughout the unit.
- c. Research critical responses to this text, implementing research methodology.
- d. Find a related text that is a manifestation of the original text in more recent cultures.
- e. Analyse and research critical responses to your additional text in order to build up an informed personal response.
- f. Research how contextual influences have shaped the ideas represented in the related text.
- g. Compare and contrast these texts with a focus on their shared or alternative conceptual perspectives and representations.
- h. Evaluate to what extent your texts re-create, echo, parallel, challenge or offer alternative interpretations of historical events and shifting values to new audiences.
- i. Compose your 10-minute script in the form of an academic lecture for an audience of young people, aware that this should be an engaging and thought-provoking learning opportunity for your audience.
- j. Storyboard the visual and sound components that will complement your oral presentation.
- k. If submitting a video recording of your presentation, film and compose your video essay. You may use any appropriate video making applications such as iMovie, Microsoft PowerPoint.
- l. Periodically save and back-up your video. Save it as an MP4 file and submit it on a USB. The video will be presented to the class on the day of submission.

We will allocate **ONE in-class period in Week 9** to discuss your progress and review process drafts. The lesson will also be an opportunity to continue working on your project.

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. 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, and complete an illness/misadventure form.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Refer to NESAs 'All My Own Work Policy' for further information.

Failure to follow the above procedures may result in a zero award.

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

Outcomes assessed Outcomes assessed

EE11-1, EE11-3, EE11-4, EE11-5, EE11-6

Students will value and appreciate:

- the importance of independent thinking, investigation and experimentation as a key to 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.

Knowledge and understanding

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

- articulate understanding through speaking, listening, reading, writing, viewing and representing
- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
- reflect on and evaluate their own processes of learning and creativity.



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Marks	Marking Criteria	Mark Awarded
A 21- 25	<ul style="list-style-type: none"> • Demonstrates sophisticated ability to analyse how aspects of the related text adapt key ideas of the core text and the unit • Demonstrates a perceptive understanding of how contextual influences have shaped the ideas represented in the related text • Articulates sophisticated insights into, and reflection on, research methodologies, resources and process of learning • Delivers a highly engaging presentation, skilfully integrating digital media, and demonstrating skilful control of expression, voice, pace and tone • Submits a correctly referenced bibliography and insightful journal 	
B 16- 20	<ul style="list-style-type: none"> • Demonstrates well-developed ability to analyse how aspects of the related text adapt key ideas of the core text and the unit • Demonstrates an effective understanding of how contextual influences have shaped the ideas represented in the related text • Articulates well-developed insights into and reflection on research methodologies, resources and process of learning • Delivers an engaging presentation, effectively integrating digital media, and demonstrating well-developed control of expression, voice, pace and tone • Submits a correctly referenced bibliography and effective journal 	
C 11-15	<ul style="list-style-type: none"> • Demonstrates sound ability to analyse how aspects of the related text deal with key ideas of the core text and/or the unit • Demonstrates a sound understanding of how at least one contextual influence relates to the ideas represented in the related text • Provides sound reflection on research resources and process of learning • Delivers a clear presentation using digital media, demonstrating sound control of expression, voice, pace and tone • Submits a bibliography and journal 	
D 6-10	<ul style="list-style-type: none"> • Demonstrates developing ability to describe how aspects of the related text deal with key ideas of the core text and/or the unit • Demonstrates basic understanding of how at least one contextual influence relates to the ideas represented in the related text • Attempts to provide reflection on research methodologies and/or process of learning • Attempts to deliver a clear presentation using digital media, demonstrating developing control of expression, voice, pace and tone • Submits a journal 	
E 1-5	<ul style="list-style-type: none"> • Demonstrates a limited ability to describe how aspects of the related text deal with key ideas of the core text and/or the unit • Demonstrates a limited understanding of how at least one contextual influence relates to the ideas represented in the related text • Provides little to no reflection on research methodologies and/or process of learning • Delivers a limited presentation using a digital media, demonstrating little to no control of expression, voice, pace and tone • No bibliography and journal submitted 	

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