



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Social Media
<b>Class Teacher</b>	
<b>Head Teacher</b>	Mrs L Macdonald
<b>Year</b>	8
<b>Date Given</b>	Week 5B
<b>Date Due</b>	Week 8A
<b>Weighting</b>	25%

### Assessment Outline

In groups, you will conduct your own primary research into a topic relating to social media. Then you will use the data that you have collected to complete the two parts of this task.

#### **PART ONE: (15 marks)**

Your **group** is to design and create a media campaign based on some or all of your research data. You must produce **THREE** separate texts using a variety of media, all linked to form a unified campaign. Your group will then present their campaign to the class on the due date. Your campaign will be marked by your peers and your class teacher.

#### **PART TWO: (10 marks)**

**Individually**, you are to write a reflection on your group's campaign in which you analyse and evaluate how you have used language in your campaign to communicate your message to your target audience. This part of the task will be completed at home and submitted to your class teacher on the due date. Your reflection will be marked by your class teacher.

**NOTE: Significant class time will be allocated to working on the research and campaign design aspects of this task.**

#### 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. Documentation will be required in both cases.

#### Plagiarism:

Plagiarism, the using of 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 a zero award.**

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

### Outcomes Assessed

**EN4 – 2A:** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**EN4 – 4B:** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

**EN4 – 5C:** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

**EN4 – 6C:** identifies and explains connections between and among texts

**EN4 – 9E:** uses, reflects on and assesses their individual and collaborative skills for learning

## Campaign Marking Guideline

Range	A student in this range:
13-15	<ul style="list-style-type: none"><li>• Presents an outstanding campaign where all parts are unified by an effective design and message</li><li>• Uses and presents clear data to create a strongly persuasive campaign</li><li>• Understands their target audience and uses this understanding to purposefully shape their campaign</li><li>• Uses language (including visual language) creatively and effectively to communicate their message</li></ul>
10-12	<ul style="list-style-type: none"><li>• Presents a strong campaign where parts are mostly unified in design and message</li><li>• Uses and presents clear data to create a fairly persuasive campaign</li><li>• Understands their target audience and uses this understanding to shape their campaign</li><li>• Uses language (including visual language) clearly to communicate their message</li></ul>
7-9	<ul style="list-style-type: none"><li>• Presents a campaign where all parts are connected but may be a bit disjointed in design or message</li><li>• Uses and presents data to attempt to persuade</li><li>• Identifies a target audience and attempts to address them through their campaign; may include some elements that would be ineffective for that audience</li><li>• Uses language (including visual language) to communicate their message; may be repetitive or clichéd</li></ul>
4-6	<ul style="list-style-type: none"><li>• Presents campaign that is disjointed in design or message; some parts may be missing</li><li>• Attempts to persuade but without the support of data</li><li>• Target audience is unclear OR campaign is inappropriate for target audience</li><li>• Language (including visual language) is not clear in the message it is communicating; noticeable errors in language</li></ul>
0-3	<ul style="list-style-type: none"><li>• Presents only one element of a campaign</li><li>• No real attempt to persuade</li><li>• Does not identify a target audience</li><li>• Language (including visual language) is very unclear; lots of errors in language that make it difficult to understand meaning</li></ul>

## **Reflection Marking Guideline**

<b>Range</b>	<b>A student in this range:</b>
9-10	<ul style="list-style-type: none"><li>● Provides strong analysis of all parts of the campaign, appropriate to the types of texts produced</li><li>● Provides an insightful evaluation of the effectiveness of the campaign in communicating a message to a target audience</li><li>● Excellent control of language, including spelling, punctuation, sentence structure and paragraphing</li></ul>
7-8	<ul style="list-style-type: none"><li>● Provides clear analysis of the campaign, appropriate to the types of texts produced</li><li>● Provides an evaluation of the effectiveness of the campaign in communicating a message to a target audience</li><li>● Strong control of language, including spelling, punctuation, sentence structure and paragraphing</li></ul>
5-6	<ul style="list-style-type: none"><li>● Provides analysis of the campaign; writes specifically about techniques used</li><li>● Attempts to evaluate the effectiveness of the campaign in communicating a message to a target audience</li><li>● Fair control of language, including spelling, punctuation, sentence structure and paragraphing; consistent errors in one or more areas</li></ul>
3-4	<ul style="list-style-type: none"><li>● Attempts to analyse the campaign; provides examples but no techniques</li><li>● Describes the message and/or the target audience but no evaluation of the effectiveness of the campaign</li><li>● Basic control of language, including spelling, punctuation, sentence structure and paragraphing; significant errors in one or more areas</li></ul>
0-2	<ul style="list-style-type: none"><li>● Describes the campaign without analysing</li><li>● Identifies the message and/or target audience</li><li>● Limited control of language, including spelling, punctuation, sentence structure and paragraphing; errors make it difficult to understand; very short</li></ul>