



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English Studies
<b>Topic</b>	Module F- Mi Tunes and Texts
<b>Class Teacher</b>	Mr Page, Mrs Murdoch
<b>Head Teacher</b>	Miss Scott
<b>Year</b>	12
<b>Date Given</b>	01/02/2021
<b>Date Due</b>	29/03/2021
<b>Weighting</b>	

### Assessment Outline

#### **Part 1 Common Task (10 marks)**

You will need to present a portfolio of annotated songs that they have completed over the term. You will then select a single song out of the 10 with lyrics that have great relevance and meaning in your life. Annotate the lyrics, by identifying metaphors, similes and other poetic devices. Write a paragraph explaining the significance of the song to you, and why you value it. If possible, provide context (e.g. when did you first hear it? What was happening in your life that meant you connected with that song at that particular time).

#### **Part 2 Creative Design Stream / Event Management Stream (Student Choice) (20 marks)**

<b>Creative Design Stream</b>	<b>Event Management Stream</b>
<p>In this stream, you will need to include:</p> <ul style="list-style-type: none"><li>• Designs for album art (front and back covers of a CD and iTunes art)</li><li>• Compose lyrics to 6 songs you would include on this album</li><li>• A 1 page 'pitch' to a record label that explains why music is an important part of your life and how you came to feel this way about music</li><li>• Half a page artist biography of yourself as a musical artist</li><li>• Half a page report about how you would use social media to promote your band</li></ul>	<p>In this stream, you will need to include:</p> <ul style="list-style-type: none"><li>• The name of a band you are promoting (can be real or imagined)</li><li>• Name and logo of your management company</li><li>• Business card design for your company</li><li>• A 1-page press release that gives details of the band and why sponsors should choose to help promote them.</li><li>• A poster design for a music festival featuring your band</li><li>• Half page biographies of your band members</li><li>• Half page review of your band's latest album</li><li>• Half page report about how you would use social media to promote your band</li></ul>

**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 use 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 in the assessment booklet will be followed regarding the non-completion of assessment tasks.**

**OUTCOMES ASSESSED:**

**ES12-2 A student identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts**

**ES12-4 A student composes proficient texts in different forms**

**ES12-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes**

**ES12-8 A student understands and explains the relationships between texts**

## Marking Rubric

### Part 1

Marking criteria	Grade
<ul style="list-style-type: none"> <li>Effective engagement with and annotation of the song lyrics</li> <li>Demonstrates an in depth understanding of how context impacts music choice</li> <li>Well-developed spelling, punctuation and grammar</li> </ul>	<b>Outstanding</b> <b>9-10</b>
<ul style="list-style-type: none"> <li>Sound engagement with and annotation of the song lyrics</li> <li>Demonstrates a sound understanding of how context impacts music choice</li> <li>Consistent spelling, punctuation and grammar</li> </ul>	<b>High</b> <b>7-8</b>
<ul style="list-style-type: none"> <li>Adequate engagement with and annotation of the song lyrics</li> <li>Demonstrates an adequate understanding of how context impacts music choice</li> <li>Adequate spelling, punctuation and grammar</li> </ul>	<b>Sound</b> <b>5-6</b>
<ul style="list-style-type: none"> <li>Developing engagement with and annotation of the song lyrics</li> <li>Developing understanding of how context impacts music choice</li> <li>Consistent errors in spelling, punctuation and grammar</li> </ul>	<b>Basic</b> <b>3-4</b>
<ul style="list-style-type: none"> <li>Section not completed</li> <li>Elementary use of language</li> </ul>	<b>Limited</b> <b>1-2</b>

# Marking Rubric

## Part 2

<b>Marking criteria- Creative Design Stream</b>	<b>Grade</b>
<ul style="list-style-type: none"> <li>• Skilfully demonstrates knowledge and understanding of texts presented in creative portfolio.</li> <li>• Report demonstrates insightful understanding of the content of the unit.</li> <li>• Sophisticated use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>Outstanding</b> <b>16-20</b></p>
<ul style="list-style-type: none"> <li>• Well developed knowledge and understanding of texts presented in creative portfolio.</li> <li>• Report demonstrates well developed understanding of the content of the unit.</li> <li>• Effective use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>High</b> <b>13-15</b></p>
<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of texts presented in creative portfolio.</li> <li>• Report demonstrates sound understanding of the content of the unit.</li> <li>• Appropriate use of language for purpose, audience and context.</li> </ul>	<p><b>Sound</b> <b>10-12</b></p>
<ul style="list-style-type: none"> <li>• Minimal knowledge and understanding of texts presented in creative portfolio.</li> <li>• Report demonstrates minimal understanding of the content of the unit.</li> <li>• Limited use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>Basic</b> <b>6-9</b></p>
<ul style="list-style-type: none"> <li>• Elementary knowledge and understanding of texts presented in creative portfolio.</li> <li>• Report demonstrates elementary understanding of the content of the unit.</li> <li>• Basic use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>Limited</b> <b>1-5</b></p>
<ul style="list-style-type: none"> <li>• No attempt</li> </ul>	<p><b>Non-Attempt</b> <b>0</b></p>

<b>Marking criteria- Event Management Stream</b>	<b>Grade</b>
<ul style="list-style-type: none"> <li>• Skilfully demonstrates knowledge and understanding of texts presented in event management portfolio.</li> <li>• Report demonstrates insightful understanding of the content of the unit.</li> <li>• Sophisticated use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>Outstanding</b> <b>16-20</b></p>
<ul style="list-style-type: none"> <li>• Well developed knowledge and understanding of texts presented in event management portfolio.</li> <li>• Report demonstrates well developed understanding of the content of the unit.</li> <li>• Effective use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>High</b> <b>13-15</b></p>
<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of texts presented in event management portfolio.</li> <li>• Report demonstrates sound understanding of the content of the unit.</li> <li>• Appropriate use of language for purpose, audience and context.</li> </ul>	<p><b>Sound</b> <b>10-12</b></p>
<ul style="list-style-type: none"> <li>• Minimal knowledge and understanding of texts presented in event management portfolio.</li> <li>• Report demonstrates minimal understanding of the content of the unit.</li> <li>• Limited use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>Basic</b> <b>6-9</b></p>
<ul style="list-style-type: none"> <li>• Elementary knowledge and understanding of texts presented in event management portfolio.</li> <li>• Report demonstrates elementary understanding of the content of the unit.</li> <li>• Basic use of language appropriate for purpose, audience and context.</li> </ul>	<p><b>Limited</b> <b>1-5</b></p>
<ul style="list-style-type: none"> <li>• No attempt</li> </ul>	<p><b>Non-Attempt</b> <b>0</b></p>

