



# 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 Holliday, Miss Murdoch
<b>Head Teacher</b>	Miss Peasley
<b>Year</b>	12
<b>Date Given</b>	30/05/2022
<b>Date Due</b>	27/06/2022
<b>Weighting</b>	25%

### Assessment Outline

You will be creating a music portfolio that reflects your understanding of the skills and ideas explored in this unit. The task is split into two sections. Part 1 is worth 15 marks and Part 2 is worth 25 marks. The entire task is to be submitted by **3:28PM 14/5/2022** as a **hardcopy**.

#### **Part 1** - In class- Common Task (15 marks)

You will need to present a portfolio of annotated songs that you 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 (150 words) 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) (25 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/ Digital Album art)</li><li>● Compose lyrics to 3 songs you would include on this album</li><li>● In addition you are to compose a 150 word reflection on each of your composed songs which identifies and describes the creative and technical choices made throughout your song. Make sure you refer directly to the song lyrics from your chosen song.</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 <b>annotation</b> of the song lyrics</li> <li>● Demonstrates an in depth understanding of how context impacts music choice through a(n) insightful <b>reflection</b> and exploration of <b>a chosen song</b> from the anthology.</li> <li>● Well-developed <b>spelling, punctuation and grammar</b>. Sustained formal register suitable for audience and purpose.</li> </ul>	<p><b>Outstanding</b> <b>13-15</b></p>
<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 through a clear reflection and exploration of a chosen song from the anthology.</li> <li>● Consistent spelling, punctuation and grammar. Consistent formal register suitable for audience and purpose.</li> </ul>	<p><b>High</b> <b>10-12</b></p>
<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 through a sound reflection of a chosen song.</li> <li>● Adequate spelling, punctuation and grammar. Some informal elements, abbreviations, colloquialisms, etc.</li> </ul>	<p><b>Sound</b> <b>7-9</b></p>
<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 through a basic reflection on a chosen song</li> </ul>	<p><b>Basic</b> <b>4-6</b></p>

<ul style="list-style-type: none"> <li>● Consistent errors in spelling, punctuation and grammar. Some attempts at achieving formal register, some conversational elements in tone.</li> </ul>	
<ul style="list-style-type: none"> <li>● Section not completed</li> <li>● Elementary use of language</li> <li>● Largely informal register, conversational in tone.</li> </ul>	<b>Limited</b> <b>1-3</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 <b>understanding of texts presented in creative portfolio.</b></li> <li>● <b>Report, pitch, and biography</b> demonstrates insightful understanding of the content of the unit.</li> <li>● <b>Reflection of originally composed lyrics</b> is insightful, and demonstrates a strong understanding of the creative and technical processes that are required in constructing a <b>meaningful song.</b></li> <li>● Aesthetically pleasing <b>album art</b> that is clearly <b>linked with 3</b> highly polished and original <b>song lyrics</b> which demonstrate an outstanding awareness of their creative vision.</li> <li>● Sophisticated <b>use of language</b> appropriate for purpose, audience and context.</li> </ul>	<b>Outstanding</b> <b>21-25</b>
<ul style="list-style-type: none"> <li>● Well developed knowledge and understanding of texts presented in the creative portfolio.</li> <li>● Report, <b>pitch, and biography</b> demonstrates well developed understanding of the content of the unit.</li> <li>● Reflection of originally composed lyrics is clear and methodical, and demonstrates a well-developed understanding of the creative and technical processes that is required in constructing a meaningful song.</li> <li>● Visibly pleasing album art that is linked with 3 polished and original song lyrics which demonstrate a sophisticated awareness of their creative vision.</li> <li>● Effective use of language appropriate for purpose, audience and context.</li> </ul>	<b>High</b> <b>16-20</b>
<ul style="list-style-type: none"> <li>● Sound knowledge and understanding of texts presented in the creative portfolio.</li> <li>● Report, <b>pitch, and biography</b> demonstrates sound understanding of the content of the unit.</li> <li>● A sound anthology of composed lyrics that are mostly original and engaging. Demonstrating a sound understanding of the creative and technical processes that is required in constructing a meaningful song.</li> </ul>	<b>Sound</b> <b>11-15</b>

<ul style="list-style-type: none"> <li>● A sound attempt at creating a visually pleasing album art that links with 2-3 original song lyrics which demonstrate a developing awareness of their creative vision.</li> <li>● Appropriate use of language for purpose, audience and context.</li> </ul>	
<ul style="list-style-type: none"> <li>● Minimal knowledge and understanding of texts presented in the creative portfolio.</li> <li>● Report, <b>pitch</b>, and <b>biography</b> demonstrates minimal understanding of the content of the unit.</li> <li>● A limited attempt to compose an anthology of lyrics that show some attempt at creating originality. Work is mostly unpolished</li> <li>● A basic attempt at creating album art that generally links with 2-3 original song lyrics which demonstrate a basic awareness of their creative vision.</li> <li>● Limited use of language appropriate for purpose, audience and context.</li> </ul>	<b>Basic 6-10</b>
<ul style="list-style-type: none"> <li>● Elementary knowledge and understanding of texts presented in creative portfolio.</li> <li>● Report, <b>pitch</b>, and <b>biography</b> demonstrates elementary understanding of the content of the unit.</li> <li>● Little attempt to compose an anthology of lyrics is evident. Submission is incomplete.</li> <li>● Limited attempt at creating album art that does not link with 1-3 mostly original song lyrics which demonstrate a limited awareness of their creative vision.</li> <li>● Basic use of language appropriate for purpose, audience and context.</li> </ul>	<b>Limited 1-5</b>
<ul style="list-style-type: none"> <li>● No attempt</li> </ul>	<b>Non-Attempt 0</b>

<b>Marking criteria- Event Management Stream</b>	<b>Grade</b>
<ul style="list-style-type: none"> <li>● Skilfully demonstrates <b>knowledge</b> and understanding of texts presented in event management portfolio.</li> <li>● <b>Report, press release, biography</b> demonstrates insightful understanding of the content of the unit.</li> <li>● <b>Review of album</b> and justification on how <b>social media</b> will be used to promote the band is insightful, in-depth and considered.</li> <li>● Outstanding visual design of the portfolio including; <b>logo, business card and poster.</b></li> <li>● Sophisticated <b>use of language</b> appropriate for purpose, audience and context.</li> </ul>	<b>Outstanding 21-25</b>
<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> </ul>	<b>High 16-20</b>

<ul style="list-style-type: none"> <li>● Review of album and justification on how social media will be used to promote the band is well-developed</li> <li>● Well- developed visual design of the portfolio including; logo, business card and poster.</li> <li>● Effective use of language appropriate for purpose, audience and context.</li> </ul>	
<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>● Review of album and justification on how social media will be used to promote the band is sound.</li> <li>● Sound visual design of the portfolio including; logo, business card and poster.</li> <li>● Appropriate use of language for purpose, audience and context.</li> </ul>	<b>Sound 11-15</b>
<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>● Review of album and justification on how social media will be used to promote the band is mostly unpolished. May be missing either the review or the report on social media.</li> <li>● Basic attempt of visual design of the portfolio including; logo, business card and poster.</li> <li>● Basic use of language appropriate for purpose, audience and context.</li> </ul>	<b>Basic 6-9</b>
<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>● Review of album or justification on how social media will be used to promote the band is limited, demonstrating a largely unfinished submission. May be missing either the review or the report on social media.</li> <li>● Limited attempt at visual design of the portfolio including; logo, business card and poster.</li> <li>● Limited use of language appropriate for purpose, audience and context.</li> </ul>	<b>Limited 1-5</b>
<ul style="list-style-type: none"> <li>● No attempt</li> </ul>	<b>Non-Attempt 0</b>

