



In the beginning was the Word...



SACE STAGE 2 ENGLISH PATHWAYS

TASK SHEET

SCHOOL N^o: 322

SACE N^o: _____

Assessment Type 2: Text Production

Purpose: To Entertain or Engage a Reader or Listener

To entertain or engage through the telling of a personal story or memoir, by producing a digital narrative (Photo Story) modelled on examples available from the web site of Daniel Meadows: www.photobus.co.uk.

Audience

Mature teenagers to adults who would appreciate the sharing of past memories.

Context

While reading the shared novel *Trash* by Andy Mulligan, the class considered his use of multiple points of view, engaging narrative techniques and the theme of life changing events. Like the young characters in that novel, the students were asked to think back on an experience which left a mark on them and had the potential to entertain or engage an audience.

Task Description

Using a digital film making program like iMovie, Photo Story or Windows Movie Maker, produce an audio-visual memoir. Unlike a purely written text, you must narrate your story into the computer as a voice over commentary to at least 8 but no more than 12 pictures, which will provide both visual material and a structure for telling the story. While some will be photos documenting actual events in the past, new photos could be used to illustrate other aspects of the story. You may also choose to include an appropriate music track. The maximum length of such a digital text should be equivalent to 800 words or 4 minutes in multimodal form. You have two weeks to complete the task and are expected to draft and edit the spoken narrative, developing the final product to a publishable standard.

The content should be autobiographical, trying to capture certain highlights or a meaningful event in your past. Include a contemplation of the meaning of that event now, at the time of writing. A story that is more emotional and descriptive, and concerned with capturing the feelings of the event, is more likely to engage an audience than one simply documenting factual details of your life. As a memoir, it should be highly focused and selective in the memories it includes, but retold in such a way that it captures the audience's attention, engaging and holding their interest.

Learning Requirements	Assessment Design Criteria	Capabilities
<ol style="list-style-type: none"> 1. demonstrate clear, accurate, and appropriate communication skills through reading, viewing, writing, composing, listening, and speaking 2. establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language 3. reflect critically on the ways in which texts are created for specific purposes and audiences 4. use language skills to interact and work effectively with other people, and to solve problems 5. identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts 6. compose texts in which language is used for critical, personal, vocational, or creative purposes. 	<p>Knowledge and Understanding</p> <p>KU1. Knowledge and understanding of the ideas, values, and beliefs explored in texts.</p> <p>KU2. Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning.</p> <p>KU3. Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.</p> <p>Analysis</p> <p>An.1. Analysis of the connections between personal experiences, ideas, values and beliefs, and those explored in texts.</p> <p>An.1. Analysis of the ways in which language techniques are used to influence opinions and decisions in a range of personal, social, or vocational contexts.</p> <p>Application</p> <p>Ap.1. Use of language skills to interact and work effectively with other people, and to solve problems.</p> <p>Ap.2. Location, recording, analysis, and synthesis of knowledge relevant to context.</p> <p>Ap.3. Reproduction of the structural, conventional, and textual features of text types composed for a range of contexts, audiences, and purposes.</p> <p>Communication</p> <p>C.1. Accuracy, clarity, and fluency of written and spoken expression, using an appropriate style and structure.</p> <p>C.2. Use of language to convey meaning in a range of contexts.</p>	<p>Communication</p> <p>Citizenship</p> <p>Personal development</p> <p>Work</p> <p>Learning</p>

Students can refer to the rubric provided over the page to identify the performance standards that they need to demonstrate to reach their highest possible level of achievement in this task.

	Knowledge and Understanding	Analysis	Application	Communication
A	Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts.	Detailed analysis of complex connections between personal experiences, ideas, values and beliefs, and those explored in familiar and unfamiliar texts.	Use of a comprehensive range of language skills to interact effectively in different contexts, and to analyse and solve simple and complex problems.	Fluent and precise writing and speaking, using an appropriate style and structure for a range of mainly unfamiliar audiences and contexts.
15	Knowledge and understanding of the ways in which the creators and readers of familiar and unfamiliar texts use a range of language techniques to make meaning.	Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar texts.	Location, recording, analysis, and synthesis of knowledge relevant to familiar and unfamiliar contexts.	Appropriate use of language to convey mostly complex meaning in a range of familiar and unfamiliar contexts.
14	Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences.	Perceptive analysis of aspects of familiar and unfamiliar cultural, social, and technical roles of language that support effective interactions in different contexts.	Sophisticated skills in reproducing the structural, conventional, and textual features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes.	
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B	Sound knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts.	Analysis of some complex connections between personal experiences, ideas, values and beliefs, and those explored in familiar, and some unfamiliar, texts.	Use of a sound range of language skills to interact effectively in different contexts, and to solve simple and complex problems.	Mostly fluent and precise writing and speaking, using an appropriate style and structure for a range of mostly familiar audiences and contexts.
12	Knowledge and understanding of the ways in which the creators and readers of mainly familiar texts use some language techniques to make meaning.	Well-considered analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, texts.	Location, recording, analysis, and occasional synthesis of knowledge relevant to mostly familiar contexts.	Appropriate use of language to convey complex and simple meaning in a range of familiar, and some unfamiliar, contexts.
11	Sound knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences.	Well-considered analysis of aspects of mainly familiar, and some unfamiliar, cultural, social, or technical roles of language that support effective interactions in different contexts.	Sound skills in reproducing some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes.	
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C	Knowledge and understanding of some ideas, values, or beliefs in familiar texts.	Competent analysis of simple connections between personal experiences, ideas, values or beliefs and those explored in familiar texts.	Use of competent language skills to interact effectively in different contexts, and to solve routine problems in familiar contexts.	Generally clear and accurate writing and speaking, using an appropriate style and structure for familiar audiences and contexts.
9	Knowledge and understanding of the ways in which the creators and readers of a narrow range of familiar texts use some language techniques to make meaning.	Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar texts.	Location, recording, and occasional analysis of knowledge relevant to a familiar context.	Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts.
8	Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences.	Competent analysis of some aspects of mainly familiar cultural, social, or technical roles of language that support effective interactions in different contexts.	Skills in reproducing some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes.	
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D	Identification of some simple ideas, values, or beliefs in some familiar texts.	Reference to simple connections between uncomplicated personal experiences, ideas, values or beliefs, and those explored in familiar texts.	Use of a restricted range of language skills to interact in familiar contexts, and to solve simple problems.	A level of fluency in writing and speaking in personally relevant situations, using an appropriate style and structure for a narrow range of familiar audiences and contexts.
6	Knowledge and understanding of the ways in which the creators and readers of a narrow range of familiar texts use a restricted range of language techniques to make simple or factual meaning.	Reference to some ways in which authors use a narrow range of language techniques to influence opinions and decisions in familiar texts.	Location and recording of factual knowledge relevant to a familiar context.	Occasionally appropriate use of language to convey simple meaning in familiar contexts.
5	Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences.	Reference to some simple aspects of familiar cultural, social, or technical roles of language that support effective interactions in one or more contexts.	Limited skills in reproducing some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose.	
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E	Identification of a simple idea, value, or belief in a familiar text.	Recognition of a simple connection between a straightforward personal experience, idea, value or belief, and that explored in a highly familiar text.	Use of a restricted range of language skills to interact in highly familiar contexts, and to solve simple problems.	Emerging development of fluency in writing and speaking in personally relevant situations, using an appropriate style and structure for a narrow range of highly familiar audiences and contexts.
3	Some knowledge and emerging understanding of the way in which a creator or reader of a highly familiar text uses a language technique to make factual meaning.	Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar text.	Location or recording of factual knowledge relevant to a highly familiar context.	Occasionally appropriate use of language to convey literal meaning in highly familiar contexts.
2	Some knowledge of the ways in which highly familiar texts are composed for personally relevant purposes and highly familiar audiences.	Recognition of some simple aspects of highly familiar cultural, social, or technical roles of language that support effective interactions in one or more contexts.	Restricted skills in reproducing a limited number of structural, conventional, or textual features of a text type for a highly familiar context, audience, or purpose.	
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