



Year 10 ENGLISH - TASK SHEET

Sherlock Holmes task 1: *Mythbusters Presentation*

Task description:

Sherlock is represented as a master of observation and deduction. We have seen a range of specific areas where he uses particular skills and knowledge to “read” people and situations. Choose one such skill to teach the class about.

Your presentation must include:

- An example of how Sherlock uses this skill.
- Evidence of how you have attempted to master this skill
- At least two quotes from original Sherlock stories
- A quick task challenging the class to use this skill
- Examples of how the skill is used in the real world
- An evaluation of how realistic Sherlock is as a detective

Presentation Mode

Use www.nearpod.com to present and quiz the class. Sign up for a free nearpod account as a “teacher”. You can prepare most of your content in powerpoint then import the PPT into nearpod to add interactive and web-based elements.

Due date

You must be ready to present on Fri week 5.

Assessment criteria

Year 10 Australian Curriculum achievement standard: English

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They **develop and justify their own interpretations of texts**. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They **explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments**. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. **They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments**. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Refer to the highlighted sections below to see the focus areas for assessment in this task
 Students should refer to the rubric below 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 15 14 13	Discerning evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations Discerning comparison, evaluation and synthesis of different ideas and information from a variety of texts to achieve different purposes	Comprehensive explanation of how a variety of text structures are used to achieve different purposes and effects Comprehensive analysis of how a variety of language features achieve different purposes	Discerning selection, organisation and synthesis of a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives Discerning use of a variety of text structures to achieve different purposes and effects	Discerning use of a range of grammatical structures and vocabulary to achieve different purposes and effects Discerning use of a variety of text and language features to achieve different purposes and effects: <ul style="list-style-type: none"> written; spoken/signed; non-verbal; &/or visual features °
B 12 11 10	Effective evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations Effective comparison, evaluation and synthesis of different ideas and information from a variety of texts to achieve different purposes	Effective explanation of how a variety of text structures are used to achieve different purposes and effects Effective analysis of how a variety of language features achieve different purposes	Effective selection, organisation and synthesis of a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives Effective use of a variety of text structures to achieve different purposes and effects	Effective use of a range of grammatical structures and vocabulary to achieve different purposes and effects Effective use of a variety of text and language features to achieve different purposes and effects: <ul style="list-style-type: none"> written; spoken/signed; non-verbal; &/or visual features °
C 9 8 7	Evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations Comparison, evaluation and synthesis of different ideas and information from a variety of texts to achieve different purposes	Explanation of how a variety of text structures are used to achieve different purposes and effects Analysis of how a variety of language features achieve different purposes	Selection, organisation and synthesis of a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives Use of a variety of text structures to achieve different purposes and effects	Use of a range of grammatical structures and vocabulary to achieve different purposes and effects Use of a variety of text and language features to achieve different purposes and effects: <ul style="list-style-type: none"> written; spoken/signed; non-verbal; &/or visual features °
D 6 5 4	Explanation of ideas and information from texts to form interpretations Comparison and explanation of ideas and information from texts to achieve different purposes	Explanation of how text structures are used to achieve different purposes Analysis of how language features achieve different purposes	Selection and combination of ideas and information to support viewpoints and attitudes Use of text structures to achieve different purposes	Use of grammatical structures and vocabulary to achieve different purposes Use of text and language features that vary in suitability: <ul style="list-style-type: none"> written; spoken/signed; non-verbal; &/or visual features °
E 3 2 1	Identification of ideas and information from texts Statement of ideas and information from texts	Description of aspects of text structures Identification of language features	Use of ideas and information to state an opinion Use of aspects of text structures	Use of a narrow range of grammatical structures and vocabulary Use of text and language features that impede meaning: <ul style="list-style-type: none"> written; spoken/signed; non-verbal; &/or visual features °