 Part of a Family – Assessment

Assessment Task – Part of a Family

Multimodal presentation – Pecha Kucha

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| * **ES11-2** A student identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
* **ES11-4** A student composes a range of texts with increasing accuracy and clarity in different forms
* **ES11-6** A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* **ES11-8** A student identifies and describes relationships between texts
 | * **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
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Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge, understanding and skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Learning across the curriculum

General capabilities

* critical and creative thinking
* information and communication technology capability
* intercultural understanding
* literacy
* personal and social capability

Other areas of learning

* difference and diversity

Task

Your task is to create a pecha kucha. The first thing you should do is check out what they are online.

A pecha kucha is a slideshow that includes 20 images, shown for 20 seconds each, with an explanation that lasts for 20 seconds or less for each image.

Your pecha kucha needs to have 20 of your own photographs (from the family album, or taken especially for this task) of people and/or things that you feel visually represent your idea of what it means to be part of a family.

Marking guideline/rubric

| Criteria | Marks |
| --- | --- |
| * Effectively utilises all of the conventions appropriate to a pecha kucha
* Effective use of language which is always appropriate to the context of the task
* Well-selected images that are effectively explained
 | 13-15 |
| * Soundly utilises the conventions appropriate to a pecha kucha
* Sound use of language appropriate to the context of the task
* Appropriate images that are soundly explained
 | 10-12 |
| * Utilises most of the conventions appropriate to a pecha kucha
* Adequate use of language appropriate to the context of the task
* Adequate images that are explained
 | 7-9 |
| * Utilises some of the conventions appropriate to a pecha kucha
* Developing use of language
* Limited images that are inconsistently explained
 | 4-6 |
| * Presentation submitted contains no conventions appropriate to a pecha kucha
* Elementary use of language
* Limited or no explanation
 | 1-3 |