 Assessment task: Texts and human experiences – The Crucible

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Multimodal Text | 20 | 6 |

Outcomes

English Standard Stage 6:

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to 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 independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge and understanding

* 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

Other areas of learning:

* Difference and diversity

Task

In this unit, students have studied the set text ‘The Crucible’ and a variety of related texts which explore the anomalies, paradoxes and inconsistencies in humanity’s behaviours and motivations. They have developed their ability to analyse language concepts and literary devices in various modes of texts, and will now demonstrate their understanding of how these have been used in the set text and apply this level of analysis to their own chosen text.

Nature of the Task

Focus Question: How are personal and public worlds diversely represented through this collection of texts?

You have studied a range of texts that explore common human experiences. You are to choose a related text that also explores the anomalies, paradoxes or inconsistencies in behaviour and motivation that make up human experiences. This can be a film, novel, short story, short film, comic, song, TV show, visual or nonfiction text.

You are then to create a digital text (such as a Google Site, Weebly or Wix website) presenting your analysis of your chosen text and your set text ‘The Crucible’. Your digital text will include the following elements:

* Page 1 of website: An initial page that briefly introduces your three texts - that includes either voice and/or video
* Page 2 of website: An annotated copy of an extract from ‘The Crucible’
* Page 3 of website: An annotated version of your chosen text
* Page 4 of website: An evaluative conclusion video that answers the focus question with reference to all three texts

Note: Consideration should be given to the presentation of your website and the logical presentation of your ideas

Marking guideline/rubric

| Mark | Guidelines | What do we expect to see in an answer in this range? |
| --- | --- | --- |
| 17-20 | * Create a sophisticated and engaging multi-modal digital text and articulate your ideas in a clear and concise manner * Evaluates representations of human experiences illuminated in 2 texts making sophisticated judgements about how aspects of these texts shape meaning * Comparatively draws from personal experience to make connections between yourself, the world of the texts and the wider world * Seek out and incorporate teacher feedback to improve your overall presentation | Dot Point One:   * Judicious selection of visual and verbal elements * Student cleverly and effectively uses an expressive voice and makes good use of pace, pitch, pauses and tone and intentionally varies these to add meaning. * Cohesion and synthesis of ideas are used effectively in the completion of all webpages   Dot Point Two:   * Sophisticated understanding of the key ideas of the module as represented across the two texts * Considered selection of textual extracts, implicit reference to techniques, uses ‘broader techniques’ * Sophisticated links to effect (not obvious). Links are outside the text (so, purpose, audience context, links between the texts * Well-chosen links (and relevance) to identified meaning and human experiences   Dot Point Three:   * Answers the focus question directly, with consistent links to concept * A logical flow and development of ideas between texts * Evidence of a personal perspective that drives the response in an evaluative manner (a judgement is made and argued)   Dot Point Four:   * Consistently seeks teacher feedback * Teacher feedback is integrated and improves the quality of work as a whole |
| 13-16 | * Create an engaging multi-modal digital text and articulate your ideas in a direct manner * Evaluates representations of human experiences illuminated in 2 texts making judgements about how aspects of these texts shape meaning * Comparatively draws from personal experience to make connections between yourself, the world of the texts and the wider world * Seek out and incorporate teacher feedback to improve your overall presentation | Dot Point One:   * Appropriate selection of visual and verbal elements * Student effectively uses a clear voice and makes good use of pace, pitch, pauses and tone and varies these to add meaning. * Variety of ideas are used in the completion of all webpages   Dot Point Two:   * Well-developed understanding of the key ideas of the module as represented across the two texts * Relevant selection of textual extracts, some implicit reference to techniques, may use ‘broader techniques’ * Links to effect are obvious. Links outside the text are mostly implicit (so, purpose, audience context, links between the texts * Clear links (and relevance) to identified meaning and human experiences   Dot Point Three:   * Answers the focus question, with links to concept * A flow and development of ideas between texts * Evidence of a personal perspective that drives the response (a judgement is made)   Dot Point Four:   * Seeks teacher feedback * Teacher feedback is considered and to improve the quality of work in most areas |
| 9-12 | * Create an engaging multi-modal digital text and articulate your ideas in a clear and/or concise manner * Analyses representations of human experiences illuminated in 2 texts making some judgements about how aspects of these texts shape meaning * Draws from personal experience to make connections between yourself (may use some comparison), the world of the texts and the wider world * May seek out and incorporate teacher feedback to improve your overall presentation | Dot Point One:   * Selection of visual and verbal elements * Student uses a clear voice in some areas and makes some use of pace, pitch, pauses and tone * Ideas are connected in the completion of all webpages   Dot Point Two:   * Understanding of the key ideas of the module may be inconsistently represented across some texts * Selects thematic textual extracts, obvious reference to techniques * Links to effect. Links are within the text, links between the texts may be concrete * Some links to identified meaning and human experiences   Dot Point Three:   * Answers the focus question, with some links to concept and/or theme * Some flow and development of ideas between texts (may be inconsistent) * Evidence of a personal perspective in the response (an opinion is stated)   Dot Point Four:   * Seeks some teacher feedback * Teacher feedback is used literally and improves the quality of work in some areas (sentences, single paragraphs) |
| 5-8 | * Create a multi-modal digital text and articulate your ideas in a clear and/or concise manner * Explore representations of human experiences illuminated in 2 or less texts making some judgements about how aspects of these texts shape meaning * Draw from personal experience to make connections between yourself, the world of the texts or the wider world * May seek out and incorporate teacher feedback to some extent | Dot Point One:   * Selection of some visual and/or verbal elements * Student voice attempts to use pace, pitch, pauses and tone in some areas * Attempts to connect ideas in the completion of web pages, may not complete all web pages   Dot Point Two:   * Attempts to explain ideas of the module across some texts * Selects textual extracts, attempts a reference to techniques (obvious ‘a simile in line 3’) * Attempts to discuss effect. Links between the texts may be plot-based (retell) * Identified meaning and human experiences are stated   Dot Point Three:   * Attempts to answer the focus question * Ideas between texts are stated * Attempts a personal perspective in the response   Dot Point Four:   * Seeks little teacher feedback OR may seek feedback on one section only * May integrate teacher feedback superficially |
| 1-4 | * Attempts to create a multi-modal digital text and articulate your ideas * Analyses representations of human experiences illuminated in less than 2 texts making limited judgements about how aspects of these texts shape meaning * Draws from personal experience to make connections between yourself, the world of the texts or the wider world * Does not seek or apply teacher feedback | Dot Point One:   * Selection of visual or verbal elements * No attempt to incorporate student voice into presentation OR voice is unintelligible * Limited information in some of the webpages * Webpages are incomplete or missing   Dot Point Two:   * Limited idea of the module as represented across texts * Limited selection of extracts * Retell only * Little to no links to meaning and/or human experiences.   Dot Point Three:   * Does not answer the focus question * No link between texts * Very short or incomplete response * No personal perspective   Dot Point Four:   * Makes no attempt |

Comment:

Mark: