



CALLAGHAN COLLEGE WALLSEND CAMPUS
 YEAR 10 ENGLISH 2014 – PERSPECTIVES OF YOUTH
 Assessment Task Three

Module	Perspectives of Youth
Weighting	15% (based on revised assessment schedule)
Syllabus Outcomes	3 A student transfers understanding of language concepts into new and different contexts 5 A student thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts 8 A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning 11 A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness
Modes	Writing and Viewing/Representing
Medium	Digital Related Text Analysis (submission)
Date Due	Term Two – Week 9 - Monday 23rd June (P1, P2, P3, P4, Q1, Q2, Q3, Q4) - Tuesday 24th June (P5) All students must submit their digital related text analysis via email or USB by the end of their lesson on the dates above. Students are responsible for ensuring that their teacher receives their task by this time. <i>Late submissions will be subjected to assessment policy penalties – technology failure will not be a valid reason for misadventure.</i>

Task Description:

As part of this unit you have studied a range of texts exploring many perspectives of youth. **For this task, you need to select your OWN related text and create a digital related text analysis.** You may choose any textual mode such as:

play or monologue, web page/site, novel or extract, film or extract, speech, short story, music video, feature article or blog, news story, poem, song, photo, image, brochure, poster, advertisement, comic or cartoon.

When you have selected your text **you need to have it approved by your teacher.** You must then write an analysis as part of a digital presentation. *This is not a presentation task – you will submit your digital analysis for marking.*

In your response you should:

- Clearly **outline, discuss** and **compare** the perspectives of youth explored in your text.
- Create a presentation with a minimum of 8 slides (or equivalent) and at least 300 words of analysis.
- Follow the scaffold to ensure that you analyse conceptual and technical aspects of the text.
- Select any digital forum (in consultation with your teacher) to create your analysis. You must be able to easily provide the finished analysis to your teacher for marking.
- **Note:** Your teacher will provide **you with all lessons in Week 8 to work on this task.** You *may* only receive feedback on your draft analysis during these lessons. You are also expected to prepare at home to ensure your work is of the highest quality.
- *If you are absent, you are responsible for negotiating a time with your teacher to receive feedback.*

Students will be assessed on their ability to:

- convey understanding of the concept of perspectives of youth in a relevant self-selected related text
- analyse techniques used by the composer and use examples and quotes to support your ideas
- convey an analysis in an appropriate digital form
- use level of language, expression, spelling, punctuation, grammar and paragraphing appropriate to the task

Assessment Task Policy Notes:

- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task on your first day back. Non submission of an illness/misadventure form will result in zero award.
- A zero award will be recorded for not making a genuine attempt of an assessment task.
- An N Award warning notification will be generated for failing to attempt a task.
- Students who plagiarise from other texts or the internet will receive zero marks for this task.
- Remember to manage your time effectively. Speak to your teacher if you have any questions.



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Name:	Class/Teacher:
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Marking Guidelines		Marks
A	<ul style="list-style-type: none"> ▪ Perceptive text selection and insightful understanding of the text, its relevance to the concepts studied, and the author’s purpose ▪ Sophisticated analysis of at least three techniques and a perceptive understanding of how these techniques communicate the concepts of the text and the module ▪ Conceptual and technical analysis are detailed and supported by highly appropriate textual evidence (quotes, references, images and detailed description) ▪ Digital mode is appropriate, thoughtfully constructed and utilised to enhance the overall analysis of the text ▪ Correct spelling, punctuation, grammar and paragraphing appropriate to the task 	17-20 Perceptive
B	<ul style="list-style-type: none"> • Highly developed text selection and thorough understanding of the text, its relevance to the concepts studied, and the author’s purpose • Highly developed analysis of at least three techniques and a clear understanding of how these techniques communicate the concepts of the text and the module • Conceptual and technical analysis are supported by appropriate textual evidence • Digital mode is appropriate, well-constructed and utilised to enhance the overall analysis of the text • Mostly correct spelling, punctuation, grammar and paragraphing appropriate to the task 	13-16 Effective
C	<ul style="list-style-type: none"> ▪ Sound text selection and understanding of the text and related concepts ▪ Sound analysis of techniques and a clear understanding of how these techniques communicate concepts ▪ Analysis is supported by some textual evidence ▪ Digital mode is well structured and attempts to enhance the overall analysis ▪ Some correct spelling, punctuation, grammar and paragraphing 	9-12 Sound
D	<ul style="list-style-type: none"> ▪ Basic understanding of the text and concepts ▪ Attempts some basic analysis of techniques (identifies) ▪ Some textual evidence is used ▪ Digital mode is used to convey analysis ▪ Basic spelling, punctuation, grammar and paragraphing 	5-8 Basic
E	<ul style="list-style-type: none"> ▪ Elementary understanding of the text (mostly recount) ▪ Little to no technical analysis ▪ Little to no textual evidence is used ▪ Digital mode is inappropriate or not used ▪ Limited spelling, punctuation, grammar and paragraphing V ▪ Non serious attempt 	0-4 Limited

Feedback		
Medals	Missions	
Final Mark: /20		Marker:



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Related Text Analysis Scaffold

WHAT?	<ul style="list-style-type: none"> - What is the content/subject matter? Outline what the text is about. - What is the purpose of the text? Is there a “bigger” message? - What are the themes/ main ideas? - What is the context? How does this influence the content and the construction? - Outline what the perspectives of youth are – is it the view of the composer or the characters? How are responders positioned to respond? 			
HOW?	<ul style="list-style-type: none"> - <i>How</i> is the text conveying the above messages? - Through what techniques is the message being delivered? Analyse three separate techniques in your text. Refer to a technique glossary relevant to your chosen textual mode. These are available on the English Moodle. - Use the four point techniques scaffold to write in detail about the use of techniques: <ul style="list-style-type: none"> – Identify the technique. – Examples – provide textual evidence. Explain the use of any quote/examples. – Effect – what is the intended effect of the device? – Links – link discussion to question and/or synthesise with other texts. - Use close textual references in any discussion/analysis of techniques. 			
LINKS?	<ul style="list-style-type: none"> - How does this text link/highlight/convey the concept of perspectives of youth? - How do the themes/characters/setting/techniques help to convey this? - How does this text help to shape YOUR understanding of the concept of perspectives of youth? - How does this text COMPARE to other texts that you have studied in class throughout this unit of work? Is it similar or different? Does it link to the concept <i>more or less</i> effectively than other texts? (Explain your reasons) 			
Metalanguage and Vocab	genre protagonist antagonist perspective perception viewpoint composer responder	narrative perspective context microcosm foreshadowing representation symbolism textual mode symbolism	<i>Synonyms of “shows”:</i> Conveys, illustrates, depicts, highlights, delineates, elucidates, exposes, reveals, expresses, portrays, represents.	<i>Synonyms of “techniques”:</i> ways, representation, devices, elements, aspects, tools, choices, conventions.