Assessment Task

Subject: Pre English Literary Studies (Stage 1)
Teacher: Mrs Terese Kadirgamar
Task Title: Creating Text-Multimedia presentation
Draft Due Date: Monday, 21 March 2016
Final Due Date: Wednesday, 30 March 2016

Please note that failure to submit the task by this date will result in academic detention until completed.

Learning Requirements:

4. create oral, written, and/or multimodal texts for particular purposes, audiences, and contexts

Outcomes Assessed:

Knowledge and understanding

1. Knowledge and understanding of ideas and perspectives explored in texts.
2. Knowledge and understanding of the language features, stylistic features and conventions authors use to make meaning.

Application

1. Fluent and precise writing.
2. Use of appropriate language features, stylistic features and conventions for a range of audience and purpose.
3. Appropriate use of evidence from texts to support conclusions.
Task Outline:

Choose a charity organisation that you would like to support and do some research about it. From the knowledge and understanding you have gained, prepare a speech outlining your argument why your chosen organisation should receive $200,000 donation. You also should use a power point where you need to include a short advertisement, to be used as an internet advertisement promoting your organisation.

Time: 5 Minutes
## Performance Standards / Marking Criteria

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Analysis</th>
<th>Application</th>
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| **A** Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  
Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  
Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  
Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  
Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  
Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  
Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| **B** Knowledge and understanding of ideas and perspectives explored in a range of texts.  
Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  
Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  
Analysis of language features, stylistic features, and conventions influence readers in various text types.  
Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  
Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  
Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| **C** Knowledge and understanding of ideas and some perspectives explored in a range of texts.  
Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  
Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  
Description, with some analysis of how language features, stylistic features, and conventions influence readers in some text types.  
Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  
Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  
Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| **D** Reference to simple ideas explored in texts.  
Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  
Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  
Reference to some ways in which language features and conventions influence readers in some text types.  
Recognition of similarities and or differences between texts. | Some control and fluency of expression.  
Use of some language features and conventions appropriate for audience and purpose.  
Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| **E** Identification of an idea in a text.  
Recognition of a restricted range of language features used by authors.  
Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  
Recognition of a way in which language features influence readers in a text type.  
Recognition of a connection between texts. | Emerging development of control of expression.  
Emerging use of some language features appropriate for audience and/or purpose. |