

ASSESSMENT TASK NOTIFICATION

	<p>SUBJECT: English</p> <p>YEAR GROUP: 9</p> <p>TASK TITLE: In Class Task - Narrative</p>	<p>_____</p> <p>Student Name</p> <p>Submitted To:</p> <p>_____</p>
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Name of Unit:	Here and There – Sharing a Life Story				
Type of Task:	Assignment – Digital Life Story				
Due Date:	21 August	Term:	3	Week:	6A
Weight:	30%				

OUTCOMES ASSESSED	<p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
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DESCRIPTION OF ACTIVITIES
<p style="text-align: center;">You will <u>investigate</u> and <u>construct</u> a short digital life story.</p> <p>At the conclusion of the unit, you and your peers will read and view each other’s life stories and <u>evaluate</u> the collection. You should use the resources and stories shared in class and in the resources for this unit as your guides in this task. Note the following details regarding the assessment task:</p> <ul style="list-style-type: none"> • You will use digital media to tell the life story. • There are strict limits to the length of the life story: <ul style="list-style-type: none"> ○ Your digital story should be similar to those studied in class, using Powerpoint, Movie Maker, Photo Story or similar software. ○ It must be 4 minutes in duration, and contain sufficient oral and print text to support the narration of the digital story. • You must submit your life story proposal sheet and the information consent form to your teacher before commencing the process. • You must follow the ethical principles of writing we have discussed. Failure to do so may mean that you will be unable to submit your task for assessment. • Ensure that you are able to submit your best work by the due date, and use the assessment task rubric to ensure that you are on track. • Task adjustment for nominated students. Your presentation will go for 1 -2 minutes duration. You may tell your own life story. Students on adjusted tasks will not achieve Grades A and B.

METHOD OF SUBMISSION	<p>Late submissions lose 25% the first day, 50% the second day and on the third day no grade is given.</p> <p>Work that is plagiarised will not receive a grade and will need to be resubmitted.</p> <p>Sources that have been used in your assignment need to be acknowledged in a reference list.</p> <p>Computer / printer malfunctions are not considered a valid excuse for submitting an assessment late.</p> <p>Extensions must be requested from the TLC well before the due date</p>
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**PREPARATION
– How do I plan
and prepare for
this task?**

This is a significant task that requires planning and the dedication of time across the course of the unit. For this reason, it is set out in steps below to support your organisation and progress:

1. Choose your subject. The person should be someone readily available to you for 90 minutes worth of interviews. If possible, this is best done in two stages of 30 minutes so that you can keep your focus and follow up on any loose ends in a second interview. The additional 30 minutes will be needed later on when the subject looks at your draft of the life story and signs the second part of the information consent form.
2. Contact your subject and ask them if they would be able to assist you in this assignment by sharing an aspect of their life story. Be clear about what aspect of their life you believe may be interesting. If they are unable or unwilling, don't be discouraged and try someone else. You might discover that this was the best thing to happen but only if you find out early in the process.
3. Provide the person with the information consent form that you will need to collect and return to school for your teacher's files.
4. Make firm arrangements for your interview, explaining the process and the time limit you have.
5. Prepare thoroughly for your interview, and ensure that you allow time after the interview so that you can go over your notes and add or clarify notes while everything is still clear in your memory.
6. Conduct the interview and collect or photograph any relevant artefacts or photos. Thank the subject and arrange a follow-up interview if necessary.
7. Be creative and inquisitive and talk to others about the best angle for the story, and begin to map it out in print or storyboard format. Refer to the assessment task rubric, and to the time limits to ensure that you are on the right track.
8. Continue to develop your story, with a follow-up interview if necessary. Remember that it is the development of the life story that matters most here so don't put all of your energy into great media effects at the expense of the story.
9. Consult with your teacher, friends and family to get their reactions and continue to refine and develop your story until your draft is ready to show your subject. Ensure that you are keeping within the time and word limits.
10. Show your story to your subject, respond to their feedback and collect their signature on the information consent form. Provide your subject with their own copy of their life story in digital format according to their preference.
11. Complete a final edit of your digital story if necessary,
12. On the day of the task, submit your consent form and present your digital story (stored on a USB) to your teacher.

Ensure that you work as you go and that you have your work on a USB on the due date. Always back up your work.

MARKING RUBRIC

NAME: _____ CLASS: _____

Criteria	Grade
<ul style="list-style-type: none"> • Creates of a highly engaging life story using a range of language and digital resources to great effect • Demonstrates command of and confidence with the chosen technology to create original life story • Thorough and selective integration of techniques, features and appeal of life stories in this unit • Astute use of vocabulary, and conventions of language, visuals and sound in the construction of an accurate and engaging story • Precise spelling and punctuation and accuracy of student voiceover 	A
<ul style="list-style-type: none"> • Successful creation of an engaging life story using language and digital resources to good effect • Demonstrates use of the chosen technology to create original life story • Demonstrates integration of techniques, features and appeal of life stories studied in this unit • Demonstrates use of appropriate vocabulary, and conventions of language, visuals and sound in the construction of an accurate and engaging life story • Accurate spelling and punctuation and accuracy of student voiceover 	B
<ul style="list-style-type: none"> • Creates an engaging life story using language and digital resources to effect • Uses the chosen technology to create an original life story • Integrates techniques and appeal of life stories studied in this unit • Uses appropriate vocabulary, and conventions of language, visual and sound in the construction of an accurate and engaging life story • Uses accurate spelling and punctuation and accuracy of students voiceover 	C
<ul style="list-style-type: none"> • Attempts to create an engaging life story using language and digital resources to effect • Attempts to use the chosen technology to create an original life story • Attempts at integration of techniques and appeal of life stories studied in this unit • Attempts to use appropriate vocabulary, and conventions of language, visual and sound in the construction of an accurate and engaging life story • Attempts made an accurate spelling and punctuation and accuracy of students voiceover 	D
<ul style="list-style-type: none"> • Limited or no attempt a creating an engaging life story using language and digital resources to effect • Unable to use the chosen technology to create an original life story • Does to integrate techniques and appeal of life stories studied in this unit • Inappropriate vocabulary, and conventions of language, visual and sound in the construction of an accurate and engaging life story • incorrect spelling and punctuation and inaccuracy of students voice over 	E

MARKING RUBRIC
Narrative

CRITERIA	GRADE
<ul style="list-style-type: none"> • Strong evidence of planning with several relevant ideas selected and crafted to advance the plot • The opening paragraph is well-developed and immediately engages the reader's interest making them want to read more. • The tension scene is strong and builds to a climax • Dialogue used effectively and correctly throughout the text to strengthen the plot • The text shows rather than tells the reader in all relevant instances and as a result the story is very convincing • A highly cohesive piece of writing which shows continuity of ideas and contains tightly linked sections with no unnecessary content • The ending is well-planned, wraps everything up and makes the reader think 	A
<ul style="list-style-type: none"> • Evidence of planning with several relevant ideas selected to advance the plot • The opening paragraph is developed and engages the reader's interest • The tension scene builds to a climax • Dialogue used correctly in the text to strengthen the plot • The text shows rather than tells the reader in most instances and as a result the story is convincing • A cohesive piece of writing which shows continuity of ideas and contains linked sections with limited unnecessary content • The ending is planned 	B
<ul style="list-style-type: none"> • Evidence of planning with ideas supported by some elaboration • The opening paragraph is engaging and orients the reader. • The tension scene needs to be expanded further to help build the suspense. • Some dialogue used to develop parts of the plot. • In some instances the text attempts to show the reader rather than telling them which makes the story more convincing. • Care has been taken to eliminate most of the unnecessary content and as a result the text flows well and maintains the reader's interest. • The ending is clear, but lacks excitement/impact. 	C
<ul style="list-style-type: none"> • Evidence of some planning, but only one idea or a couple of unrelated ideas have been developed. • The opening paragraph fails to engage the reader immediately. • The tension scene lacks strength. • Limited dialogue used with no effect • The text tells rather than shows the reader which makes the story less convincing. • The text contains unnecessary content which does not add anything to the plot. • The text has a 'quick-fix' ending which leaves the reader dissatisfied. 	D
<ul style="list-style-type: none"> • No evidence of planning, with little or no ideas • No clear opening paragraph • No evidence of tension • No dialogue use. • The text tells rather than shows and does not convince • The text contains limited/unnecessary content • The text has no ending 	E