



**Aspley English Department**  
**Key Learning Area: YEAR 12 ENGLISH**  
**Assessment Task Sheet**

**Public Text**  
**Spoken**

**Date of issue:** \_\_\_\_\_

**Unit Title:** Going Nova- The birth of a star

**Teacher:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Class:** 12G

**Task:**

The SBS Program "Insight" is running a special investigation series into the way young people perceive and interpret the representation of public personalities, media stars, sporting heroes, and political figures. Prepare and present a seminar-type report in which you deconstruct the packaging and image of your chosen identity. In your reconstruction:

- Discuss their image today and demonstrate how it is different from a previous one.
- Analyse the effect of this new identity and explain how it resulted in a new market, career, etc.
- Identify how the media has exploited the audiences' values, beliefs and assumptions to create a plausible representation.
- Use a multimedia approach to invite **your** audience to accept your analysis and understanding of the figure you have chosen.
- Identities you could chose from include
  - Justin Timberlake
  - Shane Warne
  - Saddam Hussein
  - Arnold Schwarzenegger
  - Britney Spears
  - Kylie Minogue
  - Johnny Depp
  - Madonna
  - John Howard
  - Steve Irwin

**Genre:** "Television program"

**Audience:** Television audience of "Insight"

**Purpose:** To inform, to entertain and to provide a reconstruction of a famous identity and present evidence to support this reading.

**Context:** Students as guest presenter/ reporter/ media expert of Television program " Insight."

**Length** 7-10 minutes (individual).

**Draft Due Date:** \_\_\_\_\_

**Final Due Date:** \_\_\_\_\_

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an 'E' standard. An incomplete in-class item will be awarded an 'E-' unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a "NR- not rated" at the end of the semester.



**TASK SPECIFIC CRITERIA AND STANDARDS SHEET**

**Television episode-Spoken**

A	B	C	D	E
<b>Control of Texts in their Contexts</b>				
<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by -</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>
<ul style="list-style-type: none"> <li>• Selecting and synthesising substantial, relevant subject matter</li> <li>• Substantiating opinions with well- balanced and relevant argument and evidence.</li> <li>• Interpreting, inferring from, analysing and evaluating information, ideas, argument and images about the packaging of the identity in great depth</li> <li>• Exploiting modes and media, integrating them if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and usually synthesising considerable, relevant subject matter</li> <li>• Substantiating opinions with relevant argument and evidence.</li> <li>• Interpreting, inferring from, analysing and evaluating information, ideas, argument and images about the packaging of the identity in depth</li> <li>• Usually making effective use of modes and media, in combination is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting sufficient relevant subject matter</li> <li>• Supporting opinions with relevant argument and evidence.</li> <li>• Interpreting and explaining information about the packaging of the identity, and using ideas, argument and images, with some analysis and evaluation</li> <li>• Using some modes and media, with occasional effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting some relevant subject matter</li> <li>• Supporting opinions with little argument and evidence.</li> <li>• Interpreting and explaining some information, ideas, images about the packaging of the identity</li> <li>• Using some modes and media</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting some subject matter that relates to the task</li> <li>• Stating opinions.</li> <li>• Using some modes and media</li> </ul>
<b>Control of Textual Features</b>				
<i>Student consistently shapes and interprets textual features effectively according to purpose, genre and register by:</i>	<i>Student shapes and interprets textual features effectively according to purpose, genre and register by:</i>	<i>Student shapes textual features taking account of purpose, genre and register by:</i>	<i>Student uses textual features taking some account of purpose, genre and register by:</i>	<i>Student demonstrates inadequate control of textual features by:</i>
<ul style="list-style-type: none"> <li>• Exploiting the sequencing and organisation of subject matter in stages, namely:                             <ul style="list-style-type: none"> <li>- Introduction to the identity and their markets /careers etc</li> <li>- Supporting background information on the identity, including significant events, quotes</li> <li>- Conclusion that summarises their opinion of the identity and perspective they have gained on their life</li> </ul> </li> <li>• Making discerning use of cohesive ties to emphasise ideas and connect parts of texts.</li> <li>• Exploiting an extensive range of apt vocabulary, including figurative uses.</li> <li>• Integrating visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to enhance meaning in layout or</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing and organising subject matter logically in stages, namely:                             <ul style="list-style-type: none"> <li>- Introduction to the identity and their markets /careers</li> <li>- Supporting background information on the identity, including significant events, quotes</li> <li>- Conclusion that summarises their opinion of the identity and perspective they have gained on their life</li> </ul> </li> <li>• Controlling the use of cohesive ties to connect ideas and parts of texts.</li> <li>• Selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses.</li> <li>• Integrating visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to</li> </ul>	<ul style="list-style-type: none"> <li>• In the main, sequencing and organising subject matter in stages, namely:                             <ul style="list-style-type: none"> <li>- Introduction to the identity and their markets/ careers</li> <li>- Supporting background information on the identity, including significant events, quotes</li> <li>- Conclusion that attempts to summarises their opinion of the identity and perspective they have gained on their life</li> </ul> </li> <li>• Usually linking ideas with cohesive ties and connecting parts of texts.</li> <li>• Using suitable vocabulary.</li> <li>• Using, with some success, visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally sequencing and organising subject matter in stages, namely:                             <ul style="list-style-type: none"> <li>- Introduction to the identity and their markets/ careers Supporting background information on the identity, including significant events, quotes</li> <li>- Conclusion that inadequately summarises their opinion of the identity and perspective they have gained on their life</li> </ul> </li> <li>• Making lapses in linking ideas with cohesive ties.</li> <li>• Using basic vocabulary.</li> <li>• Using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features in layout or presentation of texts</li> <li>• Using some spoken/signed and non-verbal features that</li> </ul>	<ul style="list-style-type: none"> <li>• Linking some ideas with conjunctions.</li> <li>• Using a narrow range of basic vocabulary.</li> <li>• Using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features</li> <li>• Using some spoken/signed and non-verbal features –                             <ul style="list-style-type: none"> <li>→ Pronunciation with some lapses, audibility and clarity</li> <li>→ Facial expressions, gestures, movement.</li> </ul> </li> </ul>

<p>presentation of texts</p> <ul style="list-style-type: none"> <li>• Sustaining use of a wide range of spoken/signed and non-verbal features that contribute to meaning:</li> <li>→ Pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace.</li> <li>→ Facial expressions, gestures, proximity, stance, movement.</li> </ul>	<p>make meaning in layout or presentation of texts</p> <ul style="list-style-type: none"> <li>• Using a wide range of spoken/signed and non-verbal features that contribute to meaning:</li> <li>→ Pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace.</li> <li>→ Facial expressions, gestures, proximity, stance, movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of spoken/signed and non-verbal features that contribute to meaning:</li> <li>→ Pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace.</li> <li>→ Facial expressions, gestures, proximity, stance, movement.</li> </ul>	<p>contribute to meaning:</p> <ul style="list-style-type: none"> <li>→ Pronunciation with some lapses, audibility and clarity, volume.</li> <li>→ Facial expressions, gestures, proximity, stance, movement.</li> </ul>	
<b>Knowledge and Understanding of the constructedness of texts</b>				
<i>Student has made complex distinctions in the ways <b>discourses</b> shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has made broad distinctions in the ways <b>discourses</b> shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has made general distinctions in the way <b>discourses</b> shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has inconsistently recognised the ways <b>discourses</b> shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has demonstrated an inadequate understanding of <b>discourses</b> and identified some cultural contexts and social situations by:</i>
<ul style="list-style-type: none"> <li>• Evaluating how cultural assumptions, values/beliefs underpin the representation of the identity.</li> <li>• Thoroughly examining how discourses in text shape, and are shaped by language choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Examining how the cultural assumptions, values/beliefs underpin the representation of the identity.</li> <li>• Examining how discourses in text, shape, and are shaped by language choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and explaining the ways cultural assumptions, values/beliefs underpin the representation of the identity.</li> <li>• Explaining how discourses in text shape, and are shaped by language choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying some of ways cultural assumptions, values/beliefs that underpin the representation of the identity.</li> <li>• Identifying some ways language choices are shaped by discourses.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes identifying some attitudes and beliefs in texts.</li> </ul>

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TEACHER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

RESULT:

