

	St. Agnes Catholic High School ENGLISH Year 10 Visual Representation and Justification 2019	Student Name:
		Teacher Name:

Year:	10
Course:	English
Unit Title:	Racism and Discrimination
Due date:	Day 1, Week 7, Term 3 (2 nd September 2019)
Weighting:	25%

Outcomes to be assessed:	<p>EN5- 4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.</p> <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- 8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.</p> <p>EN5- 9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.</p>
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Context for the Task:	Students have been prepared to effectively complete this task through exploring a range of texts that depict various forms of racism and discrimination. By analysing the historical and social components of each text, students have been able to develop an appreciation of the issues faced nationally and globally.
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Task Rubric:	<p>Your task is to:</p> <ul style="list-style-type: none"> ● plan and create a visual representation depicting an aspect of racism and/or discrimination. ● use a specified medium and a range of materials to express your ideas. ● prepare a written justification explaining the representation, the influence of one text studied in class and the intended effect on an audience.
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Method of Submission	<p>The assessment task is to be submitted on Day 1, Week 7, Term 3 (2nd September, 2019)</p> <p>Late assessment tasks will receive the following penalties:</p> <ul style="list-style-type: none"> ● 1st day late: 10% off final mark ● 2nd day late: another 20% off final mark ● 3rd day late: another 20% off final mark ● 4th day late: a Zero mark will be given and students will receive an 'Unsatisfactory warning' letter. <p>Work that is plagiarised will also receive a mark of Zero.</p>
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Description of the task:	<p>Part A: Visual Representation of Racism and/or Discrimination</p> <p>Create a visual representation to represent racism and/or discrimination. You have the opportunity to choose from a range of mediums including:</p> <ul style="list-style-type: none"> - Poster - Diorama - Painting - Sculpture - Textile <p>If you have another suggestion please consult with your English teacher.</p> <p>Your representation could be created using ink, paint, fabric or digital graphics (pages, explain everything, etc.). Please do not use images from films/clips studied in class. Better representations will have an abstract and original interpretation of racism and/or discrimination and its concepts.</p> <p>You must also demonstrate that you have included key elements of design when creating your visual representation. This includes: line, size, colour, shape, texture, composition and framing.</p> <p>Part B: Justification</p> <p>Submit a typed justification (800-1000 words) of your visual representation.</p> <p>In your response you will need to:</p> <ul style="list-style-type: none"> ● <u>Describe</u> the aspects of racism and discrimination within ONE set text you have studied in class and explain how this influenced the creation of your visual representation. (500 words) ● <u>Identify</u> the images, symbols, colours, materials and layout you have chosen and <u>explain</u> how it shapes your expression of racism and/or discrimination. (300 words) ● <u>Explain</u> the intended effect on the audience and what you want them to learn from your representation. (200 words)
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Marking Criteria

Assessment Criteria – Visual Representation	Mark	Range
Extensive Achievement of Outcomes		
<ul style="list-style-type: none"> ● Creates a visual representation that is conceptually original, abstract and insightful. ● Demonstrates a sophisticated and extensive interpretation of racism and/or discrimination. ● Visual techniques and key elements of design are highly refined and used effectively to create a sophisticated expression of ideas. 	9-10	A
Thorough Achievement of Outcomes		
<ul style="list-style-type: none"> ● Creates a visual representation that is conceptually original, creative and expressive. ● Demonstrates a thorough interpretation of racism and/or discrimination. ● Visual techniques and key elements of design are explicit and used purposefully to create a thoughtful expression of ideas. 	7-8	B
Sound Achievement of Outcomes		
<ul style="list-style-type: none"> ● Creates a visual representation that is conceptually original and comprehensible. ● Demonstrates a sound interpretation of racism and/or discrimination. ● Visual techniques and key elements of design are developing and express sound ideas or understanding. 	5-6	C
Basic Achievement of Outcomes		
<ul style="list-style-type: none"> ● Creates a visual representation that is conceptually unoriginal or basic in design. ● Demonstrates a basic interpretation of racism and/or discrimination. ● Visual techniques and key elements of design are basic and have been applied minimally in the design. 	3-4	D
Elementary Achievement of Outcomes		
<ul style="list-style-type: none"> ● Creates a visual representation that is conceptually unoriginal or minimal. ● Demonstrates elementary connection to racism or discrimination. ● Visual techniques or key elements of design are used in an elementary way. 	1-2	E
Did Not Demonstrate Outcomes		
<ul style="list-style-type: none"> ● Assessment task is not submitted on the due date. ● Assessment shows evidence of plagiarism. 	0	DND

Assessment Criteria – Written Analysis/Justification	Mark	Range
Extensive Achievement of Outcomes		
<ul style="list-style-type: none"> • Presents an extensive written response demonstrating an insightful understanding of the set text. • Includes an extensive explanation justifying choices made in the creation of the visual representation and the intended effect on the audience. 	9-10	A
Thorough Achievement of Outcomes		
<ul style="list-style-type: none"> • Presents a thorough written response demonstrating an effective understanding of the set text. • Includes a thorough explanation justifying choices made in the creation of the visual representation and the intended effect on the audience. 	7-8	B
Sound Achievement of Outcomes		
<ul style="list-style-type: none"> • Presents a sound written response demonstrating a developing understanding of the set text. • Includes a sound explanation justifying choices made in the creation of the visual representation and the intended effect on the audience. 	5-6	C
Basic Achievement of Outcomes		
<ul style="list-style-type: none"> • Presents a basic written response demonstrating a literal understanding of the set text. • Includes a limited explanation justifying choices made in the creation of the visual representation and the intended effect on the audience. 	3-4	D
Elementary Achievement of Outcomes		
<ul style="list-style-type: none"> • Presents an elementary written response that may recount parts of the set text. • Includes minimal/no justification for the visual representation and the intended effect on the audience. 	1-2	E
Did Not Demonstrate Outcomes		
<ul style="list-style-type: none"> • Assessment task is not submitted on the due date. • Assessment shows evidence of plagiarism. 	0	DND

Mark awarded	Grade awarded	Signature	Date

Teacher's feedback: (TWO demonstrated outcomes and TWO areas of improvement)
