

TAONGA - VISUAL LANGUAGE ASSESSMENT - GLOBAL STUDIES AND ENGLISH

Setting and Context

This term our focus is on personal taonga. Over the term you have been exploring the things you value in your life. In English we have been looking at a visual text that explores this issue. Over the term you will be reading reviewing a range of visual and verbal techniques used to create meaning.

You can use your learning in Global Studies to create a visual text that creates meaning on one aspect of your personal taonga.

Conditions

Assessment will likely require a combination of class and homework time in the lead-up to the final production stage. During the development phase of this task, there will be careful checkpoint procedures to validate the authenticity of students' ideas. Before assessment begins students should be able to examine models or exemplars of different visual techniques, and have explicit teaching that makes the processes and steps followed to create a visual text clear. (displayed in classroom, on MHOL)

Additional information

Before attempting this activity you should have deconstructed other visual texts. You should also be familiar with visual language features such as:

Camera angles – high, low, birds-eye etc.

Camera Shots– mid, close-up, wide, establishing, over-the-shoulder etc.

Verbal features/Sound – Artificially created or enhanced sounds that add to the drama on screen, dialogue, voice overs etc.

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Assessment Information

In this assessment activity you are required to create an interview that develops and addresses a personal taonga that you have studied in Global Studies. Ensure that the story board and interview transcript you submit for assessment:

- develops and structures your ideas – the taonga you are portraying is a focus of the interview
- is appropriate to the audience
- uses visual and verbal language features that are appropriate to the purpose and audience such as camera angles and shots and sounds
- uses visual and verbal language features with control to command attention.
- explain the choices you have made in regard to your visual text

Assessment task

Write and undertake a video interview with a family member to discuss a personal taonga. You will submit your storyboard and interview transcript (an accurate recording of what was said during the interview by both interviewer and subject) as the assessment task.

Draft the interview questions for your interview. Think about the structure of your interview and move the individual questions around on the page to create the best possible effect. Be prepared to remove or change questions that do not work. Only when you are satisfied with your interview structure you should move on to the storyboard of your visual text.

Creating your text

Produce your visual text. Use the techniques you decided on during the drafting process. Complete each element and apply each technique with control and care. Aim for consistency of style so that all the elements are integrated as a unified whole. Present your storyboard for assessment together with a written transcript of the completed interview. Write an explanation of how and why you have used certain visual language techniques.

Your video interview storyboard should show you have planned and used at least 5 different visual and verbal techniques (shots/angles/movement/sound) in the construction of your interview.

Commentary/ explaining your text - Global Studies Assessment Component

Now that you have completed your visual text, the final part of your journey is a written commentary where you will describe the element of taonga you have detailed in your interview and explain the ideas and actions of the past (linked to your family) that have influenced and impacted on this taonga's place in your identity. This will be attached to a transcript of your interview.

TITLE: ENGLISH Year 10 Creating Meaning: Idea /Purpose and Audience /Language Features

	Working Towards	At	Above	Beyond
Purpose and Audience	You are developing understanding of how to construct a text appropriate to purpose and audience	You are showing some understanding of how to construct a text appropriate to purpose and audience	You are showing understanding of how to construct a text appropriate to purpose and audience	You are showing convincing understanding of how to construct a text appropriate to purpose and audience
Language Features	you have a developing understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest	you have shown some understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest	you have shown understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest	you have shown convincing understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest
Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed. Meaning is consistently clear	You have carefully edited your writing to ensure you have few intrusive errors. Meaning is consistently clear	You have carefully edited your writing to ensure you have few no intrusive errors. Meaning is consistently clear

Title: Student awareness and understanding of personal taonga and identity and how others have impacted/influenced this identity.

AO'S assessed with Rubric:

Understand how the ideas and actions of people in the past had a significant impact of people's lives

Criteria	Working Towards	At	Above	Beyond
Personal Taonga	You have: yet to describe with examples some aspects of personal taonga	You have: Described with examples some aspects of personal taonga	You have: given a detailed explanation of aspects of personal taonga	You have: given a detailed explanation with examples of aspects of your personal taonga
Impact on Identity	yet to demonstrate an understanding of how family and past experiences have impacted on identity	demonstrated an understanding of how past actions of the family have impacted on identity	demonstrated a sound understanding of how family experiences in the past impacted on and influence identity	demonstrated a comprehensive understanding, with detailed explanations and examples, of how family actions and experiences from the past impact and influence identity
Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed. Meaning is consistently clear	You have carefully edited your writing to ensure you have few intrusive errors. Meaning is consistently clear	You have carefully edited your writing to ensure you have few no intrusive errors. Meaning is consistently clear

Progression - Verbs

Year level	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
Year 7	The beginning of curriculum L3 or less <3B	Low AT = Middle - End curriculum L3 (3P) High AT = beginning curriculum L4 (4B)	Middle of curriculum L4 (4P)	End of curriculum L4 (strong 4A - 5B)
		<i>Name, identify, list, find, name, locate, retrieve, recognise, record, select, limited understanding</i>	<i>Identify a range of ideas, describe, combine, rephrase/ restate/ rewrite, paraphrase, outline, illustrate, categorise, some understanding</i>	<i>Detailed description OR described with examples, rank, prioritise, summarise, an understanding</i>
Year 8	The end of curriculum L3 or less (3A or less)	Low AT = Beginning curriculum L4 (4B) High AT = middle curriculum L4 (4P)	End of curriculum L4 (4A)	Beginning of curriculum L5 (strong 5B - 5P)
	<i>Name, identify, list, find, name, locate, retrieve, recognise, record, select, limited understanding</i>	<i>Identify a range of ideas, describe, combine, rephrase/ restate/ rewrite, paraphrase, outline, illustrate, categorise, some understanding</i>	<i>Detailed description, described with examples, rank, prioritise, summarise, an understanding</i>	<i>Explain OR detailed description with examples compare OR contrast, cause OR effect, a full understanding</i>
Year 9	The beginning of curriculum L4 or less (4B or less)	Beginning of curriculum L5 (5B)	Middle of curriculum L5 (5P)	End of curriculum L5 (strong 5A - 6B)
	<i>Identify a range of ideas, describe, combine, rephrase/ restate/ rewrite, paraphrase, outline, illustrate, express, some understanding</i>	<i>Detailed description, described with examples, rank, prioritise, summarise, some understanding, an understanding</i>	<i>Explain OR detailed description with examples compare OR contrast, cause OR effect, a full understanding, described trends/patterns</i>	<i>Detailed explanation OR explain with examples, compare AND contrast, cause AND effect, evaluate, discuss, a sound understanding, explain trends/patterns</i>
Year 10	The beginning of curriculum L5 or less (5B or less)	Middle of curriculum L5 (5P)	End of curriculum L5 (5A)	Beginning of curriculum L6 (Strong 6B - 6P)
	<i>Detailed description, described with examples, rank, prioritise, summarise, an understanding</i>	<i>Explain OR detailed description with examples compare OR contrast, cause OR effect, a full understanding</i>	<i>Detailed explanation OR explain with examples, compare AND contrast, cause AND effect, evaluate, discuss, a sound understanding, explain trends/patterns</i>	<i>Detailed explanation with examples, critically evaluate, justify, argue, persuade, perspectives, generalise, reflect, critique, defend, criticise, examine, comprehensive/in-depth/effective understanding, detailed explanation of trends/patterns</i>