

10 Global Studies/English Assessment 1 - Sir Peter Blake and the America's Cup - Meme/Political Cartoon

Using the film Blakey (and other resources and activities) you are required to create a Meme or Political Cartoon.

A **meme** is an image or video that represents the thoughts and feelings of a specific group or the opinion of the creator. A **political cartoon** is a drawing (often including caricature) made for the purpose of conveying editorial (the authors) commentary on politics, politicians, and current events.

Your meme or political cartoon should portray/represent your thoughts and feelings about Sir Peter Blake and/or the America's Cup.

OR

You may choose to create a meme or political cartoon that portrays/represents a specific group's thoughts and feelings about Sir Peter Blake and/or the America's Cup.

You will be required to.....**Global Studies**

- Create/draw your meme/political cartoon to convey the legacy and influence (feelings/thoughts) of Sir Peter Blake or the America's Cup (Global Studies)
- Explain verbally what your meme/political cartoon represents; the person/event, ideas/action, impact on NZ (Global Studies)

Submission Date Global Studies: For the Meme/Cartoon 19th March 2021

(English response to visual text write up)

- Use your film analysis of Blakey and/or Black Magic - the use of different visual language features (such as camera shots/angles/movement, costume, dialogue, lighting, sets and props etc.) and the intended effect on the audience to justify your/your groups thoughts/feelings:

-Discuss at least two visual language features that you have used in your cartoon/meme

-Explain why you used them (purpose) and what was their intended impact on your audience.

-Justify how your/your group's feelings were expressed through the visual language choices in your meme/cartoon

Submission Date English: For the Write-up on the Meme/Cartoon: 26th March 2021

Global Studies: Student shows an understanding of how the ideas and actions of people in the past have had a significant impact on people's lives.

Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
Historical Event/Person	You have shown an understanding of a historical event/person	You have shown a full understanding of a historical event/person	You have shown a sound understanding of a historical event/person	You have shown a in-depth understanding of a historical event/person
Ideas/Actions	You have described in detail the ideas/actions of a historical person/group	You have described in detail the ideas/actions of a historical person/group, using examples to support	You have explained the ideas/actions of a historical person/group, using examples to support	You have explained in detail the ideas/actions of a historical person/group, with supporting examples
Impact on people's lives	You have provided a detailed description of the environmental, social, economic, local effects of a historical event on people's lives	You have provided a detailed description of the environmental, social, economic, local effects of a historical event on people's lives, with supporting examples	You have explained the environmental, social, economic, local effects of a historical event on people's lives, with supporting examples	You have explained in detail the environmental, social, economic, local effects of a historical event on people's lives, with supporting examples
Time management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date	You have submitted your assessment by the date
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation

ENGLISH: Creating Meaning : Purpose & Audience/Ideas/ Language Features

Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
Purpose and Audience	You have a developing understanding of how to construct a text appropriate to purpose & audience and you are developing a personal voice	You have shown some understanding of how to construct a text appropriate to purpose & audience and you are developing a sustained personal voice	You have shown understanding of how to construct a text appropriate to purpose & audience and you have developed a sustained personal voice	You have shown convincing understanding of how to construct a text appropriate to purpose & audience and you have convincingly developed a sustained personal voice
Ideas	You have a developing understanding of how to to develop ideas which show an awareness of a range of dimensions or viewpoints	You have shown some understanding of how to to develop ideas which show an awareness of a range of dimensions or viewpoints	You have shown understanding of how to to develop ideas which show an awareness of a range of dimensions or viewpoints	You have shown convincing understanding of how to to develop ideas which show an awareness of a range of dimensions or viewpoints
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
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation