

<b>Subject:</b> Year 12 English Studies	<b>Task Number:</b> Three
<b>Type of Task:</b> Persuasive Task	<b>Coordinating Teacher:</b> S. Pawsey <b>Cooperating Teachers:</b> A. Benson, K. Protheroe
<b>Date Issued:</b> Monday 3 <sup>rd</sup> June 2024 (Term 2, Week 6)	<b>Date Due:</b> Monday 1 <sup>st</sup> July 2024 (Term 2, Week 10)
<b>Total Marks:</b> 25	<b>Weighting:</b> 25%
<b>Submission Instructions:</b> <i>Students are to email assessment to <a href="mailto:westernlap@det.nsw.edu.au">westernlap@det.nsw.edu.au</a> prior to 9.00am on Monday 1<sup>st</sup> July 2024, Week 10, Term 2.</i>	
<b>Task Context:</b> <i>Throughout the term, you have explored the concept of using music to express emotions, attitudes and ideas related to the human experience. In this task, you will construct a persuasive presentation which represents your ideas of what makes artists and songs significant.</i>	
<b>Syllabus Outcomes:</b> <b>ES12.2</b> identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts <b>ES12-4</b> composes proficient texts in different forms <b>ES12-5</b> develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences <b>ES12-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes <b>ES12-8</b> understands and explains the relationships between texts	
<b>Task Description:</b>  Your task consists of two parts.  <b>Part A-</b>  Select your favourite music artist or band. You will create a press release promoting your band.  Your press release must contain the following elements: <ul style="list-style-type: none"> <li>• The name of the artist/band you are promoting</li> <li>• A short (half a page) biography of each band member</li> <li>• Designs for album art of a new CD for your artist/band</li> <li>• A poster design for a concert featuring your artist/band</li> <li>• A persuasive report about why everybody should listen to this artist/band</li> </ul> You can create your task using Google Slides or Prezi.  <b>Part B-</b>  Select your favourite song from the artist or band you discussed in Part A. <ol style="list-style-type: none"> <li>1. Annotate the lyrics, by identifying a variety of literary devices.</li> </ol>	

2. Write a response addressing the following questions:

- What is the song about? Think about the deeper meaning as well as the literal meaning.
- What is the significance of the song to you?
- Provide contextual information, e.g. when did you first hear the song? What was happening in your life that meant you connected with the song at that particular time?
- Why should everybody listen to this song?

### Criteria for Assessing Learning

**You will be assessed on your ability to:**

- Compose an engaging presentation
- Explain the concept of music and language
- Write persuasively
- Engage with lyrics
- Explain how context impacts music choice
- Use appropriate language, spelling, punctuation and grammar

### HSC Key Verbs

Create- develop and/or produce signed, spoken, written or multimodal texts in print, visual, oral or digital forms  
 Explain- relate cause and effect; make the relationship between things evident; provide why/and or how  
 Persuade- convince a reader of a particular opinion or way of thinking on an issue

### NESA "All My Own Work"

*By signing for this assessment task and having completed the NESA course "All My Own Work" I confirm that this assessment task will be free from plagiarism and reflective of my own work. I understand that if I am found to have plagiarised or engaged in malpractice, I will be referred to the HT Access to engage the LAP Malpractice process.*

## Marking Guidelines

### Part A

Description	Marks
<ul style="list-style-type: none"> <li>• Demonstrates insightful understanding of the concept of music and language</li> <li>• Utilises an extensive variety of language and visual techniques to create an engaging presentation</li> <li>• Demonstrates well-developed control of language appropriate to audience, context and purpose</li> <li>• Effectively utilises a wide range of persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Demonstrates sophisticated skills in drafting and editing</li> </ul>	13-15
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of the concept of music and language</li> <li>• Utilises a thorough variety of language and visual techniques to create an engaging presentation</li> <li>• Demonstrates control of language appropriate to audience, context and purpose</li> <li>• Utilises a wide range of persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Demonstrates thorough skills in drafting and editing</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of the concept of music and language</li> <li>• Utilises a sound variety of language and visual techniques to create an engaging presentation</li> <li>• Demonstrates some control of language appropriate to audience, context and purpose</li> <li>• Utilises a range of persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Demonstrates sound skills in drafting and editing</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge and understanding of the concept of music and language</li> <li>• Utilises a basic variety of language and visual techniques to create an engaging presentation</li> <li>• Developing use of language</li> <li>• Utilises some persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Demonstrates basic skills in drafting and editing</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and understanding of the concept of music and language</li> <li>• Utilises a limited variety of language and visual techniques to create an engaging presentation</li> <li>• Elementary use of language</li> <li>• Limited or no use of persuasive techniques</li> <li>• Demonstrates limited skills in drafting and editing</li> </ul>	1-3
<ul style="list-style-type: none"> <li>• Non-attempt or virtual non-attempt</li> </ul>	0

Part B

Description	Marks
<ul style="list-style-type: none"> <li>• Demonstrates effective engagement with and annotation of song lyrics</li> <li>• In depth explanation of how context impacts music choice</li> <li>• Effectively utilises a wide range of persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Well-developed spelling, punctuation and grammar</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Demonstrates engagement with and annotation of song lyrics</li> <li>• Thorough explanation of how context impacts music choice</li> <li>• Utilises a wide range of persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Consistent spelling, punctuation and grammar</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Adequate engagement with and annotation of song lyrics</li> <li>• Sound explanation of how context impacts music choice</li> <li>• Utilises a range of persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Adequate spelling, punctuation and grammar</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Developing engagement with and annotation of song lyrics</li> <li>• Basic explanation of how context impacts music choice</li> <li>• Utilises some persuasive techniques to enhance the writer's position and persuade the reader</li> <li>• Basic spelling, punctuation and grammar</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Limited engagement with and annotation of song lyrics</li> <li>• Limited explanation of how context impacts music choice</li> <li>• Limited or no use of persuasive techniques</li> <li>• Limited consideration of spelling, punctuation and grammar</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• Non-attempt or virtual non-attempt</li> </ul>	0



# ASSESSMENT TASK NOTIFICATION

