**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Year 7 Focus Photo Essay and Oral Presentation**

**Task 9 & 10**

**Semester 2 Term 3**

|  |  |
| --- | --- |
| **Sub-Strands**  **Language variation and change**  Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528) | **Responding literature**  Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) |

**PHOTO ESSAY and PRESENTATION**

**Task 8:** Create a photo essay that explores the theme of sustainability.

**Task 9:** Present the photo essay to the class.

**Weighting: Reading and Viewing 5%**

**Speaking and Listening 10%**

**Due Date:** Term 4, Week 4/5

**Assessment will be based on**

|  |  |
| --- | --- |
| **Learning Intention:** | **What I will do to achieve this success criteria** |
| **Skills**  Use of ICT to create a photo essay for presentation.  Use of Speaking and Listening skills for a meaningful presentation.  **Knowledge (Content)**  Use appropriate language and images appropriate to explore the theme.  **Understanding (Process)**  How viewing codes and conventions work to infer meaning.  The impact of sustainability on the community. |  |

**Reading and Viewing Assessment Criteria:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Creating Texts** | Creates a text which combines visual language features, sounds and images in ways which are designed to shape the response of particular audiences and for particular purposes. | Creates a text which combines visual language features, sounds and images in ways which are appropriate for purpose and audience. | Creates a text showing how visual language features, sounds and images from other texts can be combined for effect. | Creates a text which uses some visual language features, and/or sounds and/or images. | Does not meet the requirements of a D grade. |
| **Meaning and interpretation** | Explores key issues and ideas, supporting opinions with close reference to a text. | Explains key issues and ideas, supporting own ideas by relevant reference to a text | Describes key issues and ideas and refers to details from a text to support own ideas. | Refers to some ideas from a text. | Lists few ideas from a text |
| **Structure and content** | Effectively organises ideas to enhance meaning. | Organises ideas into a logical structure. | Ideas can be followed by audience. | Presents a series of unrelated, unplanned points. | May present a few unrelated, unplanned ideas. |
| SCORE \_\_\_\_\_\_\_\_\_\_\_\_  **Speaking and Listening Assessment Criteria:** | | | | | |
| **Eye contact** | Effective eye contact with the audience is maintained; minimal use of palm cards or script. | Regular eye contact is made with the audience; little reading from palm card or script. | Some eye contact with the audience is made; palm cards or script is sometimes read. | Limited eye contact is made with the audience; speech is mostly read from script. | No eye contact with the audience is attempted. |
| **Volume, tone and engagement** | The speaker projects his or her voice to add emphasis and variety in a highly engaging manner. Non-verbal communication is deliberately used for effect. | The speaker is fluent, clearly audible and attempts to vary voice for audience interest. Non-verbal communication is appropriately used. | The speaker is fluent, clearly audible to all members of the audience and non-verbal is used albeit unconsciously. | The speaker is audible but makes no attempt to engage the audience | The speaker is inaudible; tone and volume are monotonous. |
| **Communication Skills** | Strategically uses visual aids and multimodal elements to enhance the content and impact of presentations. | Effectively uses visual aids and multimodal elements to enhance the content and impact of presentations. | Makes use of visual aids and multimodal elements to enhance the content and impact of presentations. | Makes limited use of visual aids and multimodal elements in presentations. | No use of visual aids for presentation. |

SCORE:

**REFLECTION**

|  |  |  |
| --- | --- | --- |
| **STRENGTHS:** | **WEAKNESSES:** | **SPELLING WORDS:** Write out the correct word three times |
|  |  |  |
| **WHAT I DID WELL:** | **ONE FOCUS FOR IMPROVEMENT IN MY NEXT WRITTEN TASK:** | **GRAMMAR:** Write out the correct grammar rule |
|  |  |  |

To help you complete the task, you will need to research, plan, construct and edit your photo essay.

**Steps to follow:**

1. Brainstorm a topic that relates to the theme of sustainability.

2. Construct an outline of your essay which includes layout, font, slide order etc.

3. Create, or search for and gather images that fit your topic. Remember referencing.

4. Share your ideas with a classmate in order to get feedback.

5. Once you have some or all of your images gathered, storyboard your essay.

6. Create a draft of your essay to show to a classmate for feedback – for example, can your classmate easily identify your theme?

7. Revise your photo-essay by rearranging the photographs, or gathering other photographs to include or substitute.

8. Write at least a paragraph in which you explain, as the author, your choice of theme. You may reflect on what you have learned about the topic and the process of creating a photo essay.