

**Task 14: Pamphlet About a Key Australian Figure**

**Year 8 NAEP ENGLISH**

**DUE DATE: Term 4, Week 2**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING: R & V 5%**

**CONDITIONS:** In-class and at home

**Suggested process:**

1. Working in pairs, create a list of key Australian figures (Lesson 1 - 20 minutes)

2. Research your key Australian. Google them, create a list of suitable websites/resources – keep bibliographic details, divide the resources between you and your partner, take notes individually on the texts you have been allocated. Include images in your research – you will need pictures (or any other graphic that is relevant). (Lesson 1 - 40 minutes)

3. Identify the purpose of your pamphlet – is it to talk about Andrew Barton the politician, the family man, the university student, the farmer, the employee, etc…. (Lesson 2)

4. Select information from your notes to use in your pamphlet. Gather any more information you may need. (Lesson 2)

5. Organise the layout of your pamphlet – plan, headings, sub-headings, colours to be used, etc… Complete a tri-fold mock-up of the layout. (Lesson 2)

6. Write and edit the text to be included in your pamphlet. (Lesson 3)

7. Plan any visual techniques you will use. Include these in your layout eg: high camera angle shot of …. Showing how powerful they are. Plan captions for any pictures you include – write and edit text.

8. Create good copy of pamphlet.

**Assessment type:** Reading and Viewing

|  |
| --- |
| **Task 14**  In pairs, create a tri-fold pamphlet about a key Australian figure. |

|  |  |  |  |
| --- | --- | --- | --- |
| **To be assessed for this task you must submit:** | **Due date** | **Yes** | **No** |
| A plan indicating the visual language or graphic novel techniques you intend to use or a mock-up with the techniques named |  |  |  |
| A plan of the written elements of the text |  |  |  |
| A plan of the texts layout (mudmap) indicating frame sizes |  |  |  |
| Completed graphic novel storyboard – good copy |  |  |  |

**FEEDBACK:**

|  |  |
| --- | --- |
|  | **Marks** |
| **Creating texts** | **/20** |
| Constructs a clearly structured, logical text that maintains focus on the question or topic. Creates a text for a specific purpose which makes deliberate and strategic use of visual language and sound devices to present viewpoints and influence viewer response. |  |
| Creates a text for a specific purpose which draws on a range of relevant visual language and sound devices to present viewpoints and influence audience response. |  |
| Creates a text for a particular purpose, selecting visual language and sound devices to influence audience response. |  |
| Creates a text which draws on one or two visual language or sound devices. |  |
| Does not meet the requirements of a D grade |  |
| **Creating texts** | **/20** |
| Creates and edits their own text, taking into account the needs of specific audiences and purposes, and experiments with alternatives to determine the most appropriate and effective method of communication. |  |
| Creates and edits their own text to take into account purpose and audience, and to clarify and refine ideas to ensure effective communication. |  |
| Creates and edits their own text to create specific effects, taking into account intended purposes and the needs and interests of audiences. |  |
| Creates and edits their own text to check for accuracy and clarity. | . |
| Does not meet the requirements of a D grade. |  |
| **Planning - written text** | **/20** |
| Comprehensively plans the written aspects of the text, editing for clarity and precision. |  |
| Tries to create a detailed plan of the written aspects of the texts, editing for clarity and precision. |  |
| Satisfactorily plans the written aspects of the text with some editing evident. |  |
| Minimally plans the written aspects of the text and limited editing obvious. |  |
| No planning of the written aspects of the text. |  |
| **Planning - visual language** | **/20** |
| Comprehensively plans the visual language of the text, editing for clarity and precision. |  |
| Tries to create a detailed plan of the visual language of the text, editing for clarity and precision. |  |
| Satisfactorily plans the visual language of the text with some editing evident. |  |
| Minimally plans the visual language of the text and limited editing obvious. |  |
| No planning of the visual language and of the text. |  |
| **Planning – layout (mudmap)** | **/20** |
| Comprehensively plans the layout of the text. |  |
| Tries to create a detailed plan of the layout of the text |  |
| Satisfactorily plans the layout of the text. |  |
| Minimally plans the layout of the text. |  |
| No planning of the layout and of the text. |  |
| **TOTAL MARK** | /100 |