### Course:
English Studies/STEP  

### Topic Area:
English and the World of Travel and Part of the Family  

### Date Issued:
Week 8  

### Date Due:
Monday, 28\textsuperscript{th} June, Week 5  

### Please note:  
You must submit your assessment on Monday 28\textsuperscript{th} June to the office before 8:28am. You must attach the ‘Declaration of Authenticity and Submission’ form and the Marking Criteria to the transcript of your speech.

### Task Type:  
Blog and Picture Book Presentation – 40%  

### Modes:  
Reading, Writing, Speaking and Representing  

### Total Marks:  
– 55 Marks

#### Part A: Blog and Presentation – 30 marks

#### Part B: Picture Book – 25 marks

### Task:
Part A: Blog  
Part B: Picture Book  

### Weighting:

- 20% Blog and Presentation  
- 20% Picture Book  
- 40% Total

### Task Description:

#### Part A: Blog and Presentation

Using EduBlog you are going to record your investigative process throughout the ‘English and the World of Travel’ Module and ‘Part of the Family’. You will use your blog to detail your travel research and plans, and your experience creating and researching your picture book. You are to create a blog that consists of at least FIVE blog entries (per Module). One entry must be an INTRODUCTION to the blog and its purpose and one entry must be a reflective CONCLUSION of the experience you have gained throughout this investigative process.

**Introductory blog should include:**
- An outline of who you are and what you are writing  
- What you wish to achieve throughout this process  
- Challenges you foresee and how you might overcome these obstacles  

**Opening blog for ‘English and the World of Travel’**
- Your reasons for wanting to travel to your destination  
- International government entry requirements  
- Relevant Australian information and travel advice (i.e. [http://smartraveller.gov.au/](http://smartraveller.gov.au/))  
- The research required for the trip (language, weather conditions, currency conversion etc)  
- An overview of your itinerary
Opening blog for ‘Part of the Family’
- The process you plan to undertake including your knowledge of the text type ‘picture book’
- Plot you wish to follow and your ideas about form and features (think about how you hope to engage a young audience)
- Research about your target audience (you may wish to interview your target audience to explore the needs of this group)
- Research into appropriate and necessary features of this text type

Other blog entries should include:
- A record of the places you wish to visit and experiences you hope to undertake
- The associated costs (budget)
- Barriers involved in undertaking this adventure
- Personal point of view, what you have researched and why it connected with you (thoughts, feelings, emotions)
- List of places, events, you’d like to visit and why
- Photos, images, links to the places or events you’d like to visit

Other blog entries should include:
- Compositional process (challenges and rewards)
- Surprising, positive or challenging learning experiences
- Personal reflection on how this has enhanced your understanding of the concept of family
- How research has enhanced your appreciation of, or respect for diverse families
- How research has enhanced your understanding of the art behind the picture book

Concluding blog entry should include:
- Your concluding thoughts about the two modules
- New perspectives you gained during your learning
- How you will approach future travel or artistic endeavours

Presentation
You will engage in a structured conversation with your peers where you will discuss your blog for 2-3 minutes. Your peers may ask clarifying questions and you will need to explain the following:
- What you learnt during this experience
- What you liked and disliked about the task
- What the task taught you about researching travel and researching picture books
- The creative process behind your blog

Requirements:
You will be provided with at least 5 lessons of class time, for each module, to research your travel destination and picture book. You will need to consult regularly with your teacher about your progress and blog entries. You must provide your teacher with a link to your blog when you submit your picture book.

Task Description:

Part B: Picture Book

You are going to create a PICTURE BOOK aimed at young children (ages 2-5) that explores the ideas of the “MODERN FAMILY”. You may wish to explore any of the topics we discuss in class regarding modern families (structure, members, roles, stereotypes, understanding changes etc.)
You are required to **plan**, **draft** the plot and **design** the illustrations, **source** resources required for design, and **finalise** the finished product during class time and in your own time. You will be required to demonstrate your progress through your ongoing blogging. **This monitoring will be ‘checked off’ on the marking guidelines sheet and must be submitted with the picture book.**

You will be required to read and discuss your books in an informal class setting.

You are encouraged to create the book in any way you choose (digital, textured, painted etc). However, you must ensure you are bringing equipment and drafts etc. to **EVERY CLASS** that is allocated for the task.

*While a significant amount of the research and creation of these tasks will be completed in class you are also expected to complete parts and work on the assessment task at home.*

You will be assessed on your:

- Ability to choose appropriate language features for audience and purpose
- Ability to communicate ideas, opinions and information in a clear, professional and interesting style
- Ability to complete of pieces of work which demonstrate your understanding of the units studied
- Ability to apply your understanding of the content explored in class to create a variety of text types which express your understanding
- Ability to organise and manage your time effectively to ensure your progress is monitored through the collation of a variety of work.

*It is strongly recommended that you bring a USB to every lesson to store and organise your work.*

*While a significant amount of the research and creation of these tasks will be completed in class you are also expected to complete parts and work on the assessment task at home.*

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**Assessment Policy** – Refer to Leumeah High School Assessment Policy Booklet

- If absent on the day of an in-class task, or if a hand-in task is submitted late, a grade of ‘N’ will be awarded and an official NESA N Warning Letter will be issued. Students will **STILL BE REQUIRED** to complete and hand in the task according to the conditions outlined in the NESA N Warning letter to ensure they meet course outcomes. Tasks still not completed by this time will result in students being required to attend Assessment Catch-up time on Tuesday afternoon 2:10pm – 2:55pm to complete an alternative task.

- If the absence or late submission of a task is due to exceptional circumstances, an Illness / Misadventure application is to be lodged with the Deputy Principal. If this is approved, an alternative date will be made for the task to be completed and the appropriate grade will be awarded. If not approved, a grade of ‘N’ will be awarded and an official NESA N Warning Letter issued. Students will **STILL BE REQUIRED** to complete and hand in the task to ensure they meet course outcomes.

**Outcomes Assessed:**

**BLOG:**

- **H1.4** Produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
- **H2.1** Comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide the sound basis for current and future education, careers and citizenship
- **H4.2** Works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics
PRESENTATION:

**H3.2** Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

PICTURE BOOK:

**H2.2** demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

**H3.1** recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

**H3.2** Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

**H4.1** plans and organises to complete tasks or projects, both individually and collaboratively
## Marking Criteria – PART A

### Blog

<table>
<thead>
<tr>
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### APPEARANCE

**Uses written and visual features of a blog to appeal to the audience.**

**Outcome:**

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<tr>
<td></td>
<td>Demonstrates a <strong>well-developed understanding</strong> of the written and visual features of a blog and displays features in an appealing, relevant and interesting manner to appeal to the audience.</td>
<td>Demonstrates a <strong>sound understanding</strong> of the written and visual features of a blog and displays features in an appealing and relevant manner to appeal to the audience.</td>
<td>Demonstrates a <strong>developing understanding</strong> of the written and visual features of a blog and displays features in a relevant manner to appeal to the audience.</td>
<td>Demonstrates <strong>basic understanding</strong> of the written and visual features of blog and attempts to displays features in a relevant manner to appeal to the audience.</td>
<td>Demonstrates an <strong>elementary</strong> understanding of the written and visual features of blog.</td>
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### LANGUAGE CHOICES

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<thead>
<tr>
<th></th>
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<tr>
<td></td>
<td>Uses a <strong>wide range</strong> of appropriate language devices with <strong>well-developed skill</strong> to create a text that demonstrates personal reflection and understanding of</td>
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<tr>
<td>Uses language devices to demonstrate personal reflection and understanding of creative experiences.</td>
<td>their creative experience.</td>
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<td>B</td>
<td>Uses a range of appropriate language devices with sound skill to create a reflective text that demonstrates some personal reflection and understanding of their creative experience.</td>
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<tr>
<td>C</td>
<td>Uses a range of language devices with developing skill to create a text that attempts to demonstrates some personal reflection and understanding of their creative experience.</td>
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<td>D</td>
<td>Uses a limited range of language devices with basic skill to create a text that demonstrates a limited amount of personal reflection and understanding of their creative experience.</td>
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<td>E</td>
<td>Demonstrates limited personal reflection and understanding of their creative experience.</td>
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<th>RESEARCH AND STRUCTURE</th>
<th>Integrates research and uses correct punctuation, spelling and grammar.</th>
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<tr>
<td>A</td>
<td>Shows well-developed skills in integrating research and ability to compose well-structured entries using excellent punctuation, spelling and grammar.</td>
</tr>
<tr>
<td>B</td>
<td>Shows sound skills in integrating research and some ability to compose well-structured entries using excellent punctuation, spelling and grammar.</td>
</tr>
<tr>
<td>C</td>
<td>Shows developing skills in integrating research and some ability to compose well-structured entries.</td>
</tr>
<tr>
<td>D</td>
<td>Shows basic skills in integrating research and underdeveloped blog entries.</td>
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<tr>
<td>E</td>
<td>Shows elementary skills in integrating research or in creation and composition of blog entries.</td>
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<td>Did not submit.</td>
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<thead>
<tr>
<th>CLEAR AND CONCISE PRESENTATION</th>
<th>Clearly discusses and informs the audience of their blog process using relevant speaking techniques.</th>
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<tbody>
<tr>
<td>A</td>
<td>Displays a well-developed ability to clearly discuss their presentation for a specific audience using relevant speaking techniques - voice, pace, pitch, tone, eye contact and timing.</td>
</tr>
<tr>
<td>B</td>
<td>Displays a sound ability to present their presentation for a specific audience using relevant speaking techniques - voice, pace, pitch, tone, eye contact and timing.</td>
</tr>
<tr>
<td>C</td>
<td>Displays a developing ability to present their presentation for a specific audience using relevant speaking techniques - voice, pace, pitch, tone, eye contact and timing.</td>
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<tr>
<td><strong>when writing and speaking for those audiences</strong></td>
<td><strong>D</strong> Displays a <strong>basic ability</strong> to present their presentation for a <strong>specific audience</strong> using relevant <strong>speaking techniques</strong> - voice, pace, pitch, tone, eye contact and timing.</td>
</tr>
<tr>
<td><strong>E</strong> Displays an <strong>elementary ability</strong> to present a speech for a <strong>specific audience</strong> using relevant <strong>speaking techniques</strong> - voice, pace, pitch, tone, eye contact and timing.</td>
<td><strong>Did not submit.</strong></td>
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**Marking Criteria - PART B**

| Teacher: | Name: |
## Picture Book

<table>
<thead>
<tr>
<th>Part</th>
<th>A (25 24 23 22 21)</th>
<th>B (20 19 18 17 16)</th>
<th>C (15 14 13 12 11)</th>
<th>D (10 9 8 7 6)</th>
<th>E (5 4 3 2 1)</th>
</tr>
</thead>
</table>

### LANGUAGE FORMS AND FEATURES

Appropriate language forms and features including spelling, grammar and punctuation reflective of audience, purpose and context.

**Outcome:**

H3.1 - Recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing, and speaking for those purposes.

**A** Demonstrates a well-developed ability to use language forms and features appropriate to audience, purpose and context.

**B** Demonstrates a sound ability to use language forms and features appropriate to audience, purpose and context.

**C** Demonstrates a developing ability to use language forms and features appropriate to audience, purpose and context.

**D** Demonstrates a limited ability to use language forms and features.

**E** Demonstrates an elementary ability to use language forms and features.

**Did not submit.**

### TARGET AUDIENCE

Communicates ideas and information in a clear, professional and interesting style.

**Outcome:**

H3.2 - Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.

**A** Well-developed ability to communicate and present ideas to a specific target audience in an engaging and professional style.

**B** Sound ability to communicate and present ideas to a specific target audience in an engaging and professional style.

**C** Developing ability to communicate and present ideas to a specific target audience in an engaging style.

**D** Limited ability to communicate and present ideas to a specific target audience.

**E** Elementary ability to communicate and present ideas to a specific target audience.

**Did not submit.**

### PLOT AND CONTENT

**A** Demonstrates well-developed skills in their expression of a clear and detailed plot coupled with a thoughtful topic.
<table>
<thead>
<tr>
<th>Clear and detailed plot and content reflective of a well-chosen topic and thoughtful consideration of expression.</th>
<th>B</th>
<th>Demonstrates <strong>sound</strong> skills in their expression of a clear and detailed plot coupled with a thoughtful topic.</th>
</tr>
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<tr>
<td><strong>Outcome:</strong></td>
<td>C</td>
<td>Demonstrates <strong>developing</strong> skills in their expression of a clear plot coupled with a topic.</td>
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<tr>
<td>H2.2 - demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</td>
<td>D</td>
<td>Demonstrates <strong>limited</strong> skills in their expression of a plot and topic.</td>
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<td>E</td>
<td>Demonstrates <strong>elementary</strong> skills in their expression of a plot and topic.</td>
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<tr>
<th>COHESION</th>
<th>A</th>
<th>Demonstrates <strong>well-developed</strong> skills in planning, researching, organising and communicating their information in the form of a picture book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organised structure reflective of clear drafting, planning, researching and organising.</td>
<td>B</td>
<td>Demonstrates <strong>sound</strong> skills in planning, researching, organising and communicating their information in the form of a picture book.</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>C</td>
<td>Demonstrates <strong>developing</strong> skills in planning, researching, organising and communicating their information in the form of a picture book.</td>
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<tr>
<td>H4.1 - plans and organises to complete tasks or projects, both individually and collaboratively</td>
<td>D</td>
<td>Demonstrates <strong>limited</strong> skills in planning, organising and communicating their information in the form of a picture book.</td>
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<td>E</td>
<td>Demonstrates <strong>elementary</strong> skills in organising and communicating their information in the form of a picture book.</td>
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