COPYRIGHTAGENCY READING AUSTRALIA

Assessment Task for Fox

Assessment Task 1: PechaKucka Presentation – Intertextuality and

Australian picture books

By the end of Year 9, students will meet the	Approaching or below	At Year 9 Standard	Above Year 9 Standard		
following Achievement Standards	Year 9 Standard				
Receptive mode: evidence the	hat the student has un	derstood and analysed	the Australian and		
universal images, language and themes of both texts, and compare and contrast these across texts.					
Demonstrate	Demonstrates	Demonstrates	Demonstrates advanced		
comprehension and	some	appropriate	comprehension skills,		
evaluation strategies for	comprehension	comprehension	using extended		
this text, applying	skills, using simple	skills, using	vocabulary from and		
appropriate vocabulary to	vocabulary from	extended	beyond the Quizlets		
express your	and minimal words	vocabulary from the			
understanding.	from the Quizlets.	Quizlets.			
Analyse and explain the	Limited analysis	Analysis and	Sophisticated analysis		
way your selected	and discussion of	discussion of visual	and discussion of visual		
author/illustrator has used	visual elements	elements used by	elements used by the		
visual elements, text structure, layout and font	used by the author/illustrator for	the author/illustrator	author/illustrator for		
for specific purposes and	specific purposes	for specific purposes and	specific purposes and effects. Extended		
effects.	and effects, with	effects, including	reference to the		
enects.	little or no	some reference to	metalanguage of visual		
	reference to the	the metalanguage of	literacy		
	metalanguage of	visual literacy.	interdey		
	visual literacy.				
Analyse and explain the	Limited analysis	Appropriate analysis	Sophisticated analysis		
way your selected	and explanation of	and explanation of	and explanation of the		
author/illustrator has used	the literary devices	the literary devices	literary devices used by		
metaphor, metonymy,	used by the author,	used by the author,	the author, and		
symbols, icons and myth	and little or no	and some	discussion of how such		
and how their vocabulary	discussion of how	discussion of how	language serves the		
contributes to the	such language	such language	purpose of the author.		
effectiveness of the text.	serves the purpose	serves the purpose			
	of the author.	of the author.			
Discuss and provide	Minimal evidence	Evidence used to	Strong evidence used to		
evidence of the	used to show few	support intertextual	support thoughtful		
intertextual links between	or weak intertextual	links between texts.	intertextual links between		
the two texts	links between texts.		texts.		
Explore and reflect on your	Some reflection on	Thoughtful reflection	Astute and insightful		
understanding of human	human experience,	on human	reflection on human		
experience as represented	as well as national	experience, as well	experience, as well as		
in the picture books.	and/or global	as national and/or	national and/or global		
Include commentary on	relevance, within	global relevance,	relevance, within the two		
the national and/or global	the two texts	within the two texts	texts studied.		
relevance of the text.	studied.	studied.			

C©PYRIGHTAGENCY READING AUSTRALIA

Productive mode: the quality	of the composition la		liting	1	
Create and present a	PechaKucha was	PechaKucha was	Junic	j. PechaKucha was	
PechaKucha according to				designed and presented	
the demands of the task	designed and	designed and		with skill and flair with	
	presented meeting some of the	presented with skill			
with a focus on time, voice		with attention paid		attention paid to	
and visual engagement for	demands of the	to engaging an		engaging an audience.	
your audience.	format. Little	audience.			
	attention paid to				
	audience				
Demonstrate wave	engagement.			Eventinterrand	
Demonstrate your	Challenges evident	Sound interpersonal		Excellent interpersonal	
interpersonal skills and	regarding	skills and valid		skills and valuable	
your capacity to contribute	interpersonal skills			contributions to the group	
to the discussion and	and contributions to	5 1		in order to meet criteria.	
presentation according to	the group.	meet criteria.			
each of the criteria above. Student comment and self-					
Teacher assessment:	Approaching or	At	Abo	Above Year 9 Standard	
	below	Year 9	Yea		
	Year 9 Standard	Standard			
Teacher comment:					