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| Year 11 English General 2019:  **Task 3:** Creating an Infographic **Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Language and textual Analysis**  *(Context and Purpose)* | The displayed information of the social issue in focus is ***acutely*** relevant, informative and engaging as per the text’s context and purpose. The glossary ***clearly*** explains subject-specific language. | The displayed information of the social issue in focus is ***mostly*** relevant, informative and engaging as per the text’s context and purpose. The glossary ***mostly*** explains subject-specific language. | The displayed information of the social issue in focus is ***reasonably*** relevant, informative and engaging as per the text’s context and purpose. Glossary is included, but ***not*** necessarily ***effective***. | The displayed information of the social issue in focus is ***erratic*** when considering the text’s context and purpose. Glossary is ***incomplete*** and ***ineffective***. | The displayed information of the social issue in focus is ***confusing***; consequently, it is ***difficult*** to define the text’s context, intended audience and purpose. ***No*** glossary provided. |
|  | **Excellent**  **5** | **Proficient**  **4** | **Satisfactory**  **3** | **Limited**  **2** | **Developing**  **1** |
| **Using Information**  *(Research and Preparation Scaffold)* | ***Skilfully*** uses strategies and tools for collecting and processing ***large amounts of relevant*** information from a ***broad*** range of sources. | ***Effectively*** uses strategies and tools for collecting and processing ***large amounts of mostly relevant*** information from a ***reasonable*** range of sources. | ***Competently*** uses strategies and tools for collecting and processing ***adequate amounts of mostly relevant*** information from a ***fair*** range of sources. | ***Partially*** uses strategies and tools for collecting and processing ***some amounts*** ofinformation from a ***limited*** range of sources. | ***Ineffectively*** uses strategies and tools for collecting and processing a ***small amount*** of ***erratic*** information. |
|  | **Excellent**  **5** | **Proficient**  **4** | **Satisfactory**  **3** | **Limited**  **2** | **Developing**  **1** |
| **Creating Texts**  *(Infographic Conventions & Visual Appeal)* | Presents a balance of ***varied*** and ***visually appealing*** verbal ***and*** illustrative language features ***specific*** to the infographic format in a ***professional*** manner. | Presents a balance of ***varied*** verbal ***and*** illustrative language features ***specific*** to the infographic format in a ***reasonable*** manner. | A ***slightly skewed*** balance of verbal ***and*** illustrative language features that are ***mostly*** ***specific*** to the infographic format; presented in a ***reasonable*** manner. | A ***vastly skewed*** balance of verbal ***and*** illustrative language features that are ***not*** ***specific*** to the infographic format; presented in an ***incomplete*** manner. | Infographic demonstrates ***only*** verbal ***or*** illustrative language features that are ***indistinguishable*** of the infographic format; presented in an ***incomplete*** manner. |
|  | **Excellent**  **5** | **Proficient**  **4** | **Satisfactory**  **3** | **Limited**  **2** | **Developing**  **1** |
| **Communicating and Interacting with Others**  *(Audience; Lay-out)* | ***All*** information is ***accessible*** and ***logically*** presented; the overall layout is ***easy*** to navigate; main heading, subheadings and titles are ***clearly*** indicated. | ***Most*** of the information is ***accessible*** and ***logically*** presented; the overall layout is ***somewhat*** ***easy*** to navigate; main heading, subheadings and titles are included, but ***may not*** be prominent. | ***Much*** of the information is ***accessible*** and ***logically*** presented; the overall layout is ***easy*** to navigate ***in parts***; main heading, subheadings and titles are ***erratically*** indicated. | ***Much*** of the information is ***inaccessible*** and ***illogically*** presented; the overall layout is ***difficult*** to navigate; the main heading, ***some*** subheadings and titles are ***missing***. | ***All*** information is ***inaccessible*** and ***illogically*** presented; the overall layout is ***undefined*** and ***incomplete***; the main heading, ***most*** subheadings and titles are ***missing***. |
|  | **Excellent**  **5** | **Proficient**  **4** | **Satisfactory**  **3** | **Limited**  **2** | **Developing**  **1** |

**Teacher Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Year 11 English General 2019

Task 3: Public Service Infographic

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| **Description of the task:** | Students analyse a range of informational texts that provide information on a specific social or global issue. After extensive research has been conducted, students then create an informational brochure that is relevant to a specific target audience.  ***Students are required to create:***  -  One infographic based on one specific social issue,  -  This infographic must be created on one of two provided infographic-making websites. |
| **Method of submission:** | Students will submit their…   * Infographic via SEQTA. * Completed pre-production (Brainstorming and Research) booklet to the teacher in person. |
| **Date due:**  **Weighting:** | Term 2, May 24  11% |
| **Keys to success:** | * Locate and extract information from texts – skimming, scanning, selection and omission, recording. * Use strategies and tools for collecting and processing information – memo, tables, flow charts, webs and ideas trees, object-oriented diagrams. * Understand how texts are structured to organise and communicate information – studying a range of Health and Safety brochures and infographics. * Planning, organising, drafting and presenting information for particular purposes and audiences – instructional infographic targeting teens (Manual Arts safety, School Lockdown and Evacuation procedures, Safe Public Transport use, School Leavers Week). |
| **Content Descriptors:** | * Summarise ideas and information presented in texts * Plan, organise, draft and present information for particular purposes and audiences |