

# Essential English 2019 v1.1

## IA3 sample B-standard response commentary 1

October 2018

### Extended response — multimodal response

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

#### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of multimodal genres to suit particular purposes and audiences
2. use appropriate roles and relationships with audiences
3. explain representations of identities, places, events and concepts in a popular culture text or texts
4. explain the ways cultural assumptions, attitudes, values and beliefs underpin popular culture texts and influence meaning
5. explain how language features and text structures shape meaning in popular culture texts and invite particular responses
6. select and use subject matter from a popular culture text or texts to support perspectives
7. sequence subject matter and use mode-appropriate cohesive devices to construct a coherent multimodal text
8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context
9. use language features to achieve particular purposes across modes.

# Instrument-specific standards

Knowledge application	Organisation and development	Textual features	Grade
The student work has the following characteristics:			
<ul style="list-style-type: none"> <li>identification and thorough explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts</li> <li>identification of language features and text structures in a popular culture text or texts and thorough explanation of how these elements shape meaning and invite particular responses</li> </ul>	<ul style="list-style-type: none"> <li>effective use of genre, integrating modes and media where appropriate</li> <li>control of the role of the writer/speaker/signer/designer to achieve a particular purpose</li> <li>purposeful selection and sequencing of relevant subject matter, using mode-appropriate cohesive devices to construct a coherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>controlled choice of language informed by an understanding of purpose, audience and context</li> <li>consistent use of language features that are suitable for the task</li> </ul>	A
<ul style="list-style-type: none"> <li>identification and relevant explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts</li> <li>identification of language features and text structures in a popular culture text or texts and relevant explanation of how some of these elements shape meaning and invite particular responses</li> </ul>	<ul style="list-style-type: none"> <li>appropriate use of genre, combining modes and media</li> <li>some control of the role of the writer/speaker/signer/designer to achieve a particular purpose</li> <li>appropriate selection and sequencing of relevant subject matter using mode-appropriate cohesive devices to construct a coherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>appropriate choice of language informed by an understanding of purpose, audience and context</li> <li>appropriate use of language features that are suitable for the task</li> </ul>	B
<ul style="list-style-type: none"> <li>identification and explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts</li> <li>identification of language features and text structures in a popular culture text or texts and explanation of how some of these elements shape meaning and invite particular responses</li> </ul>	<ul style="list-style-type: none"> <li>use of genre including modes and media</li> <li>use of the role of the writer/speaker/signer/designer to achieve a particular purpose</li> <li>in the main, relevant subject matter selected and sequenced using mode-appropriate cohesive devices to construct a coherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>in the main, appropriate choice of language informed by an understanding of purpose, audience and context</li> <li>in the main, use of language features that are generally suitable for the task</li> </ul>	C

Knowledge application	Organisation and development	Textual features	Grade
<ul style="list-style-type: none"> <li>• identification of some ideas in popular culture texts with some description of how these have been used to shape representations of identities, places, events and/or concepts</li> <li>• identification of some language features and/or text structures in a popular culture text or texts and description of how some of these elements shape meaning</li> </ul>	<ul style="list-style-type: none"> <li>• uneven use of genre including some modes and media</li> <li>• some establishment of a relationship with an audience</li> <li>• some relevant subject matter selected and unevenly sequenced using some cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• inconsistent choice of language with some demonstration of understanding of purpose, audience and context</li> <li>• some use of language features, with frequent lapses</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• identification and some description of the representations of identities, places, events and/or concepts in a popular culture text or texts</li> <li>• identification of some language features or text structures in a popular culture text or texts</li> </ul>	<ul style="list-style-type: none"> <li>• uneven construction of a text including some perspectives that are occasionally supported by basic subject matter, which is unevenly sequenced</li> </ul>	<ul style="list-style-type: none"> <li>• narrow choice of language</li> <li>• narrow use of language features that impede understanding</li> </ul>	<b>E</b>

# Task

## Context

This unit explores the way texts invite audiences to accept particular perspectives about Australia and the Australian identity through popular culture texts.

The influence of 21st century mediums like the vlog (video blog) has also been examined.

## Task

Construct and sequence a vlog for the 'Welcome to Australia' page on the school website.

Your vlog will alert new international students to the varied representations of Australian identity by explaining how a chosen identity, place or concept has been represented in two popular culture texts. You will also position your audience to see these representations as either realistic or unrealistic.

The texts to be the focus of your vlog are:

- *The Castle* or *Muriel's Wedding*, and
- one popular Australian song (your choice with teacher approval).

# Sample response

Criterion	Grade awarded
<b>Knowledge application</b> Assessment objectives 3, 4, 5	<b>B</b>
<b>Organisation and development</b> Assessment objectives 1, 2, 6, 7	
<b>Textual features</b> Assessment objectives 8, 9	

# Transcript of sample video response

This video is available from

[www.qcaa.qld.edu.au/downloads/portal/media/snr\\_ess\\_english\\_19\\_ia3\\_b\\_sample\\_response\\_1.mp4](http://www.qcaa.qld.edu.au/downloads/portal/media/snr_ess_english_19_ia3_b_sample_response_1.mp4).

## Australian Identity

*What represents Australia?*

*Introduction*

Student

*A montage of Australian images plays. (Images have been removed from video to avoid copyright infringement.)*



Being Australian and what being Australian means to people can vary throughout our multicultural country. Most countries see Australia as a laid back, relaxed country with beautiful weather, whilst others countries still think we ride kangaroos to school. Typical Australian qualities include having mateship, being down to earth, a good sense of humour and always giving everything a 'fair go'. All these traits have grown and developed over the years becoming what they are today. One Australian song that represents our country positively is 'Waltzing Matilda' by Banjo Paterson, and one play that also represents Australia is 'Muriel's Wedding' by PJ Hogan.

*Waltzing Matilda*

Student



The song 'Waltzing Matilda' is a world-recognised and iconic

Australian song. Some of the most important words, for example 'billabong', 'jumbuck', 'swagman' and 'Waltzing Matilda' are only used in Australia and the story isn't very obvious to many speakers of English. The story portrayed through the song can be quite a universal one — a conflict between poor and rich. 'Waltzing Matilda' has also been referred to many times as the unofficial national anthem of Australia. Due to the story line behind this song, a positive representation of Australia actually comes through. In the lyrics 'once a jolly sma ... swagman camped by a billabong under the shade of a coolabah tree as he sang as he watched and waited till his billy boil' — it shows we enjoy life's simple pleasures such as having a fresh cup of tea while sitting in the shade of a tree along the banks of a cool pond. The term 'who'll come a waltzing Matilda with me' used throughout the whole song is actually a wildly romantic invitation. It is an invitation to live the life we dare not. The swagman is also very affectionate towards his matilda, which is a particular term for a bag, because it is only his ... it is the only companion he has. All the language and lyrics used in this song, such as 'jumbuck', which is a sheep, 'tuckerbag', which is a food bag, and 'swagman', which is a person travelling around looking for work, represents Australia, how we always use slang and shorten our words. It's like a whole new language.

The tune is quite seet sound ... sweet-sounding, which belies the tragedy that awaits the swagman. Overall, the song 'Waltzing Matilda' creates a positive representation of Australia.

*Excerpt of song 'Waltzing Matilda' and a montage of images play.*

## Muriel's Wedding

Student



The play 'Muriel's Wedding' was first written by PJ Hogan. Soon after, it was transformed into a movie. The families and marriages shown in this play/movie display a negative representation of Australia. Every single one of the family members are all in some way depicted as a failure. This sends out the message that families in Australia are failures, which is very negative. Muriel has no job, steals from her parents and depends on getting married way too much. Bill cheats on his wife, Betty is unhappy and will not leave her cheating husband, Joanie and Perry both still live at home with no job, and do nothing to help around the house. This portrays to other people that Australians are lazy, stealing, cheating, and just all-round not very good people.

Furthermore, the marriage in this play is portrayed as yet another negative representation of Australia. It displays that we just marry people because we want to, not because we love them, and perhaps in this case, so they can become an Australian citizen. Through Bill and Betty's marriage is yet another negative representation, as Bill cheats on his wife and she will not even leave him for it. Another aspect that represents Australia negatively, is the humour. Australian humour is full of payouts and put-downs, for example, from the play: 'You're terrible, Muriel.' This displays that Australians don't care for others and put them down all the time, which is false, because in real life, which is not shown in this play, we take it light-heartedly and in the end, we are all mates.

*Excerpt of film 'Muriel's Wedding' plays.*

## Conclusion

Student



Overall, the song and play's representation of Australia are completely different. One being positive, and the other negative. If people from another country were to read the play 'Muriel's Wedding' or watch the movie it was created into, they would definitely receive a negative impression, when they have no idea that this whole play is very unrealistic. The song 'Waltzing Matilda' used ... used to be a good impression of Australia, but now as our society has developed and changed over the years, and people do not regularly use the language used in the song, in this case creating it hard to understand even though it does portray a positive representation, it's just not very modern making it unrealistic for Australia nowadays.



# Commentary

The commentary shows the match to the standard descriptors of the instrument-specific standards.

## Criterion: Knowledge application

### Identification and relevant explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts

When examining the song *Waltzing Matilda*, the student:

- begins with an explanation that this song shapes positive, yet unrealistic, representations of the Australian identity
- identifies the ways attitudes and values — about mateship, sense of humour, conflict between poor and rich, enjoyment of life's simple pleasures and a relaxed attitude — underpin the song and shape a positive representation of the Australian identity
- explains that these underpinning factors shape the representation of Australians as laid-back people who enjoy life's simple pleasures — demonstrated in the song through the description of the swagman enjoying a cup of tea by the billabong, under the shade of a coolabah tree, in stanza one.

When examining the film *Muriel's Wedding*, the student:

- explains that this film shapes negative and again unrealistic representations of the Australian identity
- identifies the ways attitudes and values — about employment, family, marriage and adultery — underpin the film and shape a negative representation of the Australian identity
- explains that these underpinning factors shape the representation of Australian families as failures, demonstrated in the film through the characters — Muriel is unemployed and depends on marriage for happiness, Bill is cheating on his wife, Betty is unhappy and will not leave the marriage, and Joanie and Perry both live at home and are unemployed
- uses these examples to explain that attitudes and values in the film shape the negative representation of Australians as 'lazy, stealing, cheating ... not very good people'.

### Identification of language features and text structures in a popular culture text or texts and relevant explanation of how some of these elements shape meaning and invite particular responses

When examining the song *Waltzing Matilda*, the student:

- explains that the repetition of the phrase 'who'll come a-waltzing Matilda with me' is actually a wildly romantic invitation. It is an invitation to live the life we dare not' — demonstrating relevant explanation of how this repetition (text structure) invites a particular response from the audience
- explains the personification of the 'Matilda' by indicating that the swagman shows affection towards his bundle of personal belongings as it is his only companion
- identifies the use of Australian colloquial language, including 'billabong', 'jumbuck', 'tuckerbag', 'swagman' and 'matilda', and provides a relevant explanation of how the use of slang and shortening of words invites the audience to see Australians as laid-back



- explains that the tune is a text structure used to achieve a positive representation of the Australian identity, as it is 'quite sweet-sounding, which belies the tragedy that awaits the swagman'.

When examining the film *Muriel's Wedding*, the student:

- identifies the language of payouts and put-downs, including the famous line, 'You're terrible, Muriel'
- explains that the casual denigration of the characters through language adds to the negative representation of the Australian identity in this film.

## Summary

These explanations are relevant; they are 'to the purpose'. The student has informed the audience about representations of the Australian identity in a popular film and song. The student explains, but does not always rationalise or fully explore her assertions; therefore, the explanations are not thorough.

## Criterion: Organisation and development

### **Effective use of genre, integrating modes and media where appropriate**

The student:

- has used genre effectively by constructing the presentation clearly for an audience of students, using
  - an introduction that sets up the purpose and the texts that she will explore
  - two body segments that each explain the texts and the ways cultural assumptions, attitudes and beliefs underpin the film and the song and shape representations of the Australian identity
  - a conclusion that explores the unrealistic nature of the representations
- is successful in informing her audience about representations of the Australian identity in two texts, and explains how these representations are unrealistic and do not depict Australia today
- effectively integrates modes (visual and auditory) and media (song, images, video clip and PowerPoint slides) to form a visually pleasing vlog that could be incorporated into a school website. The student integrates modes by
  - using text (written mode) to highlight her main points on the side of the screen
  - showing an initial montage of Australian images (the Australian flag, Uluru, blokes at a BBQ, Aboriginal Australians, Bondi Beach, Sydney Harbour Bridge, kangaroos in the outback, Steve Irwin with a koala, beers, and the outback)
  - using a song and images to support her explanations.

### **Control of the role of the writer/speaker/signer/designer to achieve a particular purpose**

The student:

- demonstrates restraint and direction over her role as a speaker trying to inform an audience by keeping to the purpose of her presentation and being clear in her explanations
- does not recount plot from the film or retell the complete song — she is aware that her audience is already familiar with these texts

- maintains control over her relationship with an informed audience and keeps an appropriate register throughout the presentation
- uses humour and media to appeal to the prescribed audience of teenagers.

### **Appropriate selection and sequencing of relevant subject matter using mode-appropriate cohesive devices to construct a coherent presentation**

The student:

- selects appropriate subject matter that is fitting for the purpose (see ‘Knowledge application’ comments)
- is not, on balance, purposeful in her selection of subject matter, e.g.
  - the explanation of the repetition in *Waltzing Matilda* is ambiguous and incomplete
  - the inclusion of a long film trailer interrupts the flow and affects the cohesion of the presentation
- uses digital cohesive devices in the presentation to maintain cohesion, e.g. she uses different modes to transition between explanation of texts and changing PowerPoint slides when moving to new evidence.

## **Criterion: Textual features**

### **Controlled choice of language informed by an understanding of purpose, audience and context**

The student:

- makes deliberate choices about the appropriateness and formality of the language to suit the prescribed audience of students travelling to Australia who are familiar with the two texts
- uses humour appropriate for the intended audience, e.g. ‘think we ride kangaroos to school’
- demonstrates restraint and direction in her language choices, which are informed by an understanding that the purpose of the task is to explain representations of the Australian identity
- uses some clichés and colloquialisms, demonstrating lack of control in parts — but, on balance, her language remains controlled.

### **Appropriate use of language features that are suitable for the task**

The student uses language features appropriate to the mode, including:

- written features
  - appropriate use of conventional spelling and punctuation on the PowerPoint slides (noting the spelling errors ‘reconginsed’ and ‘Autralia’)
- spoken features
  - appropriate use of pronunciation with minimal errors
  - consistent audibility, clarity, volume and pace
  - tendency to list ideas rather than integrate and layer ideas in a variety of sentence types

- nonverbal features
  - appropriate use of nonverbal features such as facial expressions and gestures
  - reading of the script is apparent throughout the presentation, but remains appropriate to the purpose of the task
- complementary features
  - text font has not been consistently applied
  - *Muriel's Wedding* trailer takes up a substantial amount of time and distracts from the purpose of the presentation
  - consistent use of Australian images to support the presentation
  - use of American pop music at the opening and closing of the presentation is inconsistent with the use of Australian images
  - use of the song *Waltzing Matilda* is consistent with the images of Australian swagmen.

### Summary

The student demonstrates appropriate use of a combination of written, spoken, nonverbal and complementary language features. The student shows evidence of consistent use of language features such as the consistent clarity, volume and pace of the spoken elements — on balance, the student has used language features appropriately.