

Essential English 2019 v1.1

IA3 sample B-standard response commentary 2

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"> 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 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 	<ul style="list-style-type: none"> effective use of genre, integrating modes and media where appropriate control of the role of the writer/speaker/signer/designer to achieve a particular purpose purposeful selection and sequencing of relevant subject matter, using mode-appropriate cohesive devices to construct a coherent presentation 	<ul style="list-style-type: none"> controlled choice of language informed by an understanding of purpose, audience and context consistent use of language features that are suitable for the task 	A
<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> appropriate use of genre, combining modes and media some control of the role of the writer/speaker/signer/designer to achieve a particular purpose appropriate selection and sequencing of relevant subject matter using mode-appropriate cohesive devices to construct a coherent presentation 	<ul style="list-style-type: none"> appropriate choice of language informed by an understanding of purpose, audience and context appropriate use of language features that are suitable for the task 	B
<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> use of genre including modes and media use of the role of the writer/speaker/signer/designer to achieve a particular purpose in the main, relevant subject matter selected and sequenced using mode-appropriate cohesive devices to construct a coherent presentation 	<ul style="list-style-type: none"> in the main, appropriate choice of language informed by an understanding of purpose, audience and context in the main, use of language features that are generally suitable for the task 	C

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

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
Knowledge application Assessment objectives 3, 4, 5	B
Organisation and development Assessment objectives 1, 2, 6, 7	
Textual features Assessment objectives 8, 9	

Transcript of sample video response

This video is available from

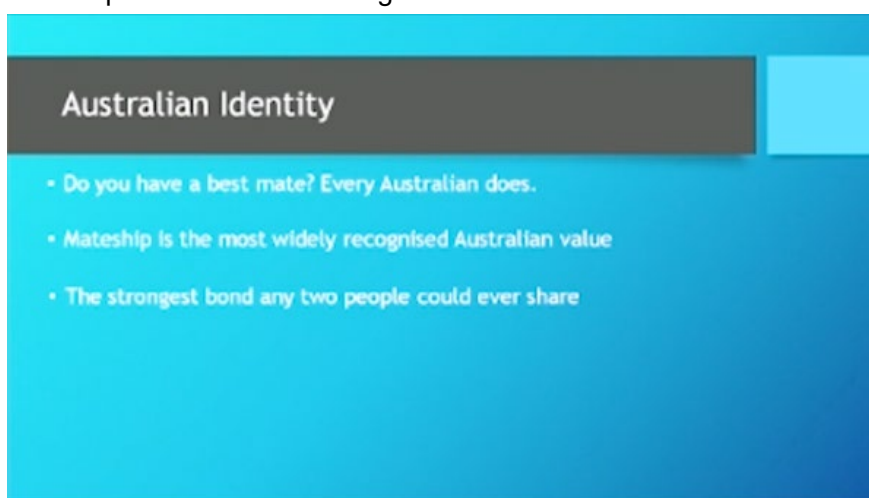
www.qcaa.qld.edu.au/downloads/portal/media/snr_ess_english_19_ia3_b_sample_response_2.mp4.

Australian Identity

As shown in 'The Castle' and 'I Was Only Nineteen'

Student

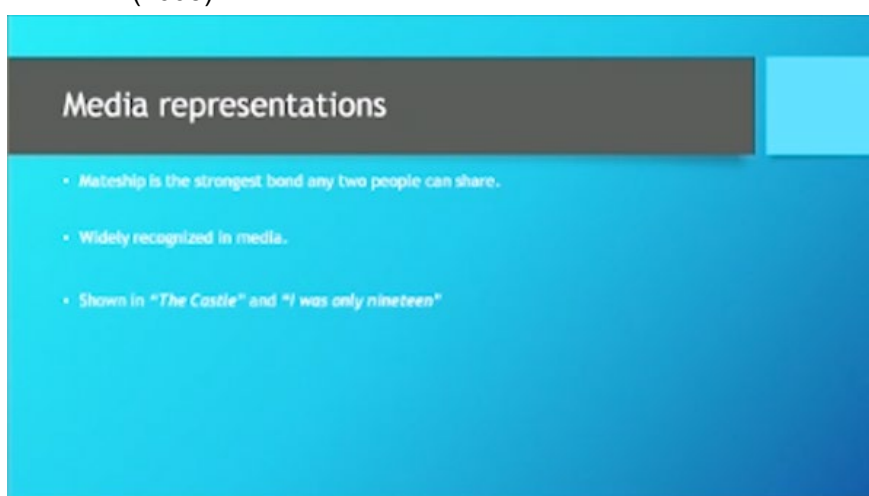
Do you have a best mate? Of course you do, you're an Australian, Australian identity's actually quite simple comprised with only basic vocabulary, high alcohol tolerance and mateship. Mateship being the most important and most recognised worldwide.



Media representations

Student

Mateship is the strongest bond any two people could ever share and its strength is widely recognised in media such as movies like 'The Castle' (1997), and popular music such as, 'I Was Only Nineteen' by The Herd (2005).



'The Castle' was a 1997 Australian comedy direct by Rob Stitch with a budget as low as \$750 000. 'The Castle' follows the story of an Australian working-class man, Darryl Kerrigan, his family of six, their

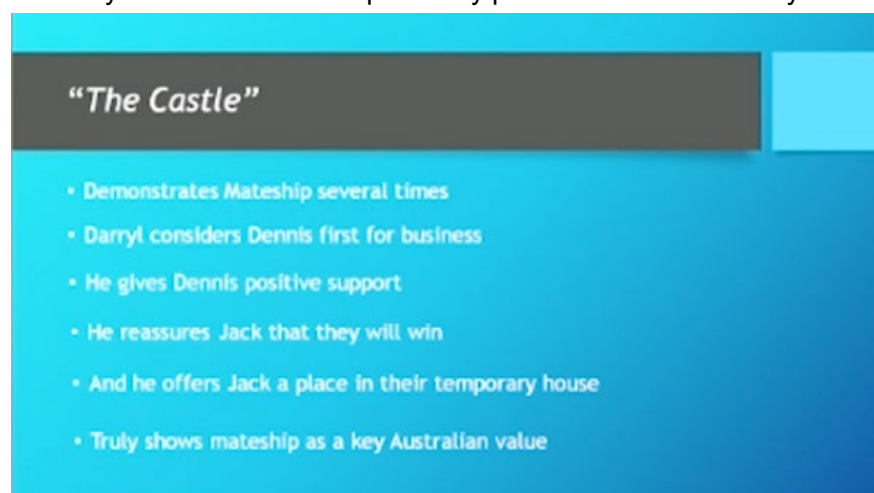
street and neighbours. After the Melbourne airport attempts to forcefully evict the entire street for expansion, Darryl refuses to comply and enlists the help of Dennis Denuto. He fights the airport authority in the court of law ultimately losing before then taking up the offer of a retired constitutional lawyer who assists in taking them to court again winning and saving his home and the homes of his neighbours.

'I Was Only Nineteen' by The Herd is a song from the first-person point of view of an Australian infantry soldier in the Vietnamese war. It describes the hardships they faced and how they overcome them with mateship. Both these sources prove that mateship is a key Australian value. 'The Castle' clearly demonstrates how important of a value mateship actually is and how recognisable it is as a part of Australian identity. The movie demonstrates this by exploring the relationships between main characters and how flexible they are. How the mates stick together throughout thick and thin.

The Castle

Student

As a prime example, Darryl and Dennis are close mates, as can be seen when Darryl come to Dennis first to ask for legal assistance and provides positive motivational advice and support when Dennis doubts his ability after being faced with a possible constitutional case. Mateship is also apparent when Darryl reassures his elderly neighbour Jack, that everything will be fine and he will win the court case and even after failing to win he offers that Jack stay with his family, until he can afford his own place to live. 'The Castle' clearly and truly shows that mateship is a key part of Australian identity.



I was only nineteen

Student

'I Was Only Nineteen', the hip-hop remix by The Herd, is an Australian song written in the first-person point of view of an Australian infantry in the Vietnamese War facing hardships and struggles against all odds with their mates. Throughout the song there are multiple mentions of mateship and close relationships with friends on the field. The singer expresses emotion when he sings

about his mates stepping on a hidden mine. This can be clearly seen when he sings *[excerpt from the song: 'Frankie kicked a mine the day that mankind kicked the moon. God help me. He was going home in June.']*. He mentions people by nicknames only mates would give each other, such as Frankie and Denny. The singer earlier in the song says that *[excerpt from the song: 'But you wouldn't let your mates down till they had you dusted off. So you closed your eyes and thought about something else.']* showing how strong of a bond mateship is and how it won't break even in a war-torn world.

'I Was Only Nineteen', no matter what version, shows that mateship is one of the strongest values of Australian culture.

"I was only nineteen"

- Multiple mentions of mateship and close relationships
- Real emotion when Frankie kicked a mine
- Everyone got their own Nickname - a typical aspect of mateship
- Australians, no matter what circumstances, will never let their mates down until they had been "dusted off"
- Mateship will hold, even in a war-torn world
- "I was only nineteen" effectively and accurately shows mateship

Concluding

Student

Both 'The Castle' and the 'I Was Only Nineteen' effectively demonstrate mateship as a key Australian value and belief, as well as showing off how strong of a bond and how flexible of one that mateship is. This globally viewed and heard media sources leave a positive and accurate impression of Australia and the Australians in the minds of those who may have never visited or don't plan to. Both of these representations are quite accurate in the sense of demonstrating our values and beliefs.

Concluding:

- Effectively demonstrate mateship as a key Australian value
- "The Castle" and "I was only nineteen" accurately represent Australia
- Positive representation left in the minds of those who have not or do not plan to visit Australia

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 film *The Castle*, the student:

- identifies and provides a relevant explanation of the way the value of mateship underpins *The Castle*, and shapes the representation of Australian identity through the relationships between the main characters, e.g. ‘how the mates stick together throughout thick and thin’
- explains the way mateship shapes the representation of Australian identity, and demonstrates this through a number of key events, including
 - Darryl Kerrigan demonstrating mateship when he shows trust in his friend Dennis Denuto, approaching him for legal advice and providing support when Dennis doubts his abilities
 - Darryl Kerrigan demonstrating mateship when he reassures his elderly neighbour Jack and offers to share his home with Jack.

When examining the song *I Was Only Nineteen*, the student:

- identifies and provides a relevant explanation of the way the value of mateship underpins *I Was Only Nineteen* by establishing that the young men of the Australian infantry relied on each other and supported each other during the shared traumatic experience of the Vietnam War
- identifies the ways cultural assumptions, attitudes, values and beliefs — about war and overcoming hardships during war — underpin the song and shape the representation of Australian identity, and demonstrates this through a selection of lyrics from the song.

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

When examining the film *The Castle*, the student:

- identifies that positive and supportive language is used between the characters Darryl Kerrigan, Dennis Denuto and Darryl’s elderly neighbour Jack, and gives an account of how this language demonstrates mateship.

When examining the song *I Was Only Nineteen*, the student:

- identifies that the song is written in first person
- identifies and describes the use of nicknames ‘that only mates would give each other’, such as ‘Frankie’ and ‘Denny’.

Summary

The student explains that mateship is the most recognisable aspect of Australian identity and ‘the strongest bond any two people ever could share’, and focuses on this one aspect throughout his presentation, which allows him to establish relevance in his explanations.

These explanations are relevant; they are ‘to the purpose’. The student has informed the audience about representations of mateship in a popular film and song. The student explains, but

does not always rationalise or fully explore his assertions; therefore, the explanations are not thorough.

The student spends a substantial amount of time recounting the plot of the chosen film and song rather than exploring and explaining the relevant underpinning factors, representations and language features. Plot recount cannot be matched to the characteristics of the 'Knowledge application' criterion.

Criterion: Organisation and development

Appropriate use of genre, combining modes and media

The student:

- uses genre appropriately by constructing the presentation for an audience of Australian students, using
 - an introduction that sets up the purpose and the texts that he will explore and the importance of the value of mateship
 - three body segments that explain the texts and the ways mateship underpins the film and the song and shapes the representation of Australian identity
 - a conclusion that restates the value of mateship as key in shaping the representation of Australian identity
- is successful in informing his audience about representations of Australian identity in two texts, and explains how these representations are underpinned by the value of mateship
- combines modes (visual and auditory) and media (song, images and PowerPoint slides) to form a visually pleasing vlog that could be incorporated into a school website. The student combines modes by using
 - text (written mode) to highlight his main points on the side of the screen, although these are difficult to read
 - excerpts from the chosen song to support his explanations.

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

The student:

- targets the presentation at an audience of Australian students, although the task prescribed an audience of foreign students
- controls his relationship with the audience throughout the presentation and achieves the purpose of informing the audience about the importance of mateship to Australians and how this value has been portrayed in a popular film and song
- 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:

- on balance, selects appropriate subject matter that is fitting for the purpose (see 'Knowledge application' comments)
- is not purposeful in his selection of subject matter, due to the prevalence of plot recount to the audience

- uses digital cohesive devices in the presentation to maintain cohesion, e.g. he 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 an audience of students
- chooses texts appropriate for the intended audience
- demonstrates restraint and direction in his language choices, which are informed by an understanding that the purpose of the task is to explain representations of the Australian identity.

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 some punctuation on the PowerPoint slides
- spoken features
 - appropriate use of pronunciation with minimal errors
 - consistent audibility, clarity, volume and pace
- 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
 - excerpts from the song are well chosen and integrated
 - text on the PowerPoint slides is difficult to read due to its size
 - consistent use of Australian media to support the presentation.

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.