



Queensland Curriculum and Assessment Authority

Essential English 2019 v1.1

IA3: Sample assessment instrument

Extended response — multimodal response

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Grade
Knowledge and application	
Organisation and development	
Textual features	

Conditions

Technique	Extended response — multimodal response
Unit	Unit 4: Representations and popular culture texts
Topic/s	Topic 1: Responding to popular culture texts
Duration	3 weeks notice of task
Mode/length	Multimodal: 4–6 minutes per student (must include a combination of at least two modes, one of which must be spoken/signed)
Individual/group	Individual
Resources	Open access to resources

Context

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

The influence of 21st century mediums like the vlog have also been examined

Task

Genre: Vlog (must include a combination of at least two modes, one of which must be spoken/signed)

Purpose: To inform

Audience: School website users and classroom peers

Construct a vlog for the 'Welcome to Australia' page on the school website to alert new international students to the varied representations of Australian identity.

In your vlog, explain how a chosen identity, place or concept has been represented in two popular culture texts, and whether these representations are 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).

Checkpoints

- At the beginning of Week 1: Consult with your teacher about ideas for your vlog.
- By the end of Week 1: Complete a draft of your script and a slideshow of your vlog showing the order and sequence of scenes/shots.
- By the middle of Week 2: Complete the filming of your vlog and show it to peers for feedback using the provided feedback form. Make adjustments if/where appropriate.
- At the end of Week 2: Submit a draft of your vlog to your teacher for feedback. Include a draft of your written script, a handout of the slideshow used to create your vlog and your vlog on a USB.
- Week 3: Submit your final written script and your vlog on a USB to your teacher. Presentations of vlogs to your classroom peers begin this week.

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- Students must acknowledge all sources.

Scaffolding

- Explain language and text structures in your chosen film and song, and how these are used to invite audiences to take up positions about the Australian identity.
- Select subject matter from the two popular culture texts and use it as evidence to support your perspective.
- Use language features and text structures to build your relationship with your audience.
- Use mode-appropriate cohesive devices to connect parts of your presentation.
- Draft, revise, edit and proofread.

Instrument-specific standards: (IA3): Extended response — multimodal response

Knowledge application	Organisation and development	Textual features	Grade
<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
<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 	<ul style="list-style-type: none"> • uneven use of genre including some modes and media • some establishment of a relationship with an audience 	<ul style="list-style-type: none"> • inconsistent choice of language with some demonstration of understanding of purpose, audience and context 	D

<ul style="list-style-type: none"> • 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"> • some relevant subject matter selected and unevenly sequenced using some cohesive devices 	<ul style="list-style-type: none"> • some use of language features, with frequent lapses 	
<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



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