

Essential English 2019 v1.1

Unit 2 sample assessment instrument

January 2020

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.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

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

1. use patterns and conventions of a multimodal genre 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 about human experiences
4. explain the ways cultural assumptions, attitudes, values and beliefs underpin popular culture texts and influence meaning about human experiences
5. explain how language features and text structures shape meaning in popular culture texts and invite particular responses in relation to human experiences
6. select and use subject matter from a popular culture text 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.

Subject	Essential English		
Technique	Extended response — multimodal response		
Unit	Unit 2: Texts and human experiences		
Conditions			
Duration	Three weeks' preparation		
Mode	Multimodal	Length	4–6 minutes per student
Individual/ group	Individual	Other	—
Resources available	Open access to resources		
Context			
<p>Many biographies are being made into biopics. A biopic is a film that dramatises the life of a non-fictional person and attempts to comprehensively tell this person's life story or at least the most important events of their life. In 2016, Saroo Brierley's autobiographical account <i>A Long Way Home</i> was made into the biopic <i>Lion</i>.</p> <p>We have studied <i>Lion</i> and explored the use of vlogs as a way to convey information to audiences in an engaging way.</p>			
Task			
<p>Genre: Vlog — must include a combination of at least two modes, one of which must be spoken/signed</p> <p>Purpose: To explain and entertain</p> <p>Audience: Students at a school convention about Australian films</p> <p>Create a vlog that explains how one of the following concepts is represented in <i>Lion</i> through the character of Saroo Brierley:</p> <ul style="list-style-type: none"> • identity • belonging • cultural heritage. 			
To complete this task, you must:			
<ul style="list-style-type: none"> • use mode-appropriate language choices and cohesive devices to construct your position about how your chosen concept has been represented through the character of Saroo Brierley • explain how the language features, text structures and filmic devices in <i>Lion</i> make meaning and invite audiences to take up positions about your chosen concept through the character of Saroo Brierley. 			
Stimulus			
—			

Checkpoints	
<input type="checkbox"/>	Week 1: Consult with your teacher about ideas for your vlog.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	Week 4: Submit your final written script and your vlog on a USB to your teacher. Presentations of vlogs in class begin this week.
Criterion	Grade
Knowledge application Assessment objectives 3, 4, 5	
Organisation and development Assessment objectives 1, 2, 6, 7	
Textual features Assessment objectives 8, 9	
Feedback	
Authentication strategies	
<ul style="list-style-type: none"> Students will provide documentation of their progress at indicated checkpoints. Students must acknowledge all sources. 	
Scaffolding	
<ul style="list-style-type: none"> Draft, revise, edit and proofread your script before filming. Practise your spoken delivery before filming and finalising your vlog. 	