



Essential English 2025 v1.2

IA3: Sample assessment instrument

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	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion

Overall grade

Conditions

Technique	Multimodal response
Unit	Unit 4: Representations and popular culture texts
Topic/s	Topic 1: Responding to popular culture texts
Duration	4 weeks notification of task
Mode / length	Multimodal: up to 6 minutes or signed equivalent
Individual / group	Individual

Context

This unit explores how popular culture texts convey constructions of life through representations, and positions audiences to think and feel in certain ways.

We have studied the film *Billy Elliot*, experimented with video essays, and deconstructed concepts about the human condition.

Task

Construct a video essay about the film *Billy Elliot* for visitors to the *Story Screen* website.

In your video essay, explain how *Billy Elliot* represents **one** of the following concepts:

- overcoming adversity
- family ties
- expressions of love
- the role of arts in society
- socio-economic divisions in society.

Your audience is the educated public with an interest in representations within film.

Checkpoints

- ☐ Consult with your teacher about your central idea for your video essay. Date:
- ☐ Submit a draft of your video essay to your teacher for feedback on how well you have combined your spoken delivery with multimodal elements from the film such as snips of scenes. Date:
- ☐ Submit the final version of your video essay on a USB to your teacher. Include your written script and PowerPoint slides. Date:

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.

Scaffolding

For your video essay:

- use an interesting title and cover page
- explain how your chosen concept has been represented in *Billy Elliot* by explaining the use of language features and text structures, including how they position audiences
- create and develop a thesis to bind your explanations together into a cohesive video essay about how your chosen concept has been represented
- select subject matter (e.g. pertinent scenes, moments, music) from *Billy Elliot* that supports your thesis and helps viewers understand how your chosen concept has been represented
- combine your explanations with snips of the film throughout your video essay so audiences can see the relevant elements of the film as they listen to your spoken explanations
- order your thoughts and reflections logically so audiences can easily follow your explanations about your chosen concept in the film
- use cohesive devices throughout your video essay to connect your explanations to your thesis and provide viewers with a fluid delivery
- choose language that is appropriate for the audience of *Story Screen*
- draft, revise and edit to create a video essay that informs audiences about your chosen concept in a meaningful way.

Instrument-specific standards (IA3): Multimodal response

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
• identification and thorough explanation of the ways opinions and/or ideas in a popular culture text/s shape a representation of an identity, place, event and/or concept • identification of language features and text structures in a popular culture text/s and thorough explanation of how these elements shape meaning and invite particular responses	• effective use of the multimodal genre, integrating modes and media where appropriate • control of the role of the speaker/designer to achieve a particular purpose • purposeful selection and sequencing of relevant subject matter, using mode appropriate cohesive devices to construct a coherent multimodal response	• controlled choice of language informed by an understanding of purpose, audience and context • consistent use of language features that are suitable for the multimodal response	A
• identification and relevant explanation of the ways opinions and/or ideas in a popular culture text/s shape a representation of an identity, place, event and/or concept • identification of language features and text structures in a popular culture text/s and relevant explanation of how some of these elements shape meaning and invite particular responses	• appropriate use of the multimodal genre, combining modes and media • some control of the role of the speaker/designer to achieve a particular purpose • appropriate selection and sequencing of relevant subject matter using mode-appropriate cohesive devices to construct a coherent multimodal response	• appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of language features that are suitable for the multimodal response	B
• identification and explanation of the ways opinions and/or ideas in a popular culture text/s shape a representation of an identity, place, event and/or concept in a popular culture text/s • identification of language features and text structures in a popular culture text/s and explanation of how some of these elements shape meaning and invite particular responses	• use of the multimodal genre, including modes and media • use of the role of the speaker/designer to achieve a particular purpose • in the main, relevant subject matter selected and sequenced using mode-appropriate cohesive devices to construct a coherent multimodal response	• 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 multimodal response	C

Knowledge application	Organisation and development	Textual features	Grade
• 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/s and description of how some of these elements shape meaning.	• uneven use of the multimodal 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 in a multimodal response.	• inconsistent choice of language with some demonstration of understanding of purpose, audience and context • some use of language features, with frequent lapses in the multimodal response.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

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