

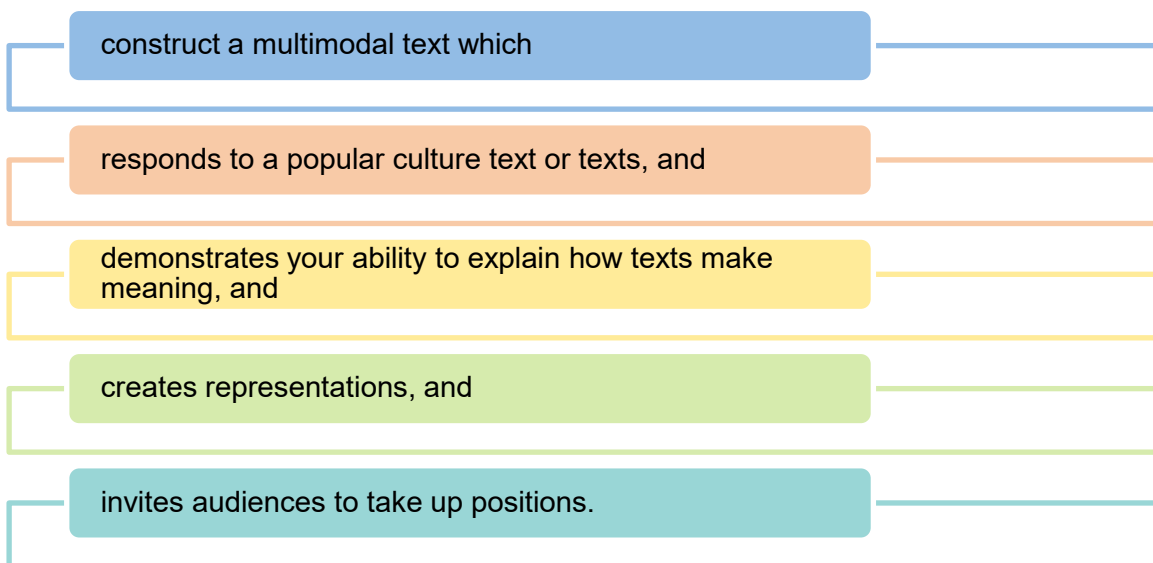
# Supporting students in the Essential English IA3

## Extended response — multimodal response

This assessment allows you to demonstrate your skills in deconstructing a popular culture text and using a multimodal genre in the form of a response.

### Purpose

Your task is to:



### General advice

1. The focus of the IA3 is **multimodal**, using the genre specified on your task sheet. One of these modes **must** be **spoken/signed**.
2. You will perform live or pre-record your response, depending on task instructions.
3. Your assessment instrument will indicate a **context**, **audience** and **purpose**. Look at the example below as an illustration of this, and make sure you can identify your own context, audience and purpose.

<b>Context</b>	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
<b>Audience</b>	Construct a vlog for the 'Welcome to Australia' page on the school website to alert <u>new international students</u> to the varied representations of Australian identity
<b>Purpose</b>	Construct a vlog for the 'Welcome to Australia' page on the school website <u>to alert new international students to the varied representations of Australian identity</u>

## Key definitions

Use these definitions to further guide your understanding of the assessment.<sup>1</sup>

- **Multimodal:** uses a combination of at least two modes, delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose. Modes are:
  - written (words delivered as text)
  - spoken/signed (words delivered orally or by using a signing alphabet)
  - nonverbal (movement, gesture, expression)
  - visual (graphics, still images, moving images, design elements)
  - auditory (music, voiceover, sound effects)
- **Popular culture:** the collective ideas and attitudes of a given community as reflected in art, film, internet memes and other texts of a popular nature
- **Explain:** make an idea or situation plain or clear by describing it in more detail or revealing relevant facts
- **Representations:** constructs that give shape to ways of thinking about or acting in the world
- **Audience:** the group of listeners that the speaker is addressing; may be a real-life or a lifelike audience
- **Positioning:** refers to how texts influence audiences in certain ways

## Key advice: Assessment objectives

Exploring the assessment objectives gives you a checklist for this task and allows you to better understand how your work will be assessed.

Assessment objectives	Implications: What you need to do
3, 4	<b>Knowledge application</b> <ul style="list-style-type: none"><li>• Logically organise your <b>ideas</b> about the texts, and achieve your purpose: to <b>explain</b> information about the required representation to your audience.</li><li>• Ensure that you explain <b>cultural assumptions, attitudes, values</b> and/or <b>beliefs</b>.</li></ul>
1, 2, 6, 7	<b>Organisation and development</b> <ul style="list-style-type: none"><li>• Ensure that your information and explanations are organised in a <b>purposeful</b> way, and that you use <b>cohesive devices</b> to structure your response.</li><li>• Create a <b>style</b> which is appropriate to the required <b>multimodal</b> genre and gives you the opportunity to develop your role as a <b>speaker</b> to the <b>audience as</b> required by the task.</li></ul>
8, 9	<b>Textual features</b> <ul style="list-style-type: none"><li>• Ensure that your <b>language</b> and <b>multimodal features</b> are appropriate to your <b>context, audience</b> and <b>purpose</b>.</li></ul>

<sup>1</sup> All key definitions are found in Queensland Curriculum and Assessment Authority, *Essential English Applied Senior Syllabus 2019 v1.1*, QCAA, Brisbane, pp. 44–62, [www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ess\\_english\\_19\\_app\\_syll.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_19_app_syll.pdf).

## Key advice: Assessment conditions

Understanding the conditions for this extended response will help you to plan, develop and complete your response.

### Three weeks notice of task

Carefully consider your planning process and allow time to:

- choose your approach to the task, including
  - how you will explain the representation and positioning of the required popular culture text on the task sheet
  - how you will develop your role and relationship with your audience
- gather your ideas into a plan, ensuring that this plan enables you to successfully use more than one mode (remembering that you must include delivery which is spoken/signed):
  - written
  - nonverbal
  - visual
  - auditory
- draft a script in the required genre for your multimodal response, focusing on your explanation about the required representation by
  - selecting
  - developing
  - organising
- refine your draft, especially in terms of
  - the suitability of your explanation considering the context, audience and purpose of the assessment instrument
  - your structure
  - your style, especially your choices of language and other multimodal features, such as
    - expression, gesture
    - graphics, still and moving images, design elements
    - music, sound effects.

### Response length: 4–6 minutes

You should aim to get close to the time limit as a way of maximising your opportunities for creating an informative multimodal response.

Allow time to:

- learn your response well enough that you can deliver it clearly — this applies whether your response is delivered live or pre-recorded
- practise the delivery of your response, focusing on spoken/signed features, such as
  - articulation: saying each word and phrase clearly

- tip: if you have used complex or difficult words in your response, check and practise the correct pronunciation
- pace: not going too quickly or too slowly
  - tip: as a general guide, aim to speak at around 140–150 words per minute
- emphasis: identifying words or phrases that might be emphasised as a way of showing their importance
  - tip: practise this so that your use of emphasis seems natural, not forced
- pausing: identifying places in your response where you can pause as a way of showing the importance of the information
  - tip: practise this so that your pausing seems natural, not forced
- volume: if you are presenting live, your voice needs to be loud enough for all members of the audience to hear you
  - tip: practise by recording yourself saying part or all your response, and use this recording to check your volume.

If the task requires you to pre-record:

- check the format of the recording to ensure that it fits within the guidelines
- record at least one rehearsal of your speech
- ensure that features from your other mode/s are appropriately developed and placed within your response.

## Individual response and open access to resources

You can access other resources to help you develop your ideas; however, the focus of the task is your ability to explain your ideas about the popular culture text/s.

## Explaining to an audience

This is an excerpt from a student's multimodal response to the IA3, a vlog about Australian identity. The student explained how the concept of mateship was present in *The Castle*, an Australian film, and *I Was Only Nineteen*, an Australian song.

Please note that this excerpt:

- is incomplete
- only models the written mode; the student also used visual and auditory modes in their presentation
- is one way of fulfilling the requirements of the assessment instrument; however, there are many different options because this is an **open-ended** task.

## Multimodal response

Structural features	Excerpt	Language features
<p>The first paragraph introduces:</p> <ul style="list-style-type: none"> <li>the concept that links the two popular culture texts</li> <li>the genres, names and dates of the two texts.</li> </ul> <p>The second paragraph provides more detail about one of the texts (the film), including:</p> <ul style="list-style-type: none"> <li>background information</li> <li>a brief summary of the story and the challenges explored by the characters.</li> </ul> <p>The third paragraph provides some detail about the second text, then links both texts via the concept of mateship. The speaker explains:</p> <ul style="list-style-type: none"> <li>how mateship is a key value in the identity of Australia, which links to the requirements of the assessment task</li> <li>begins to explain how each text demonstrates aspects of mateship.</li> </ul>	<p>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) [sic]<sup>2</sup>.</p> <p>'The Castle' was a 1997 Australian comedy direct by Rob Stitch [sic]<sup>3</sup> 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.</p> <p>'I Was Only Nineteen' by The Herd [sic]<sup>4</sup> 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 mates stick together through thick and thin.</p>	<p>The speaker uses emotive language such as 'strongest bond' as a way of engaging the audience with the concept.</p> <p>The language choices are clear and easily understood.</p> <p>The speaker uses a range of compound and complex sentence structures as a way of making the presentation more varied and engaging for listeners.</p> <p>By using terms such as 'first-person', the speaker shows their understanding of the language of the subject.</p> <p>Words such as 'value', 'identity' and 'relationships' provide evidence of the speaker directly addressing the task provided in the assessment instrument.</p> <p>A common phrase like 'sticking together through thick and thin' has significant audience appeal.</p>

## More information

If you would like more information, please visit [www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english](http://www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english). Alternatively, email the English and Languages learning area at [essentialenglish@qcaa.qld.edu.au](mailto:essentialenglish@qcaa.qld.edu.au).

<sup>2</sup> Original by Redgum (1983)

<sup>3</sup> Rob Sitch

<sup>4</sup> Original by Redgum (1983)

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