 Assessment task: Creative or management portfolio

Purpose of task: Portfolio task

Outcomes

Year 11

ES11-2 A student identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-4 A student composes a range of texts with increasing accuracy and clarity in different forms

ES11-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-8 A student identifies and describes relationships between texts

Year 12

ES12-2 A student identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-4 A student composes proficient texts in different forms

ES12-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-8 A student understands and explains the relationships between texts

**Cross-curriculum priorities**

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia's engagement with Asia
* Sustainability

General capabilities

* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Numeracy
* Personal and social capability

Other areas of learning

* Civics and citizenship
* Difference and diversity
* Work and enterprise

Task

Part 1 Common Task (5 marks)

Select a song with lyrics that have great relevance and meaning in your life. Annotate the lyrics, by identifying metaphors, similes and other poetic devices. Write a paragraph explaining the significance of the song to you, and why you value it. If possible, provide context (e.g. when did you first hear it? What was happening in your life that meant you connected with that song at that particular time).

 Part 2 Student Choice (15 marks)

Choose one of the two streams below.

| Creative design stream | Event management stream |
| --- | --- |
| In this stream, you will need to include:* Designs for album art (front and back covers of a CD and iTunes art)
* Compose lyrics to ten songs you would include on this album
* A 1 page ‘pitch’ to a record label that explains why music is an important part of your life and how you came to feel this way about music
* Half a page artist biography of yourself as a musical artist
* Half a page report about how you would use social media to promote your band
 | In this stream, you will need to include:* The name of a band you are promoting (can be real or imagined)
* Name and logo of your management company
* Business card design for your company
* A 1 page press release that gives details of the band and why sponsors should chose to help promote them.
* A poster design for a music festival featuring your band
* Half page biographies of your band members
* Half page review of your bands latest album
* Half page report about how you would use social media to promote your band
 |

Marking rubric – part 1

| Marking criteria | Marks |
| --- | --- |
| * Effective engagement with and annotation of the song lyrics
* Demonstrates an in depth understanding of how context impacts music choice
* Well-developed spelling, punctuation and grammar
 | 5 |
| * Sound engagement with and annotation of the song lyrics
* Demonstrates a sound understanding of how context impacts music choice
* Consistent spelling, punctuation and grammar
 | 4 |
| * Adequate engagement with and annotation of the song lyrics
* Demonstrates an adequate understanding of how context impacts music choice
* Adequate spelling, punctuation and grammar
 | 3 |
| * Developing engagement with and annotation of the song lyrics
* Developing understanding of how context impacts music choice
* Consistent errors in spelling, punctuation and grammar
 | 2 |
| * Section not completed
* Elementary use of language
 | 1 |

Marking rubric – part 2 (creative design stream)

| Marking criteria | Marks |
| --- | --- |
| * Skilfully demonstrates knowledge and understanding of texts presented in creative portfolio.
* Report demonstrates insightful understanding of the content of the unit.
* Sophisticated use of language appropriate for purpose, audience and context.
 | 16-20 |
| * Well developed knowledge and understanding of texts presented in creative portfolio.
* Report demonstrates well developed understanding of the content of the unit.
* Effective use of language appropriate for purpose, audience and context.
 | 13-15 |
| * Sound knowledge and understanding of texts presented in creative portfolio.
* Report demonstrates sound understanding of the content of the unit.
* Appropriate use of language for purpose, audience and context.
 | 10-12 |
| * Minimal knowledge and understanding of texts presented in creative portfolio.
* Report demonstrates minimal understanding of the content of the unit.
* Limited use of language appropriate for purpose, audience and context.
 | 6-9 |
| * Elementary knowledge and understanding of texts presented in creative portfolio.
* Report demonstrates elementary understanding of the content of the unit.
* Basic use of language appropriate for purpose, audience and context.
 | 1-5 |
| * No attempt
 | 0 |

Marking rubric – part 2 (event management stream)

| Marking criteria | Marks |
| --- | --- |
| * Skilfully demonstrates knowledge and understanding of texts presented in event management portfolio.
* Report demonstrates insightful understanding of the content of the unit.
* Sophisticated use of language appropriate for purpose, audience and context.
 | 16-20 |
| * Well developed knowledge and understanding of texts presented in event management portfolio.
* Report demonstrates well developed understanding of the content of the unit.
* Effective use of language appropriate for purpose, audience and context.
 | 13-15 |
| * Sound knowledge and understanding of texts presented in event management portfolio.
* Report demonstrates sound understanding of the content of the unit.
* Appropriate use of language for purpose, audience and context.
 | 10-12 |
| * Minimal knowledge and understanding of texts presented in event management portfolio.
* Report demonstrates minimal understanding of the content of the unit.
* Limited use of language appropriate for purpose, audience and context.
 | 6-9 |
| * Elementary knowledge and understanding of texts presented in event management portfolio.
* Report demonstrates elementary understanding of the content of the unit.
* Basic use of language appropriate for purpose, audience and context.
 | 1-5 |
| * No attempt
 | 0 |