 We Are Australian – Assessment

Assessment task – Case study

Research and multimodal presentation

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| * ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
* ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
 | * ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
* ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
 |

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge, understanding and skills

Through responding to and composing a wide range of texts, and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Learning across the curriculum

Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia's engagement with Asia

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

Teacher notes

Students can select any of the texts set for study across the term or choose their own text in consultation with the teacher.

Note – The presentation could be delivered individually to the teacher/class or as an exhibition.

This case study can be completed individually, in pairs or as group work.

Teachers should assist students in completing a proposal for their case study and scaffold necessary text type/language features required to create meaning.

The case study can be presented as a multimodal presentation. This would include, but not be limited to:

* written components such as a proposal, plan and evaluation statement
* speaking – recorded or live presentation of ideas explored
* visuals and aural – images, photographs, graphs and diagrams, videos, music.

Task

Select an individual or group of people in Australia. Investigate their experiences and the processes by which they have developed (or are developing) an authentic relationship with the wider Australian community.

Research

Using a text studied in class and/or a range of other relevant texts, consider:

* Context/history of the individual(s)
* The individual's attitudes and beliefs
* The attitudes and belief systems of the wider Australian community and how they impacted upon those individual's ability/process of forming an authentic relationship
* The positive and negative ramifications of the group being marginalised or (partially) accepted
* Future experiences/possibilities for the individual(s)

Suggested perspectives to research:

* Indigenous
* Immigrant/migrant stories (second Generation/economic migrants)
* Refugee and asylum seekers
* Women and children
* The homeless
* The ‘Other’ (minority perspectives) – gender, religion, political persuasion

Reflection

Students reflect on the processes in which they researched, composed and presented their multimodal presentation.

Marking guideline/rubric

Part 1 – Research and presentation

| Criteria | Marks |
| --- | --- |
| * Composes a skilfully researched, original and cohesive text that effectively explores ideas of the module and prescribed text
* Demonstrates refined control of a wide range of language forms and features in the construction of meaning.
* Demonstrates skilful control of language appropriate to audience, context and form.
 | 17-20 |
| * Composes a well-researched, original and sustained text that explores ideas of the module and prescribed text.
* Demonstrates control of a range of language forms and features in the construction of meaning.
* Demonstrates well-developed control of language appropriate to audience, context and form.
 | 13-16 |
| * Composes a sound text that relates to ideas of the module and/or prescribed text.
* Demonstrates control of some language forms and features in the communication of meaning.
* Demonstrates sound control of language appropriate to audience, context and form.
 | 9-12 |
| * Attempts to compose a text that relates to aspects of the module or prescribed text.
* Attempts to demonstrate control of some language forms and features in the communication of meaning.
* Attempts to demonstrate control of language appropriate to audience, context and form.
 | 5-8 |
| * Makes little to no attempt to compose a text that relates to aspects of the module or prescribed text.
* Makes little to no attempt to use language forms or features to communicate meaning.
* Demonstrates little control of language appropriate to audience, context and form.
 | 1-4 |

Part 2 – Reflection statement

| Criteria | Marks |
| --- | --- |
| * Demonstrates a sophisticated reflection on a variety of aspects of the research and composition process and how the finished multimodal presentation represents key ideas of the module and prescribed text.
* Clearly articulates how ideas are represented with reference to a wide range of detailed examples of language forms and features.
* Delivers an engaging presentation with skilful control of expression, eye-contact, pace and tone.
 | 9-10 |
| * Demonstrates a well-developed reflection on a variety of aspects of the research and composition process and how the finished multi modal presentation represents key ideas of the module and prescribed text.
* Explains how ideas are represented with reference to a range of examples of language forms and features.
* Delivers a clear presentation with well-developed control of expression, eye-contact, pace and tone.
 | 7-8 |
| * Demonstrates a sound reflection on a variety of aspects of the research and composition process and how the finished multimodal presentation represents key ideas of the module and prescribed text.
* Describes a link between language forms and features and their intended meaning.
* Delivers a presentation with sound control of expression, eye-contact, pace and tone.
 | 5-6 |
| * Attempts to describe aspects of the composition process and how the finished multimodal presentation represents key ideas of the module and prescribed text.
* Attempts to describe a link between aspects of language and their intended meaning.
* Attempts to present with some control of expression, eye-contact, pace and/or tone.
 | 3-4 |
| * Attempts to describe at least one aspect of research and composition process and how the finished creative piece relates to the module or prescribed text.
* Attempts to describe a link between aspects of language and their intended meaning.
* Makes little to no attempt to present with limited control of expression, eye-contact, pace and/or tone. Possibly significant issues with clarity. Possibly extremely brief.
 | 1-2 |

Class tasks/formative assessment

Reading, viewing, listening to, and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia.

Class assessment (for learning, as learning)

For each of the four topic areas, teachers can either formally, or informally assess one significant piece of work. This could become part of a portfolio or inform class marks. The final major assessment is a case study centred on one topic of the student’s choice.

Prescribed texts on Indigenous Perspectives and Close Study are used to compare and contrast with topics throughout the term.

| Weeks 1-2 | Weeks 3-4 (Topic 1) | Week 5-6 (Topic 2) | Weeks 7-8 (Topic 3) | Weeks 9-10 (Topic 4) |
| --- | --- | --- | --- | --- |
| Introduction to moduleContextPrescribed textIndigenous perspective | Immigrant and migrant perspectives | Refugees and asylum seekers | ‘The Other’ – women, children, gender and religious perspectives | Case study |
| Class assessment | Class assessment | Class assessment | Class assessment | Major assessment – case study |

Suggestions for topic assessments (address each mode at least once across the term):

| Reading | Writing | Listening | Viewing/representing | Speaking |
| --- | --- | --- | --- | --- |
| Students will respond to short answer questions relating to the Area of Study.Students will be required to demonstrate an understanding of how a composer’s use of techniques shape meaning.Students respond to a variety of written texts. This may include:* Personal responses
* Summary
* Critiques
* Discussions
* Biography
* Report
* Feature article
* Empathy tasks
* Expositions/essays
* Review
 | Students can respond to a variety of texts. This may include:* Extended critical response
* Imaginative writing exploring the concept of Australian identity
* Report writing

Students respond to a variety of written texts. This may include:* Personal responses
* Summary
* Critiques
* Discussions
* Biography
* Report
* Feature article
* Empathy tasks
* Expositions/essays
* Review
 | Students listen to a text which explores a perspective on Australian identity and respond to short answer questions. This may include:* Film
* Radio
* Vlog
* Interview
* Songs/music

Students are to be provided with different representations of a news event – both as listening texts and viewing texts (for example, radio, television, news photographs).Students are then to respond to questions examining the different representations of the event. | Students will view a selected scene from a film. Students will respond to short answer questions and then compose a journal entry from the perspective of a character, reflecting on their sense of identity.Students will research the digital and social media presence of an individual or organisation that explores perspectives on Australian identity. They will then compose a presentation (for example, PowerPoint, video, visual representation) and present their findings to the class. | Students will present a speech in class that explores the links between the stimulus and the prescribed text as a whole.Students respond to a text which explores Australian identity and present an aural response. This may include:* Narrating over a presentation
* A video
* Recorded interview
* Live interview
 |