 Who Do I Think I Am – Assessment

Assessment Task – Life story

Multimodal presentation

Purpose of task

Speaking, representing and creating

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| * ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
* ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* ES11-7 represents own ideas in critical, interpretive and imaginative texts
 | * 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
* ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* ES12-7 represents own ideas in critical, interpretive and imaginative texts
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Learning across the curriculum

Cross-curriculum priorities

* Aboriginal and Torres Strait Islander histories and cultures

General capabilities

* Information and communication technology capability
* Literacy
* Personal and social capability

Other areas of learning

* Difference and diversity

Task

Students will plan and create a Life Story Presentation. The students will create a digital story using iMovie, Photo Story or similar software. It must be 3 to 5 minutes in duration, and be supported by an oral narration (speech) of their subject's life story. At the conclusion of the unit, they will present their life story presentation at a showcase event.

Steps in the process:

1. Select the subject/individual for your presentation. This should be someone over 18 years of age. They should select someone who they will be able to arrange a time with to sit down and interview face to face.
2. Students will create between 10 and 20 interview questions. These questions should help students explore the experiences, challenges and achievements of the individual and provide them with enough information to create a 3-5 min presentation. The class teacher needs to check the students interview questions.
3. Students need to conduct and record the interview. They can record answers by writing the answers down or voice-/video-recording. At this stage, students should gather images from the interviewee that will be used in their presentation.
4. Students use the responses to write the individual’s story in speech format. They need to skilfully convey the story using language forms and features to engage the audience.
5. Students will create a video presentation to support their speech. They can complete this using software such as iMovie, Photo Story or similar software.
6. Teachers will organise a showcase event where the students present their Life Story Video. This would be a great opportunity to have interviewees see their own story. Students will be marked on their video and speech.

Marking guideline/rubric

Part 1 – Digital life story presentation

| Criteria | Marks |
| --- | --- |
| * Composes an original and cohesive digital life story that explores in detail the experiences, challenges and achievements of the subject.
* Demonstrates refined skill of the use of digital media in representing the life story of an individual.
* Demonstrates skilful control of language appropriate to audience, context and form.
 | 17-20 |
| * Composes an original digital life story presentation that explores the experiences, challenges and achievements of the subject.
* Demonstrates effective skills in the use of digital media in representing the life story of an individual.
* Demonstrates well-developed control of language appropriate to audience, context and form.
 | 13-16 |
| * Composes a sound digital life story presentation that explores in a sound manner the experiences, challenges and achievements of the subject.
* Demonstrates sound skills in the use of digital media in representing the life story of an individual.
* Demonstrates sound control of language appropriate to audience, context and form.
 | 9-12 |
| * Composes a basic digital life story presentation that attempts to include the experiences, challenges and achievements of the subject.
* Attempts to demonstrate the use of digital media in representing the life story of an individual.
* Attempts to demonstrate control of language appropriate to audience, context and form.
 | 5-8 |
| * Makes little to no attempt to compose a digital life story.
* Makes little to no attempt to use digital media to represent the life story of an individual.
* Demonstrates little control of language appropriate to audience, context and form.
 | 1-4 |
| * Non-serious attempt.
 | 0 |

Part 2 – Life story speaking

| Criteria | Marks |
| --- | --- |
| * Demonstrates a sophisticated speech on a variety of aspects of the subject’s life story including experiences, challenges and achievements.
* Clearly articulates the life story of the subject using a variety of language techniques to engage the audience.
* Delivers an engaging presentation with skilful control of expression, eye-contact, pace and tone.
 | 9-10 |
| * Demonstrates a well-developed speech on a variety of aspects of the subject’s life story including experiences, challenges and achievements.
* Explains in detail the life story of the subject using a variety of language techniques to engage the audience.
* Delivers a clear presentation with well-developed control of expression, eye-contact, pace and tone.
 | 7-8 |
| * Demonstrates a sound speech on a variety of aspects of the subject’s life story including experiences, challenges and achievements.
* Explains the life story of the subject using a variety of language techniques to engage the audience.
* Delivers a presentation with sound control of expression, eye-contact, pace and tone.
 | 5-6 |
| * Attempts to present a speech on a variety of aspects of the subject’s life story including experiences, challenges and achievements.
* Attempts to present the life story of the subject using a variety of language techniques to engage the audience.
* Attempts to present with some control of expression, eye-contact, pace and/or tone.
 | 3-4 |
| * Attempts to present a speech on a variety of aspects of the subject’s life story.
* Attempts to present the life story of the subject.
* 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 |
| * Non-serious attempt.
 | 0 |