



# Condobolin High School



## Notification of an Assessment Task

**Name and Type of Task:** Multimodal Task with Reflection

**Subject:** Year 10 English

**Task Number:** 1

**Date Issued:** 15<sup>th</sup> March 2024, Week 7, Term 1

**Date Due:** 12<sup>th</sup> April 2024, Week 11, Term 1

**Total Marks:** 25

**Weighting:** 35%

**Class Teacher/s:** Ms J. Sidoroff & Ms A. Wadsworth

**Head Teacher:** Ms J. Sidoroff

**Submission Instructions** – Task must be submitted in class on the due date.

### **Task Context:**

*In this topic you have learnt how diverse composers represent aspects of Australian identity.*

*In this task you will create your own text representing your understanding of Australian perspectives.*

### **Course Outcomes:**

**EN5-2** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**EN5-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-6** investigates the relationships between and among texts

**EN5-9** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

### **Task Description:**

This assessment has two parts: a multimodal text and a reflection.

#### **Part 1: Multimodal Text**

You are to create a multimodal text that examines aspects of the Australian identity explored in one of the following texts:

- *Clancy of the Overflow* by Banjo Paterson
- *The Rabbits* by John Marsden
- *Don't Take Your Love to Town* by Ruby Langford Ginibi
- *Celebrate Australia Day with a Lamb BBQ Advertisement (2017)* by Meat & Livestock Australia
- *Australian Geographic's 100 Aussie Icons* by Jim Tsinganos

- *The Man from Snowy River* by George Miller

You should choose one of the following multimodal forms to address this topic:

- Podcast accompanied with visuals (600 words approx.)
- PowerPoint presentation with recorded voiceover (minimum of 10 slides, 500 words)

You will be given 3 lessons of class time during Weeks 8 & 9 to complete this part of the assessment task. It will be necessary to complete additional work on this task outside of class time.

## **Part 2: Reflection**

You are to write a reflection that addresses the following question: “How has your study of one text explored in class informed the creation of your multimodal text?”

Consider the following in your reflection:

- How did your chosen related text express ideas about Australian identity? Did it do so successfully? How?
- How well do you believe you expressed your own ideas about Australian identity in your multimodal text? How did the medium affect the way that you were able to convey your message?
- How does your multimodal text connect with the ideas represented in your chosen text?
- What changes would you make if you were to complete this task again? If you would make no changes, explain your reasons.

You must state the text you will be referencing.

### ***Criteria for Assessing Learning:***

*Students will be assessed on their ability to:*

- Explain their understanding of an aspect of the Australian identity.
- Compose a multimodal response.
- Reflect on the choices they have made in their composition.

### ***Key Verbs:***

Explain; Relate cause and effect; make the relationships between things evident; provide why and/or how.

### Marking Guidelines:

Description	Marks
<ul style="list-style-type: none"><li>• Student has composed a sophisticated explanation of the aspect of Australian identity represented in student's chosen text</li><li>• Student has composed a highly engaging multimodal text, with strong command of the chosen format displayed.</li><li>• Student has made sophisticated and perceptive references to their chosen text throughout their multimodal text, making connections to their text in an engaging way.</li><li>• Student has provided a highly perceptive reflection on the way their chosen text has influenced the creation of the multimodal text</li><li>• Student's reflection is written to an extremely high standard, with outstanding spelling, grammar, punctuation and written expression being evident</li></ul>	21-25
<ul style="list-style-type: none"><li>• Student has composed a detailed explanation of the aspect of Australian identity represented in student's chosen text</li><li>• Student has composed an engaging multimodal text, with a strong command of the chosen format displayed.</li><li>• Student has made perceptive references to their chosen text throughout their multimodal text, making connections to their text in an engaging way.</li><li>• Student has provided a perceptive reflection on the way their chosen text has influenced the creation of the multimodal text</li><li>• Student's reflection is written to a high standard, with strong spelling, grammar, punctuation and written expression being evident.</li></ul>	16-20
<ul style="list-style-type: none"><li>• Student has composed a sound explanation of the aspect of Australian identity represented in student's chosen text</li><li>• Student has composed a multimodal text clearly intended to engage their audience, with a sound command of the multimodal format displayed.</li><li>• Student has made frequent references to their chosen text throughout their multimodal text, making sound connections to their chosen text.</li><li>• Student has provided a satisfactory perceptive reflection on the way their chosen text has influenced the creation of the multimodal text</li></ul>	11-15

<ul style="list-style-type: none"> <li>• Student's reflection is written to a sound standard, with satisfactory spelling, grammar, punctuation and written expression being evident.</li> </ul>	
<ul style="list-style-type: none"> <li>• Student has composed a basic explanation of the aspect of Australian identity represented in student's chosen text</li> <li>• Student composes a multimodal text with basic attempts to engage the audience, with a basic command of the multimodal format displayed.</li> <li>• Student has attempted to make references to their chosen text throughout their multimodal text, making at least one connection between their ideas and the text.</li> <li>• Student has provided a simple reflection on the way their chosen text has influenced the creation of the multimodal text</li> <li>• Student's reflection is written to a basic standard, with errors in spelling, grammar, punctuation and written expression being evident.</li> </ul>	6-10
<ul style="list-style-type: none"> <li>• Student has composed a limited explanation of the aspect of Australian identity represented in student's chosen text</li> <li>• Student composes a multimodal text which shows elementary command of the multimodal format. Attempts to engage the audience may or may not be present.</li> <li>• Student may or may not make reference to their chosen text in the presentation. Student does not make connections between their ideas and the text.</li> <li>• Student's reflection may or may not have been attempted</li> <li>• Student's reflection is written to a limited standard, with frequent errors in spelling, grammar, punctuation and written expression being evident.</li> </ul>	1-5