 Assessment task: module A – multimodal presentation

Purpose of task: Representing, Creating, Speaking

| Assessment task | Marking Rubric | Stage |
| --- | --- | --- |
| Multimodal PresentationPart A: Visual RepresentationPart B: Speech | 1010 | 6 |

Outcomes

Part A: visual representation

* EN12- 1: A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EN12-4: A student adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
* EN12-5: A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

Part B: speech

* EN12-3: A student analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
* EN12-8: A student explains and assesses cultural assumptions in texts and their effects on meaning
* EN12- 9: A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Values and attitudes

* Students will value the different ways texts can be represented for a variety of audiences and contexts
* Students will value the importance of reflecting on their own learning and justifying their textual decisions
* Students will challenge their own understanding and interpretation of complex concepts and cultural assumptions
* Students will appreciate the power of language to shape, challenge and transform interpretations of concepts and texts

Knowledge and understanding

Through writing, speaking and representing, students will develop knowledge, understanding and skills in order to:

* experiment with language and form to compose imaginative texts that explore representations of Language, Identity and Culture
* analyse, assess and critique the specific language features and form of texts.
* investigate how textual forms and conventions are used to communicate different ideas, values and attitudes of Language, Identity and Culture
* respond and compose complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality

Learning across the curriculum

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
* Information and communication technology capability
* Intercultural understanding
* Literacy

Context of Task

In your study of Module A: Language, Identity and Culture, you have been required to question and challenge how assumptions and beliefs about yourself, individuals and cultural groups are formed. Your opinion has been scaffolded by an investigation and evaluation of the role that language and culture play in shaping and reflecting individual and collective identities.

This task requires you to create a multi-modal presentation where you are to visually represent one of the concepts/themes/issues studied in Pygmalion. You will also be required to explain and evaluate your own learning process and its connection to the text. There are two parts to this task.

Task

Part A: Visual Representation

Students are required to visually represent one of concepts/themes/issues from the play, Pygmalion. Their visual representation must seek to visually represent one of the overarching ideas from the play. Their response may take the form of the following:

* an object/sculpture
* a painting
* a diorama
* a book cover
* a poster
* a collage; or
* an interpretative dance.

This visual representation must be original; and it should neither be a reproduction nor a replication of an image or event from the prescribed text.

While you will be assessed on the quality of your ideas, and not your artistic ability, you are expected to incorporate visual techniques in the production of your visual representation.

Part B: Speech

You will perform a 3 to 5 minute speech, demonstrating an understanding of the ways in which your visual representation reflects the concepts/themes/ideas, characters and the composer’s concerns from the prescribed text. A clear relationship between your visual representation and the core concepts of rubric should also be evident.

In your speech, you are expected to elaborate on the following:

* The concept/theme/issue selected and how it is represented in your Visual Representation
* The visual techniques utilised within your visual representation to show this
* The links you have made between the text, concept and visual representation
* Analysis of specific examples focusing on meaning and textual features in supporting the links made

During your delivery you are expected to use eye contact, variation in tone and palm cards. You will hear warning bells at 3:30, 4:30 and finally at 5 minutes.

Marking Guideline/ Rubric

Part A (Representing)

| Part A: Visual Representation | Mark |
| --- | --- |
| * Is highly imaginative in transforming a concept/theme/issue expressed in the text into a visual form
* Shows perceptive understanding of the concepts from the Module A Rubric
* Shows sophisticated understanding of the prescribed text
* Demonstrates a sophisticated understanding of how to use visuals techniques such as colour, font, salience, framing, symbolism and size
 | 9-10 |
| * Is an imaginative in transforming a concept/theme/issue expressed in the text into a visual form
* Shows a well-developed understanding of the concepts from the Module A Rubric
* Shows a well-developed understanding of the prescribed text
* Demonstrates a well-developed understanding of how to use visuals techniques such as colour, font, salience, framing, symbolism and size
 | 7-8 |
| * Transforms or attempts to transform a concept/theme/issue expressed in the text into a visual form
* Shows a sound understanding of the concepts from the Module A Rubric
* Shows a sound understanding of the prescribed text
* Demonstrates a sound understanding of how to use visuals techniques such as colour, font, salience, framing, symbolism and size
 | 5-6 |
| * Attempts to transform a concept/theme/issue expressed in the text into a visual form
* Shows a basic understanding of the concepts from the Module A Rubric
* Shows a basic understanding of the prescribed text
* Demonstrates a basic understanding of how to use visuals techniques such as colour, font, salience, framing, symbolism and size
 | 3-4 |
| * Attempts to transform a basic idea expressed in the text into an attempted form
* Shows little to no understanding of the concepts from the Module A Rubric
* Shows little to no understanding of the prescribed text
* Demonstrates little to no understanding of how to use visuals techniques such as colour, font, salience, framing, symbolism and size
 | 1-2 |
| * Presents nothing of relevance to the task.
 | 0 |

Part B (Speaking)

| Marking Criteria | Mark |
| --- | --- |
| * Student demonstrates a sophisticated understanding of the selected concept/theme/issue
* Student demonstrates sophisticated skills of textual analysis through insightful references to the text and critical analysis of language techniques
* Student skilfully explains links between text, concept and visual representation
* Student demonstrates sophisticated engagement with audience, using eye contact, pace and tone, with limited reference to notes
 | 9-10 |
| * Student demonstrates a well-developed understanding of the selected concept/theme/issue
* Student demonstrates well-developed skills of textual analysis through insightful references to the text and analysis of language techniques
* Student explains links between text, concept and visual representation
* Student demonstrates a well-developed engagement with audience, using eye contact, pace and tone, with some reference to notes
 | 7-8 |
| * Student demonstrates a sound understanding of the selected concept/theme/issue
* Student demonstrates sound skills of textual analysis through insightful references to the text and explanation of language techniques
* Student describes links between text, concept and visual representation
* Student demonstrates a sound engagement with audience, using eye contact, pace and tone, using notes heavily
 | 5-6 |
| * Student demonstrates a basic understanding of the selected concept/theme/issue
* Student demonstrates basic skills of textual analysis through insightful references to the text and explanation of language techniques
* Student describes some links between text, concept and visual representation
* Student demonstrates a basic engagement with audience, using eye contact, pace and tone, using notes heavily
 | 3-4 |
| * Student demonstrates a limited understanding of the selected concept/theme/issue
* Student demonstrates limited skills of textual analysis through insightful references to the text and explanation of language techniques
* Student identifies links between text, concept and visual representation
* Student demonstrates a limited engagement with audience, using eye contact, pace and tone, using notes heavily
 | 1-2 |
| * Presents nothing of relevance to the task.
 | 0 |