



Centenary Heights SHS Essential English 2019

Unit 1 *Language that Works*

Assessment Two

Extended response — multimodal response

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of genres to suit work-related purposes and audiences
2. use appropriate roles and relationships with audiences
3. construct representations of identities, places, events and concepts in work-related texts
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning
6. select and use subject matter to support perspectives
7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context
9. use language features to achieve particular purposes across modes.

Note: Objective 5 is not assessed in this instrument.



Subject	Essential English
Technique	Extended response Multimodal
Unit	Unit 1: Language that Works

Conditions			
Duration	Four weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–6 minutes per student
Individual/group	Individual, pair or group	Other	<ul style="list-style-type: none"> • Genre: multimodal • Purpose: to inform and promote • Audience: Toowoomba Regional Council • Must include a combination of at least two modes, one of which must be spoken/signed (minimum 3 minutes spoken) • Spoken/signed mode may be live or pre-recorded to suit the text type chosen - e.g. live speech with visuals, voiced power-point, computer-generated or video submission etc.
Resources available	Open access to resources		
Context:			
<p>In role as an event planner/employer, you will investigate how to:</p> <ul style="list-style-type: none"> – present information about the short-term job opportunities your festival will create and the level, skills, responsibilities, privileges, expectations, types of employees and types of teams, rosters, uniforms that would be required. – include short employee testimonials about the wonders/opportunities of working at their festival (students could change part of their outfit, such as a hat, to show they are acting as a different person) – add images/photos of work sites and equipment being used at their festival – add details about the surrounding landscape if it's a selling point; e.g. promoting local business, bringing tourists to the region who, in turn, will partake of the local area's offerings, etc. 			
Task:			
<p>You are an event planner; the purpose of this presentation is to make a pitch for an up-coming local festival to the Toowoomba Regional Council, outlining the economic, social and cultural benefits, as well as the employment opportunities, your festival will generate within the local community.</p> <p>The presentation must include a combination of at least two modes — one must be spoken/signed, and the other must be integrated multimodal elements, such as images, music, etc. NB The multimodal elements should both support and enhance your spoken pitch, rather than comprise the majority of the presentation.</p>			

To complete this task, you must:

- negotiate what type of festival you will be promoting; e.g. music, food and wine, home and leisure, health and recreation etc.;
- use language features and text structures to promote your festival, and inform Toowoomba Regional Council members of the economic, social and cultural benefits, as well as the employment opportunities, your festival will generate within the local community;
- use mode-appropriate language and cohesive devices;
- select and sequence subject matter to emphasise the benefits of your festival on your local community;
- construct a representation that portrays your pitch positively to an audience;
- integrate appropriate multimodal features which both enhance and support your spoken/signed pitch;
- draft, revise, edit and proofread the script;
- present or record your pitch in a polished manner, using appropriate media.

Stimulus	
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Checkpoints	
<input type="checkbox"/> Week 2: Complete draft of script.	
<input type="checkbox"/> Week 2: Submit draft to teacher for feedback.	
<input type="checkbox"/> Week 3: Complete Multi-modal component.	
<input type="checkbox"/> Weeks 4 and 5: Presentations	
Criterion	Result
Knowledge application Assessment objectives 3, 4	
Organisation and development Assessment objectives 1, 2, 6, 7	
Textual features Assessment objectives 8, 9	
Total	
Authentication strategies	
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. • The teacher will collect and annotate drafts. • Students must acknowledge all sources. 	
Scaffolding	
<ul style="list-style-type: none"> • Teacher to provide 	

Knowledge application	Organisation and development	Textual features	Grade
The student work has the following characteristics:			
<ul style="list-style-type: none"> identification and thorough explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts identification of language features and text structures in a popular culture text or texts and thorough explanation of how these elements shape meaning and invite particular responses 	<ul style="list-style-type: none"> effective use of genre, integrating modes and media where appropriate control of the role of the writer/speaker/signer/designer to achieve a particular purpose purposeful selection and sequencing of relevant subject matter, using mode-appropriate cohesive devices to construct a coherent presentation 	<ul style="list-style-type: none"> controlled choice of language informed by an understanding of purpose, audience and context consistent use of language features that are suitable for the task 	A
<ul style="list-style-type: none"> identification and relevant explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts identification of language features and text structures in a popular culture text or texts and relevant explanation of how some of these elements shape meaning and invite particular responses 	<ul style="list-style-type: none"> appropriate use of genre, combining modes and media some control of the role of the writer/speaker/signer/designer to achieve a particular purpose appropriate selection and sequencing of relevant subject matter using mode-appropriate cohesive devices to construct a coherent presentation 	<ul style="list-style-type: none"> appropriate choice of language informed by an understanding of purpose, audience and context appropriate use of language features that are suitable for the task 	B
<ul style="list-style-type: none"> identification and explanation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape representations of identities, places, events and/or concepts in a popular culture text or texts identification of language features and text structures in a popular culture text or texts and explanation of how some of these elements shape meaning and invite particular responses 	<ul style="list-style-type: none"> use of genre including modes and media use of the role of the writer/speaker/signer/designer to achieve a particular purpose in the main, relevant subject matter selected and sequenced using mode-appropriate cohesive devices to construct a coherent presentation 	<ul style="list-style-type: none"> in the main, appropriate choice of language informed by an understanding of purpose, audience and context in the main, use of language features that are generally suitable for the task 	C
<ul style="list-style-type: none"> identification of some ideas in popular culture texts with some description of how these have been used to shape representations of identities, places, events and/or concepts identification of some language features and/or text structures in a popular culture text or texts and description of how some of these elements shape meaning 	<ul style="list-style-type: none"> uneven use of genre including some modes and media some establishment of a relationship with an audience some relevant subject matter selected and unevenly sequenced using some cohesive devices 	<ul style="list-style-type: none"> inconsistent choice of language with some demonstration of understanding of purpose, audience and context some use of language features, with frequent lapses 	D
<ul style="list-style-type: none"> identification and some description of the representations of identities, places, events and/or concepts in a popular culture text or texts identification of some language features or text structures in a popular culture text or texts 	<ul style="list-style-type: none"> uneven construction of a text including some perspectives that are occasionally supported by basic subject matter, which is unevenly sequenced 	<ul style="list-style-type: none"> narrow choice of language narrow use of language features that impede understanding 	E