 Assessment task – Module A

Henry Lawson – Multimodal presentation

| Assessment task (Multimodal presentation) | Marking rubric | Stage |
| --- | --- | --- |
| Part: Visual representation  Part B: Speech | 10  10 | 6 |

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

Knowledge and understanding

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

* experiment with language and form to assess, critique and create 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

Introduction the task

In your study of Module A: Language, Identity and Culture, you have questioned and challenged how assumptions and beliefs about identity are formed, both collectively and individually. We have explored and examined the Australian identity, its origins and its creation through language, by examining the short stories of Henry Lawson and other texts.

This task requires you to create a multi-modal presentation where you are to visually represent ideas studied through the short stories as well as contemporary texts which demonstrate the ‘echo through time’ of the original ideas. You will also be required to explain and evaluate your own learning process. There are two parts to this task.

Part A: Visual representation

Students are required to visually represent one of the representations of cultural identity they examined in Lawson’s stories. They must then find the same idea about culture and identity in another text after the time of Lawson (anything produced in the last 50 years) and explain how the idea has been challenged, affirmed and ignored in the more recent text. Their response may take the form of the following:

* PowerPoint presentation
* Pecha Kucha (20 slides, images only, 20 seconds per slide)
* Prezi or similar (be aware, to do a voiceover on Prezi you need a paid account).
* Static display (poster, collection of objects, still images and so on)
* You are expected to incorporate visual techniques in the production of your visual representation.

Part B: Spoken component

You will perform a 3 to 5 minute live speech or voice-over to accompany your visual presentation.

In the speech you need to give:

1. examples from the Lawson texts which show one idea of culture or identity (which he used language to express)

For example: mateship, typical Australian characters, resilience, egalitarianism, anti-religion, drinking, gambling and smoking are bonding experiences, lack of emotion or sentimentality, distaste for ritual, Nihilism

1. Then show examples from more modern texts which show the same idea but many years later. Remember, you are looking at where our individual and collective identities come from and how, from these original texts, they have developed to form culture and identity.