



English as an Additional Language

Annotations

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1. ACKNOWLEDGEMENTS

The Board of Senior Secondary Studies (BSSS) in partnership with teachers of English as an Additional Language or Dialect (EAL), as well as in other subjects, have developed a suite of materials to support school based and system moderation. The materials featured in this publication include:

- Quality assessment tasks informed by BSSS Quality Assessment Guidelines (QAG)
- Annotated student work samples using the BSSS Achievement Standards.

The quality assessment tasks, and annotated student work samples included in this publication have been quality assured by expert teachers in the subject.

I thank teachers involved in this project for their significant contribution. The ACT senior secondary system is richer for the development of these important teaching and learning resources.

Martin Watson
BSSS Executive Director

2. RATIONALE

Our primary task is to work collaboratively to uphold the integrity of the ACT Senior Secondary Certificate for all ACT students. Working in unison, we can continue to strengthen the integrity of the ACT Senior Secondary Certificate by ensuring:

- curriculum is delivered as accredited
- comparability of unit and assessment grades within and across schools
- assessment aligns with Board endorsed Achievement Standards.

Quality assessment tasks and annotated student work samples make thinking and judgements explicit and visible for teachers. Quality assessment tasks and annotated student work samples provide a basis for teachers to develop a shared understanding of quality assessment and Achievement Standards in practice. Annotated student work samples ensure consistency in the allocation of grades across the system.

Quality assessment tasks and annotated student work samples support teachers to experience greater clarity about key aspects that will be taught. Providing opportunities for the collaborative development of shared understandings of Achievement Standards, through the use of annotations and dialogue will create consistency in judgements within standards-referenced assessment systems. Achievement Standards without exemplification can be open to different interpretations among teachers, parents, and the wider community.

Provision of quality assessment tasks is intended to support teachers by providing examples for reference. They are not intended to provide rigid guidelines to restrict the nature and variety of assessment tasks being developed in schools.

It is envisaged that the development of quality assessment tasks and annotated student work samples is expanded to encompass most learning areas.

Australian Curriculum P-10 has exemplars online illustrating the levels of student work that is expected along with annotations showing why it is at the level. BSSS quality assessment tasks and annotated student work samples compliment *Australian Curriculum P-10* exemplars, in turn, creating a complete continuum of learning expectations in English, science and mathematics from P-12.

3. SIGNIFICANCE

The benefits of provision of quality assessment tasks and annotated student work samples for students, teachers, principals, and the ACT senior secondary system are:

SYSTEM

- supporting system-wide planning
- developing a consistent and shared language around assessment across the jurisdiction
- working collaboratively in course teams ensuring assessment strategy is aligned across the course and helping everyone with professional development, enhancing the integrity of the ACT Senior Secondary Certificate.

STUDENTS

- student work samples provide clarity of grade expectations and provide examples of higher order thinking skills
- students gain confidence in their own skills and in their relationships with their teachers when the assessments they must complete are aligned to the work they've done in class.

TEACHERS

- building capacity to enhance or change assessment tasks and the program of learning
- ensuring alignment between curriculum, pedagogy, and reporting
- maximising collaboration and sharing of knowledge to support the learning and development of all students.

PRINCIPALS

- supporting school planning
- providing shared understanding between students and teaching staff as to what is required in assessment and reporting
- developing greater consistency of language around assessment and Programs of Learning across the school
- promoting diverse pedagogical approaches
- developing more robust assessment strategies for future assessments
- providing an opportunity for professional growth and sharing amongst peers.

4. HOW TO USE THE DOCUMENT

This document is design for practical application in schools and at system moderation. There are many approaches to assessment that meet requirements outlined in the BSSS Quality Assessment Guidelines. Quality assessment tasks within this document may inspire you, however, they are not intended to be interpreted as the only BSSS endorsed approach.

Expectations about the quality of knowledge and skills that students should have attained are represented by Achievement Standards. Achievement Standards without exemplification can be open to different interpretations. Student work samples within this document make the standard visible. Student work samples graded A and C are Board endorsed. This means that they are the official standard used to inform judgements on grading student work at a school and system level.

All tasks and assessment rubrics delivered in schools must be tailored to allow students to meet the expectations and cognitive demands of the course. This means developing assessment that enables students within your context and cohort to meet the Standard as articulated in the Achievement Standards in the given course.

When developing a suite of assessment tasks for a unit consider the following:

- curriculum coverage and coverage of general capabilities and cross curriculum priorities
- diversity of task types
- opportunities for students to demonstrate all knowledge, understanding and skills outlined in the Achievement Standards

This document can be used to guide:

TEACHERS

- task development, particularly the creation of tasks that enable higher-order thinking and that elicit a spread of achievement from students
- design of marking rubrics and criteria
- benchmarking to the standard of how assessors determine grades, and the types of thinking associated with particular grades
- discussion with students/classes about what different quality responses look like

HEAD TEACHERS

- quality assurance of the assessment tasks and processes within your own faculty
- calibration of internal moderation processes
- support of new educators and preservice teachers
- examples of feedback to educators about quality of work and thinking

PRINCIPALS

- professional conversations in your school about equity, quality assurance, and the quality assessment guidelines
- professional conversations about what it means to meet the Achievement Standards
- conversations with students and parents about what it means to meet the Achievement Standards
- supporting staff to undertake quality assurance and assessment processes

THE ACT SENIOR SECONDARY SYSTEM

- moderation discussion about quality assurance and the Achievement Standards
- discussion about the meeting of students' learning entitlement

YEAR 12 T SPEAKING
TASK

PERSUASIVE SPEECH



AST STYLE TAKE-HOME RESPONDING TASK

Course:	EAL T
Unit:	Issues and Attitudes
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> - Persuasive Speech - 30% - Length: 10-12 minutes - Conditions: <ul style="list-style-type: none"> - Speeches must be delivered in class on assigned date, or a late penalty applies - Speaking notes and slides must be posted in the class portal with an originality report on the due date
Prior learning:	<p>This unit focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.</p>

TASK SUMMARY:

Your task is to **deliver a persuasive speech on an issue you care about**. This task has two parts:

Part 1: (8-10 minutes)

Write and deliver a persuasive speech on an issue of your choice. Select an issue that you are passionate about, so you can indeed be persuasive. You will undertake research on the issue, including statistical data. Your job is to convince the audience to take action on the issue. In writing and delivering your speech, include some of the persuasive techniques and appeals covered in class. You may include data from your survey where relevant, as well as other research.

Part 2: (2-3 minutes)

Immediately after your oral presentation, reflect on the persuasive techniques you used and their effectiveness. Written under test conditions.

Some speakers/speeches of note you could consider:

- Malala Yousafzai
- Martin Luther King
- Barack Obama (election victory speech, 2008)
- Kevin Rudd (Sorry speech, 2008)
- Julia Gillard ('Misogyny speech' 2012)
- Emma Watson (at the HeForShe Campaign 2014)
- Stan Grant (25 Jan 2016)
- Anne Hathaway (International Women's Day address, United Nations 2017)
- Greta Thunberg (speech to world leaders at UN Climate Action Summit, 2019)
- Angelina Jolie (World Refugee Day 2009)
- John Fitzgerald Kennedy (JFK)
- Winston Churchill
- Abraham Lincoln
- Speakers from your country
- Volodymyr Zelensky 2022

LINKS TO BSSS EAL COURSE

Unit: Issues and Attitudes

Content Descriptions	Elaborations
<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • participating in and managing collaborative discussions and presentations in a range of contexts, for example debates and seminars • using pausing, stress, rhythm, pitch and intonation for particular effects • using a range of non-verbal cues to complement and enhance meaning • using devices such as understatement, exaggeration and stereotyping • modulating register and tone to achieve specific purposes and effects 	<p>In putting together their persuasive speech, students will investigate and experiment with using pausing, stress, rhythm, pitch and intonation for particular effects. Students will also investigate using devices suitable for rhetoric and persuasion. They will also investigate using modulating register and tone for the audience to enhance their persuasive intention.</p>
<p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> • analysing and explaining how changes in context create changes in meaning • analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues • analysing how culturally based representations of concepts such as knowledge or authority are conveyed • evaluating the manipulation of text structures and language features for different purposes • analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts 	<p>In putting together their persuasive speech, students will investigate and experiment with evaluating the manipulation of text structures and language features to evaluate arguments and present their perspective on the issue. They will look at examples of persuasive texts, such as exemplar speeches for analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts. They will apply that learning to their own texts.</p>
<p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • comparing and contrasting texts in different forms and mediums, their purposes and effects, and the values, attitudes and biases reflected in these texts • analysing connotations and figurative language, for example, metaphors, imagery and personification • evaluating how rhetorical devices are designed to influence and persuade • evaluating how audience response to ideas and issues is manipulated • integrating ideas and information from a range of literary and reference texts using direct and indirect quotation 	<p>In putting together their persuasive speech, students will investigate and experiment with how rhetorical devices are designed to influence and persuade. They will also look at text examples to evaluate how audiences responses to ideas and issues is manipulated and apply it to their speech. Students will integrate ideas and information from a range of literary and reference texts using direct and indirect quotation.</p>

<ul style="list-style-type: none"> reflecting on and evaluating personal interpretations and those of others 	
<p>Create a range of texts:</p> <ul style="list-style-type: none"> using a range of types of texts and digital, multimodal and print-based technologies using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features using stylistic and grammatical choices for effect, including complex lexical elements, modality in the past conditional and subject-specific language forms and features using culturally specific phrases, idioms, collocations and references using a range of research sources and methods, for example, interviews, surveys or questionnaires using accurate attribution of knowledge and appropriate referencing using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>In putting together their persuasive speech, they will use skills in combining text types to enhance their persuasive speech with visual aides. To persuade their audiences they will use stylistic and grammatical choices for effect, including complex lexical elements, modality in the past conditional and subject-specific language forms and features. Students will apply their skills for using accurate attribution of knowledge and appropriate referencing. In completing this project they will be using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses</p>
<p>Key concepts:</p>	<p>Issues and Attitudes</p>
<p>Key ideas:</p>	<ul style="list-style-type: none"> respond to issues and ideas using sustained, persuasive and effective communication investigate the relationships between information, ideas, language and values in a range of texts examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts <p>plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.</p>
<p>Cross-curriculum priorities:</p>	<p>Students will engage with broad ethical and policy questions in Australian society that encompass the experiences of First Nations Australians as well as the experiences of migrants from Asia to Australia.</p>
<p>General Capabilities:</p>	<ul style="list-style-type: none"> Literacy, Numeracy, Information and communication technology (ICT) Critical and creative thinking Personal and social, Intercultural understanding Ethical Understanding <p>Through interpreting texts and analysing arguments rhetorical and persuasive techniques that enhance and obscure meaning, to clarify their own positions, and communicating arguments that engage with ethical questions in an online environment, students will engage with the General Capabilities.</p>

Assessment criteria	A	B	C	D	E	
Responding						
Understanding of the issue Do you understand all aspects of the issue, including causes and effects? Do you understand different sides of the issue and why individuals have different perspectives on it? Have you analysed the issue thoroughly?	evaluates arguments and viewpoints, justifies responses using a discerning selection of written and statistical evidence and examples from wide research, applying the principles of academic integrity	analyses arguments and viewpoints, justifies responses using a discerning selection of written and statistical evidence and examples from wide research, applying the principles of academic integrity	explains arguments in a structured manner and selects relevant written and statistical evidence and/or examples from independent research, applying the principles of academic integrity	describes ideas with some evidence or examples from research, using the principles of academic integrity with some success	identifies straightforward ideas with little or no use of evidence or examples from research, using the principles of academic integrity with some success	R5 R4
Creating						
Use of persuasive techniques Which specific techniques do you use to persuade your audience to agree with your point of view?	effectively manipulates stylistic features and conventions to illuminate ideas persuasively for audience	effectively employs stylistic features and conventions to present ideas persuasively for audience	uses stylistic features and conventions to present ideas clearly to the audience	uses stylistic features to interest the audience	Uses a simple structure to organize some information for the audience	C2
	communicates insightful ideas, complex concepts and considered perspective on the issue	communicates thoughtful ideas, complex concepts and considered perspective on the issue	communicates ideas and their perspective on the issue	Communicates their perspective clearly	Communicates information on the issue but their perspective is not consistent or clear	C1
Communication and language skills Do you communicate clearly and fluently? Is your grammar correct? Are you using semi-formal language, as suited to an oral presentation?	communicates confidently and clearly with control of language, register and style, within the time limit	Communicates confidently and clearly with control of language, register and style, within the time limit	Communicates ideas with some control of register and style, within the time limit	Communicates with some control of register and expression; however, grammatical errors affect clarity, either too short or too long	Communicates with limited control of language or structure and errors frequently make comprehension difficult either too short or too long.	C3

Comments

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
High	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the " Issues and Attitudes " unit indicating those that are most appropriate for this type of task. Students are focused on a issue and how language is used to develop attitudes on issues.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e., instructions, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e., evaluates, analyses etc.

3. BIAS AWARENESS

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

The support provided in-class support students who may not have access to materials at home. The provision for students to develop their own question allows for students to pursue their own interests and needs. It allows for wide range of possibilities in format and style. The oral format is required by the framework and is a disciplinary core skill.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students develop an inquiry and are asked to analyse and evaluate sources, including statistics. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task students are offered a choice to develop an issue of interest. Students are supported to pursue their own interest in relation to the task. The skills developed are useful to their lives going forward.

6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Referencing and bibliography are explicitly required. Students are required to submit research notes and planning as evidence of process, but also as a lever to develop practices that support academic integrity going forward. The written rationale provides assurance of student comprehension and incentivises learning.

A Grade Persuasive Speech

Speech Text as Submitted- No audio file.

Slide One

Good morning, everyone, I am Lin and today I am not going to talk about why vaping should be banned.

Slide Two - Three

This is a vape. As we can see that it's a small device and it has a very catchy and cool look, but do not let the appearance fool you, this is no other than a slow and silent killer.

An attempt to deploy complex sentence structure and idiomatic expression. Effective use of rhetoric using alliteration and cliché. (C2-B; C3-B)

Slide Four

To get started, we are going to take a quick look at the definition of vape and how it is used. E-cigarettes (electronic cigarettes) are battery-operated devices designed to look and feel similar to cigarettes or cigars, but they don't burn tobacco. They burn a type of oil which is known as e-liquid or juice, as vapers usually call it. This e-liquid after being inhaled through the mouthpiece will produce a vapour that looks like smoke. The e-liquid contains mostly nicotine and flavour, and they have a variety of options for the vaper to choose from, and that is what makes it so interesting and attracts young people. The smoke after going into the vaper's mouth will bring a smell and flavour depending on the flavour the vaper chooses, and make them feel dizzy and relaxed, or "high" depending on the percentage of nicotine contained in the liquid.

Consider the audience in defining the topic clearly and neutrally. This shows academic integrity and provides ground for further debate and discussion. It is a key generic feature of the genre. (C3-A; C2-A)

Slide Five

Does it make you feel quite curious and want to try it?

Effective use of a rhetorical question to engage audience with empathy and humour. (C2-A)

Slide Six

Well, that is one of the most common reasons for young people to start vaping. The factor that enhances curiosity is being influenced by someone or something. Health researchers from the Australian National University surveyed people in Canberra in 2019, from the age of 15 to 20 to ask about their attitude toward vaping, and there is a question in there asking the reason why they started vaping, and they mostly started from the influence of friends.

An engaging structure to present the first key idea about take up of vaping. The students has accessed an authoritative study to present to the class. (R5-A; C2-A)

Slide Seven - Nine

The Australian National University researchers found that young people just know that vaping is not good for health, but most of them don't understand how harmful it really is. Here is a picture showing what it looks like while vaping. As you can see the smoke goes directly to our lungs and this smoke destroys the air pockets, causing the lungs to collapse and in a certain amount of time, it will lead to lung diseases and lung cancer. According to the World Cancer Research Fund International in 2-19, Lung cancer is the 2nd most common cancer worldwide, and 80 to 90% of it comes from smoking, and that also includes vaping, and it is reported that about 7300 deaths were caused by vaping. Vape also causes heart diseases too, but not directly, people used e-cigarette tend to have a higher risk of heart attack, stroke, and angina. Cancer caused by smoking or vaping needs a long time to develop, and that is why most young people do not care about its effect, they will just think that it is ok to vape for 10 or 20 years and when they are 40 to 50, they will eventually give it up. But no studies can be sure when a person will get cancer, it could be 5 years, 1 years or even less, so it is best to stay away from it from the beginning.

Reinforces argument against vaping with disturbing imagery. This strategy is based on research about the ignorance of the target audience for the presentation. (R5 A; C1-A; C2-A)

Little evidence to support assertion (R5-D). some rhetorical flourish and appeal to common understanding (C2 -C). Analyses some data in developing an argument within the paragraph. Structure is good even if evidence is dubious (R5-C; C3-B).

Slide Ten - Fourteen

“Vaping to quit smoking” is the most familiar term that everyone has heard of and it is the most common reason for adults to start vaping. More than 7000 chemicals are contained in a traditional cigarette and at least 250 are known to be harmful. But there are less than 2000 unknown chemicals in vape, and to compare these numbers, we can clearly see that vaping is less harmful than smoking. However, it still affects your health and in some cases it is even worse than smoking, because the chemical from the e-liquid is unknown and unnatural and nowadays there started to have many opinions and statements that are saying vaping is worse than smoking, but they are all being researched and will come to an answer in the near future. There is one effect from vape that is worse than traditional cigarettes, is that it affects your blood flow and blood cholesterol, and this information has already been proved. Back to the statement “vaping to quit smoking”, there is research that has proven this is wrong, and I agree with it, because there are real life examples around me that prove it. Let's talk about the logic here. We get addicted to smoking because of the nicotine contained in it, vape also contains nicotine, so obviously we are still maintaining being addicted, and not making any progress. Also, as smokers can adjust the nicotine in vape by replacing the eliquid, they are more likely to get more addicted to it because of the variety

Confident and coherent control of paragraph structure and direction (C3-A). an evaluation of a perspective on vaping that is refuted and developed with generalised and anecdotal evidence. The selection of evidence is discerning in its appeal to a general audience as persuasive pathos (R5-A; R4-A).

of options to choose. My uncle and my dad are real life examples. They both started smoking at a very young age, about 14 or 15, and after years of smoking, they decided to quit. But it is not easy to quit something that you are addicted to and consider it as a routine, so they both choose to vape. And after a short time, not only do they not quit, but they end up using both. And they told me that by their personal experience, vaping can not help one to quit smoking, because it is just too addictive and if people really want to give up, they have to go “Cold Turkey”.

Slide Fifteen- Eighteen

Now let me tell you my story, first I am going to reintroduce myself. Hi, I am Hung, and I am a retired vaper. I am not going to hide from you guys, I used to be addicted to vaping. I live in an environment where smoking and vaping is very common. My family smokes and vape, my friends smoke and vape, and I can see smoking and vaping just as soon as I exit my house. So the curiosity in me started to question myself, what does it taste like, what does it feel like, and why am I the only one not doing this, and one day, due to the encouragement from my friends, I took my first puff, and I have been using it for more than 2 years since then. But thanks to a football match, I realised that I could not play the whole game like I could before. I didn't know that was because of vaping, because at that time compared to the previous years, I have grown a lot by going to the gym and having a better diet. So I thought why are my muscles grown, my health resistance has developed, but why do I feel weaker? Well, the result is obvious, even though my body developed, but my lungs have been damaged. So that is when I started to encourage myself to quit vape. But this encouragement has not made any significant success, until a day when a friend of mine went to emergency because of lung failure, and it was all because of vaping, and now he is still being under treatment at home and can't live the life like normal teenagers. That was the moment when I really quit vaping, and started to hate it.

Slide Nineteen – Twenty-Two

Since then, I was always thinking of a solution, but I am just a normal citizen and a normal student. I can't change the world by myself, I can't impact the government by myself, so I need your help. In the long-term plan, the world will be a smoke free world, as over 40 countries already banned vaping or banned selling vape, but we can't be sure when that will happen. There is a phrase, which is “prevention is better

Clear and coherent language expressed confidently. This switch in the direction of the argument to the personal and pathos based persuasion is an effective manipulation of the genre to engage the audience and increase the impact of the ideas presented from research. There is the use of the personal case study to evaluate the ideas gained from research and presented earlier in the paper. (C2-A; R5-A; C3-A)

Uses a call to action to complete the use of pathos and rhetoric to persuade the audience. Follows with a coherent and reasonable idea with a discerning selection of examples and aphorism. (C1-A; C2-A; R5-A)

than cure”, so what we can do now is to use our own action to impact those that we could impact. For example, if you are not a vapour and you hate vaping, you could tell your friends, your family, the people around you not to vape, show your attitude against vaping to them and at a certain time, they will listen to you. If you are currently vaping, find yourself a way to give up and after that tell others, because you will influence them more than those who have never vape. If you are a person who has an impact on social platforms or in your community, do what you can do to let the authorities know about this issue, and at a point the government will pay more attention to it and be more serious and push their act on banning vape faster.

Slide Twenty-Three

Here is a chart showing the amount of people vaping throughout the years in the US, UK and Australia. These are the 3 countries that are currently banning the act of selling vape and liquid that contain nicotine. We can see that the rates are declining significantly. And that is just banning the seller, what if they banned both selling and vaping? Well, Cambodia and Thailand did, and the declining rate is even stronger, decreasing from 44% to 29% and still going down sharply. I went to both of these countries and it is not common to see vaping on the streets, because they will be sentenced to prison for 10 years if they get caught. And that is a great solution, as they are preventing the future generation from seeing vaping. Imagine if the whole world banned vaping.

The switch from pathos to logos keeps the attention and reinforces the message of the previous less authoritative evidence. It is an effective manipulation of the stylistic features of a persuasive speech. The language choices are mostly accurate and confidently/coherent. Small awkwardness doesn't impede undersigning or impact. (C1-A; C2A; C3-B)

Slide Twenty-Four

So stand with me and prevent this from happening to our future and even present generation, together we can do it.

Slide Twenty-Five

When there is no buyer, there will be no seller, when there is no seller, there will be no newcomer, and when there is no newcomer, congratulations, we just changed the world.

Completes the argument with a confident and persuasive use of rhetoric to reinforce the message. The chain of reasoning is emphasised with the use of anaphora. An effective manipulation of style. (C1-A; C2-A; C3-A; R5-A)

Thank you.

Reflection Test Writing

To make my presentation more persuasive to the audience, I used facts and statistics from reliable sources. The ANU survey is very good source because it is a good university. I was persuasive because is used personal experiences and my real-life story. Those stories are like the statistics I provided.

One technique I used a lot was Rhetorical question. For example, I asked: "Does it make you feel quite curious and want to try it?" I followed this with statistics about people being curious. The questions made them curious and then I had facts about curious. This was very interesting for the audience.

Another technique was Repetition. I repeated words such as "Together", "why" and this helped people to understand, like in my EAL class. Their vocabularies are not big so repeating words in helpful to them. Also, it reminded people about facts and ideas earlier in the speech.

I also used Emotive Language such as "I hate it". This was using emotions to persuade audience and people. They could see my feelings and share it. Similarly, I used inclusive language like "we, I, you guys" to make people share the ideas and feelings. This made the audience feel that we were solving the problem together. This is called Pathos as well in persuasive speeches.

I used Logos to persuade as well. That is fact and statistics. Telling information can persuade people to trust the speaker's intelligence. I gave good reliable information about my ideas about how vape is harmful and how people are addicted to it. This is persuasion using logos.

Overall, I think this was persuasive with techniques that I used.

The student has identified key techniques with supporting examples and asserted a plausible effect. (R4 B; R5 B; C2 B; C3 C)

Slide one

VAPING SHOULD BE BANNED!

—
HUNG TA

Slide Two

What is it?

Slide Three

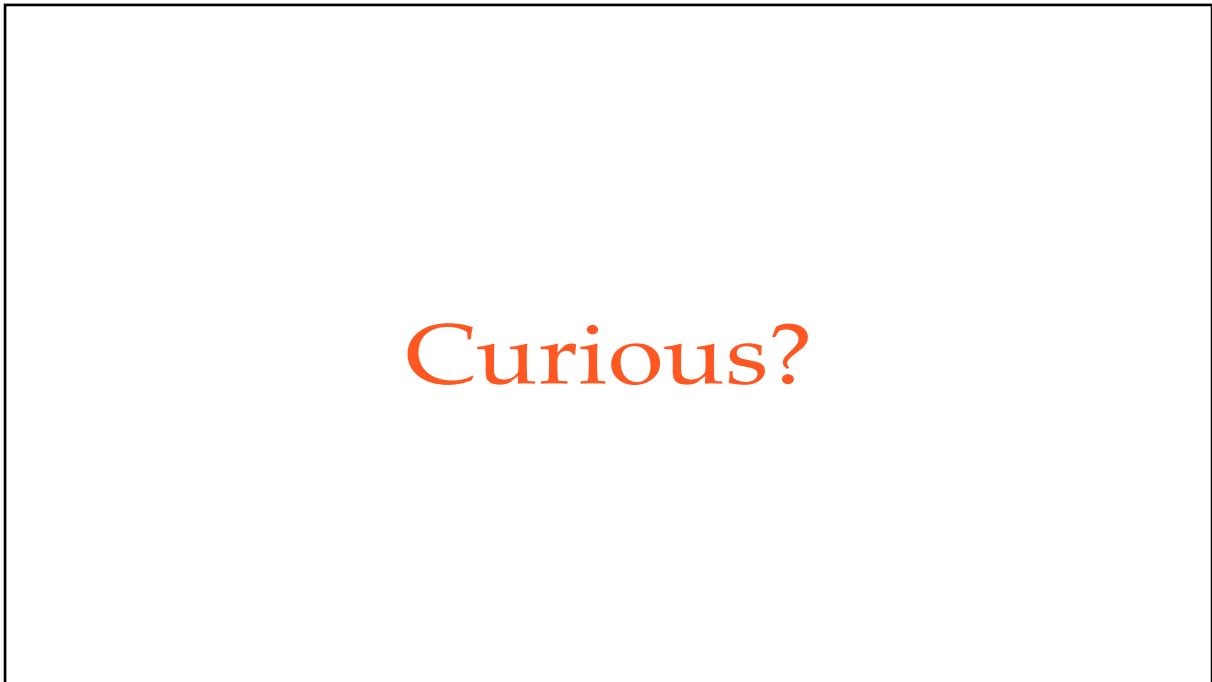


Slide Four

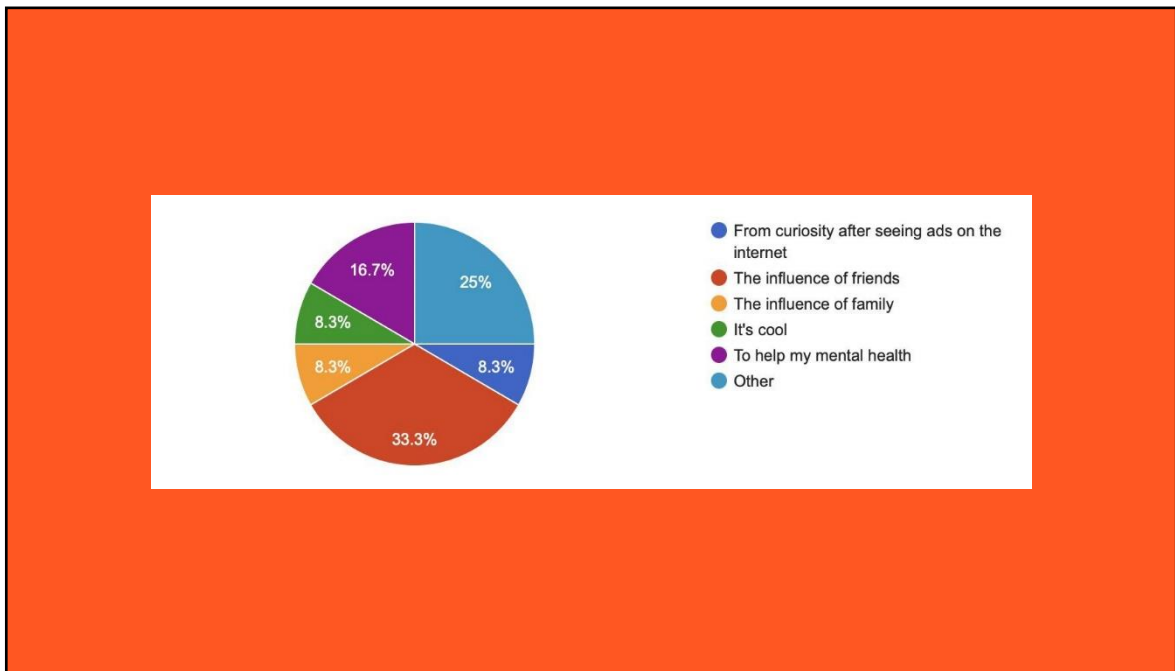


Straightforward slides that reinforce message but don't require reading and distract the audience from the speaker. (C3-A)

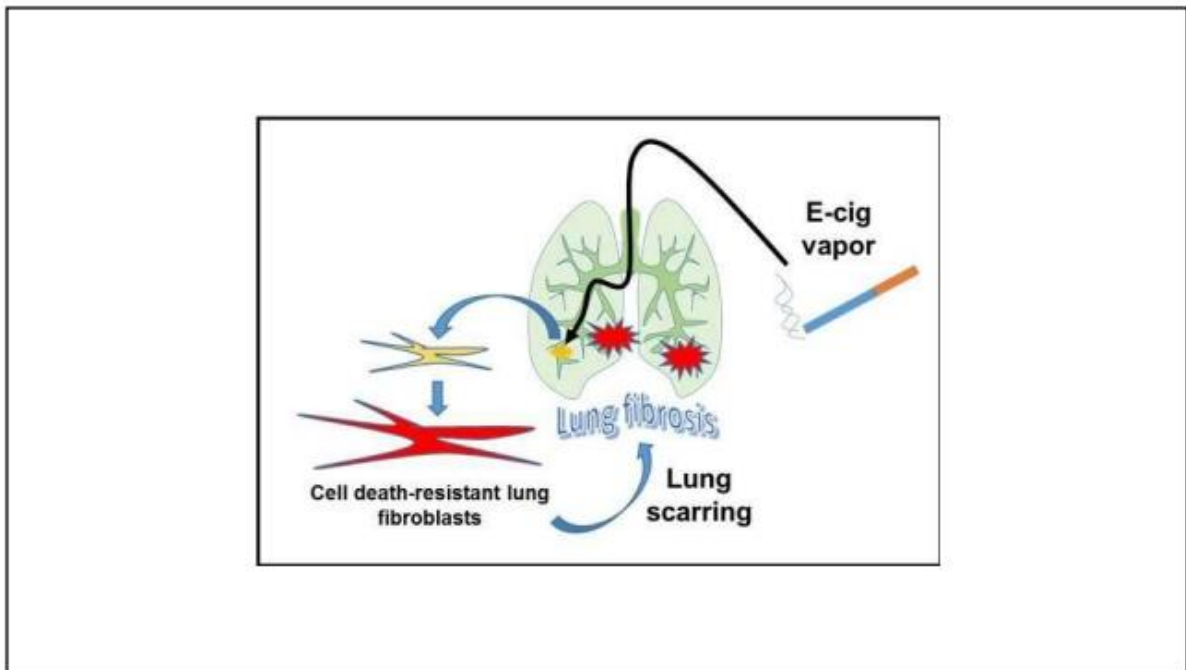
Slide Five



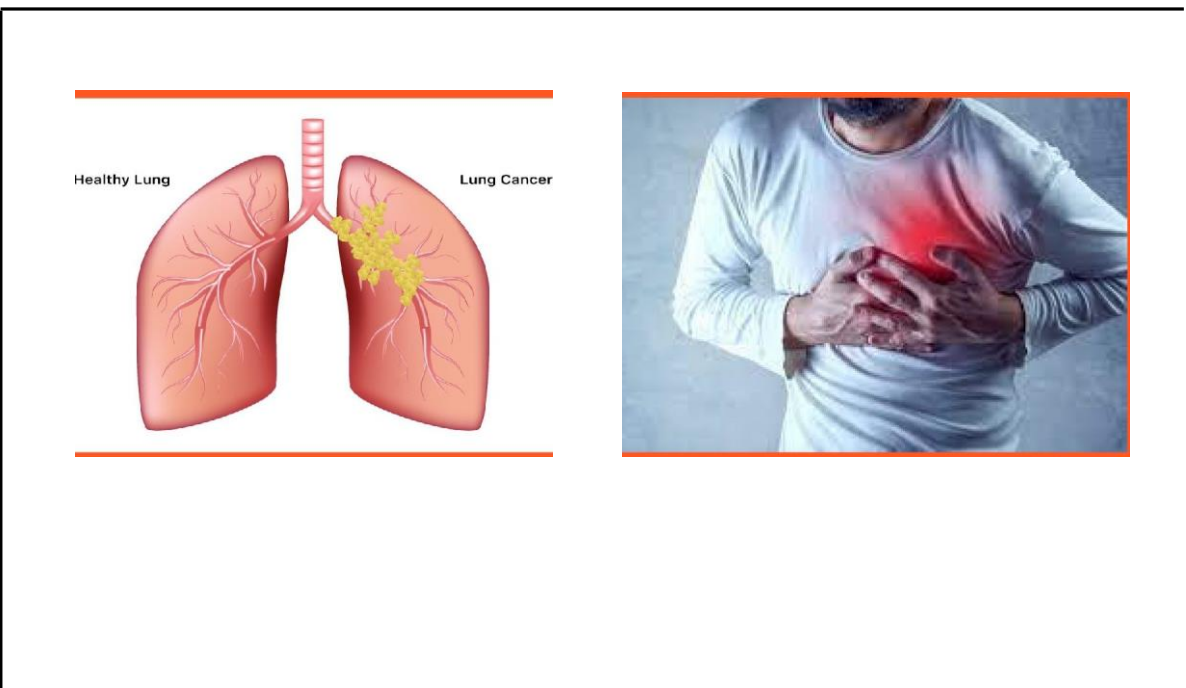
Slide Six



Slide Seven



Slide Eight



Sie Nine



Slide Ten

“Vaping to quit Smoking”

Slide Eleven

VAPING TO QUIT SMOKING

QUIT SMOKING
WITH
VAPING

The complete guide to quitting cigarettes by switching to a healthier alternative.
ADAM FURY

VAPING
THE BEST WAY TO QUIT SMOKING

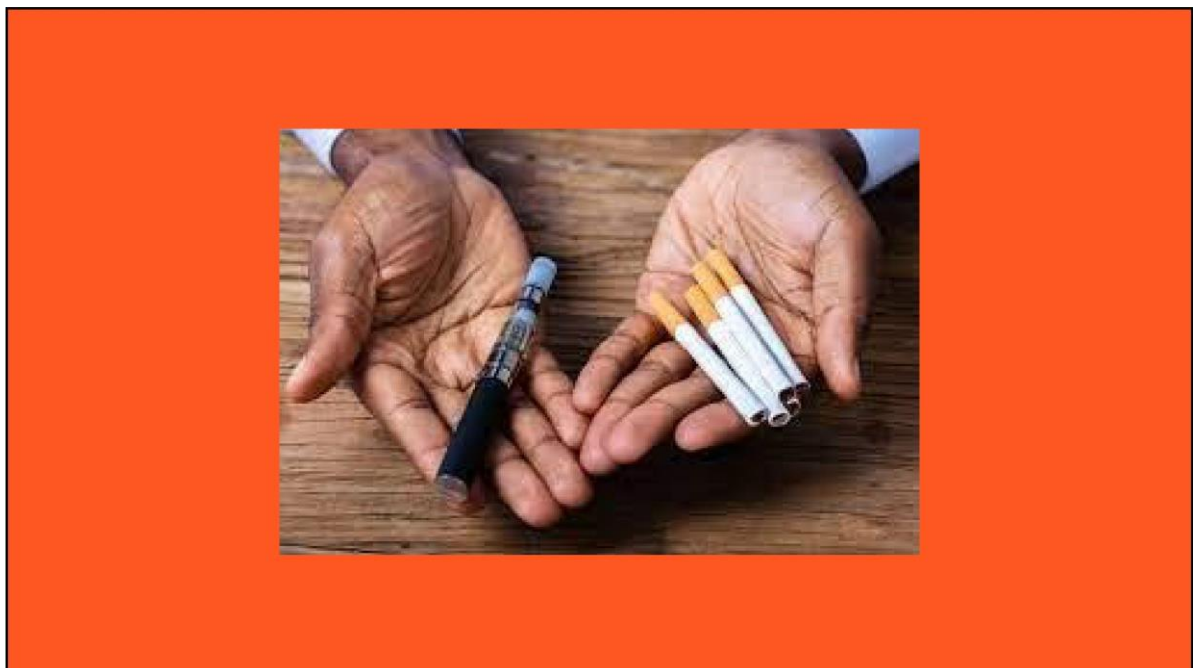
The **HEALTHY TRUTH** about **VAPING**

Everything you need to know about vaping and how to switch from smoking

Paperback and e-book available now!

STOP SMOKING START VAPING

Slide Twelve



Slide Thirteen



Slide Fourteen



Slide Fifteen

My Dad and My Uncle

Slide Sixteen

Story time...

By Hung Ta

Slide Seventeen



Slide Eighteen



Slide Nineteen



Slide Twenty

Solution!!!

Slide Twenty-one



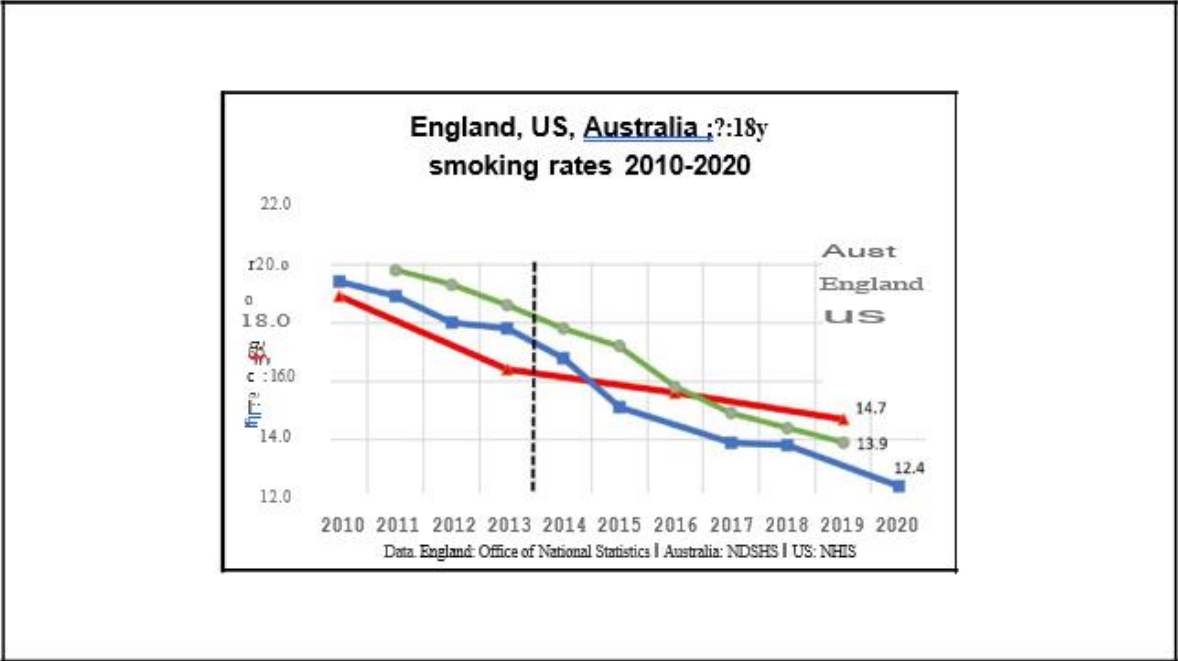
Slide Twenty-Two



Slide Twenty-Three



Slide Twenty-Four



Slide Twenty-Five



Slide Twenty-Six

Thank you...

Slide Twenty-Seven

References:

Anon, (2017). *Harms of Cigarette Smoking and Health Benefits of Quitting*. [online] Available at: <https://www.cancer.gov/about-cancer/causes-prevention/risk/tobacco/cessation-fact-sheet> [Accessed 3 Nov. 2022].

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Galindo, Y. (2020). *Studies: E-cigarettes Don't Help Smokers Quit and They May Become Addicted to Vaping*. [online] UC Health - UC San Diego. Available at:

<https://health.ucsd.edu/news/releases/Pages/2020-09-02-e-cigarettes-dont-help-smokers-quit-may-become-addicted-to-vaping.aspx> [Accessed 2 Nov. 2022].

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<https://www.health.harvard.edu/blog/can-vaping-damage-your-lungs-what-we-do-and-dont-know-2019090417734> [Accessed 2 Nov. 2022].

Slide Twenty-Eight

Shmerling, R.H. (2019b). *Can vaping damage your lungs? What we do (and don't) know - Harvard Health Blog*. [online] Harvard Health Blog. Available at:

<https://www.health.harvard.edu/blog/can-vaping-damage-your-lungs-what-we-do-and-dont-know-2019090417734> [Accessed 3 Nov. 2022].

UC Health - UC San Diego. (2019). *Studies: E-cigarettes Don't Help Smokers Quit and They May Become Addicted to Vaping*. [online] Available at:

<https://health.ucsd.edu/news/releases/Pages/2020-09-02-e-cigarettes-dont-help-smokers-quit-may-become-addicted-to-vaping.aspx> [Accessed 3 Nov. 2022].

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ww2.health.wa.gov.au. (2021). *Health effects of vaping*. [online] Available at: https://ww2.health.wa.gov.au/Articles/F_/Health-effects-of-vaping [Accessed 2 Nov. 2022].

www.lung.ca. (2021). *Vaping - what you need to know | the lung association*. [online] Available at: <https://www.lung.ca/lung-health/vaping-what-you-need-know> [Accessed 2 Nov. 2022].

Demonstrated academic integrity with clear bibliography for speech. A wide range of sources showing strong research. (R4-A)

Assessment criteria	A	B	C	D	E	
Responding						
<p>Understanding of the issue</p> <p>Do you understand all aspects of the issue, including causes and effects?</p> <p>Do you understand different sides of the issue and why individuals have different perspectives on it?</p> <p>Have you analysed the issue thoroughly?</p>	<p>evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence and examples from wide research, applying the principles of academic integrity</p>	<p>analyses arguments and viewpoints, justifies responses using a discerning selection of evidence and examples from wide research, applying the principles of academic integrity</p>	<p>explains arguments in a structured manner and selects relevant evidence and/or examples from independent research, applying the principles of academic integrity</p>	<p>describes ideas with some evidence or examples from research, using the principles of academic integrity with some success</p>	<p>identifies straightforward ideas with little or no use of evidence or examples from research, using the principles of academic integrity with some success</p>	<p>R5</p> <p>R4</p>
Creating						
<p>Use of persuasive techniques</p> <p>Which specific techniques do you use to persuade your audience to agree with your point of view?</p>	<p>effectively manipulates stylistic features and conventions to illuminate ideas persuasively for audience</p>	<p>effectively employs stylistic features and conventions to present ideas persuasively for audience</p>	<p>uses stylistic features and conventions to present ideas clearly to the audience</p>	<p>uses stylistic features to interest the audience</p>	<p>Uses a simple structure to organize some information for the audience</p>	<p>C2</p>
	<p>communicates insightful ideas, complex concepts and considered perspective on the issue</p>	<p>communicates thoughtful ideas, complex concepts and considered perspective on the issue</p>	<p>communicates ideas and their perspective on the issue</p>	<p>Communicates their perspective clearly</p>	<p>Communicates information on the issue but their perspective is not consistent or clear</p>	<p>C1</p>
<p>Communication and language skills</p> <p>Do you communicate clearly and fluently? Is your grammar correct? Are you using semi-formal language, as suited to an oral presentation?</p>	<p>communicates confidently and clearly with control of language, register and style, within the time limit</p>	<p>Communicates confidently and clearly with control of language, register and style, within the time limit</p>	<p>Communicates ideas with some control of register and style, within the time limit</p>	<p>Communicates with some control of register and expression; however, grammatical errors affect clarity, either too short or too long</p>	<p>Communicates with limited control of language or structure and errors frequently make comprehension difficult either too short or too long.</p>	<p>C3</p>

C Grade Oral Presentation Text and Slides

My friends, please allow me share why compulsory music studies in senior high school is utmost important. Music, my friends, is more than just notes and melody. It is powerful language that transcending barriers and touch our heart. By making music studies compulsory in senior high school, we can unlocking a worlds of goodness for us and for our society.



Wikipedia

Uses conventional or clichéd rhetorical strategy to engage audience. Employs conventions of the genre by use of bandwagon technique. Uses simple images to reinforce the message without distracting the audience. (C2-C; C3-A)

Some control of register and style, confusion between adjectival form and noun form does not really interfere with meaning. This is typical of similar errors in the piece. Simple, clear slides. (C3-C)

First, music has helped on our personal development. When we playing with music, whether by playing a instrument or songs, we are not just learn music. We are cultivating discipline, perseverance, and the ability to work in harmony with others. (Collins, Anita, 2014)



Wikipedia

minimal requirements for references images, but good attention to the principle that it should be done. (R4-C)

References research and builds an explanation of the viewpoint in each section of the speech. (R4- C)

Hilary Clinton said: "Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possiblity." (Hillary Clinton, Music Education Quotes, AZquotes.com, 2021)



wikipedia

Presents different perspectives' ideas clearly but with little modification or transference. Uses an appeal to authority to persuade which is a common convention in the genre. (C1- C; C2- C)

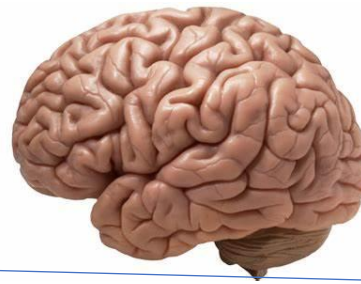
These personal development aspects is good for in our future, at university or a career.



wikipedia

Describes some ideas about music and personal development in conclusion but the idea is described rather than justified and explained or evaluated. (R5-D)

Moreover, music has been enhancing our cognition. Numerous studies has shown that music stimulates brains, improving our memory, attentions span, and problems-solvings skills. (Collins, Anita, 2014)



PNG All

Communicating ideas and perspectives on music education using conventions of genre such as appeal to authority and using good research evidence. (R4-C; C2-C; C1- C)

As Arne Duncan said: "The arts significantly boost student achievement, reduce discipline problems, and increase the odds students will go on to graduate from college." (Arne Duncan, Music Education Quotes, AZquotes.com, 2021)



Wikipedia Arne Duncan

By studying music, we can becoming better student and critical thinking. This will not only benefit us in academics but will also equipping us with the tools we needs to navigate the challenges of the moderns worlds.



Ask a Tech Teacher

Some explanation of the viewpoint that connects well to the evidence provided. (R4-C; R5- C)

Beyond personal developments, compulsory music studies can make friend and community in our schools. Music has a unique power to bring peoples together from many backgrounds or differences. (Collins, Anita, 2014)



Dave and Friends with Blindside

Communicating ideas and perspective on music education using conventions of genre such as appeal to authority and using good research evidence. (C2-C; C1- C)

Good use of transition signals in the genre. (C2-C; C3-C)

Khalil Gibran said: "Music is the language of the spirit. It opens the secret of life bringing peace, abolishing strife." (Khalil Gibran, Music Education, azquotes.com, 2021) When we plays music together, we learn listen, communicate, and collaborate.



Wikipedia

We learn appreciating the contributions of each classmate. We learn collective strengths. By studying music, we have a happy and harmonious school environments.



Abierto el plazo

The hyperbolic interpretation of the Gibran quotation in not sustainable. (C5 E- A)

Now, some may argue that there are already too many subjects to study in senior high school, and that music is not essentials like Maths and English. But do not underestimates the transformative power of music. Music Education Trust says by studying music, we are not just



Wikipedia

Raises a counter argument and refutes to support the overall argument in well structured paragraph and uses referenced evidence. (R5-C)

acquiring knowledges; we are cultivating our humanity.

As Barack Obama said: "The future belongs to young people with an education and the imagination to create." (Barack Obama, Music Education, azquotes.com, 2021)



Wikipedia

We are using into our emotions, our creativities, and our abilities to connect with others. These are virtue that cannot be measured by grades but are essentials for leadings fulfilling and meaningful lives.



PNG Image

In conclusions, my friends, let us experience the beauty and powers of music by making it a compulsory subject in senior high school. Through music, we can learn valuable skill, increase our cognitive, make a community, and cultivate our humanity. So, let us use our voices, not just in song, but in support of compulsory music studies. Together, we creates a futures where the power of music is accessible to all. Thank you.



Kincaid Music

Some control over basic grammar with errors in person and number, but not to the extent of clouding meaning significantly. (C3-D)

A clear conclusion that describes the argument presented in the essay using the conventions for the genre. (C2-C; C3-C)

<p>Here is the bibliography.</p>	<p><u>Bibliography</u> ←</p> <p>Anita Collins, The benefits of music education TEDxCanberra 2014, Anita Collins: The benefits of music education TED Talk</p> <p>Music Trust, 'Research into the benefits of music education', Research into the benefits of music education The Music Trust, Accessed 22 March 2021</p> <p>Music Education Quotes, Azquotes.com, Accessed 23 March, 2021</p>
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Attention to academic integrity. A lack of authoritative research. (R4-

Reflection Written Under Test Conditions

Most important in my speech, I use the important quotations from famous people to persuade. The audience knows and trusts these people I quoted so they are persuaded. This is called "Appeal to Authority" in rhetorical technique. It is used a lot to persuade people. No one knows everything so we listen to people who know a lot and we take advice from them.

Describes and explains the two rhetorical technique used in speech. (R5 C; R4 D)

student struggles with tense, person and vocabulary is narrow and not nuanced. (C3 D)

I talked about big ideas and used moral language to show music education is important. I show how music can be useful as well as beautiful. I appeal to self-interest as well as ethical ideas. This persuade people to help themselves and other people.

Also, I used good pictures in my slides. This shows the important people and also the interesting and sometimes funny pictures. This makes people pay attention and think about my argument.

I think music education is very important and that everyone should study music. Except people who really hate it don't have to. Music can make you happy and is good for your brain and studying.

Assessment criteria	A	B	C	D	E	
Responding						
<p>Understanding of the issue</p> <p>Do you understand all aspects of the issue, including causes and effects?</p> <p>Do you understand different sides of the issue and why individuals have different perspectives on it?</p> <p>Have you analysed the issue thoroughly?</p>	evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence and examples from wide research, applying the principles of academic integrity	analyses arguments and viewpoints, justifies responses using a discerning selection of evidence and examples from wide research, applying the principles of academic integrity	explains arguments in a structured manner and selects relevant evidence and/or examples from independent research, applying the principles of academic integrity	describes ideas with some evidence or examples from research, using the principles of academic integrity with some success	identifies straightforward ideas with little or no use of evidence or examples from research, using the principles of academic integrity with some success	R5 R4
Creating						
<p>Use of persuasive techniques</p> <p>Which specific techniques do you use to persuade your audience to agree with your point of view?</p>	effectively manipulates stylistic features and conventions to illuminate ideas persuasively for audience	effectively employs stylistic features and conventions to present ideas persuasively for audience	uses stylistic features and conventions to present ideas clearly to the audience	uses stylistic features to interest the audience	Uses a simple structure to organize some information for the audience	C2
	communicates insightful ideas, complex concepts and considered perspective on the issue	communicates thoughtful ideas, complex concepts and considered perspective on the issue	communicates ideas and their perspective on the issue	Communicates their perspective clearly	Communicates information on the issue but their perspective is not consistent or clear	C1
<p>Communication and language skills</p> <p>Do you communicate clearly and fluently? Is your grammar correct? Are you using semi-formal language, as suited to an oral presentation?</p>	communicates confidently and clearly with control of language, register and style, within the time limit	Communicates confidently and clearly with control of language, register and style, within the time limit	Communicates ideas with some control of register and style, within the time limit	Communicates with some control of register and expression; however, grammatical errors affect clarity, either too short or too long	Communicates with limited control of language or structure and errors frequently make comprehension difficult either too short or too long.	C3

YEAR 12 TASTY-STYLE
TAKE HOME ESSAY



AST STYLE TAKE-HOME RESPONDING TASK

Course:	EAL T
Unit:	Perspectives in Texts
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> - AST Style Take-home Responding Task - Individual task - Essay response - 600 - 700 words - 30% - Completed online through google classroom on a google doc - Submit planning scaffold and research notes - Bibliography and referencing required - Declaration of Academic Integrity
Prior learning:	<p>What are perspectives?</p> <ul style="list-style-type: none"> • Denotative meaning and the connotative meanings • Difference between 'Point of View' and 'Perspective' • Factors affecting perspectives in texts. • Difference between formal and informal writing styles • Specific language and form as required (use of tenses, sentence starters, etc.) <p>Interpreting and analysing perspectives in short texts and images</p> <ul style="list-style-type: none"> • Difference between description and interpretation of a text/ an image • Analysis of culturally specific language features (irony and sarcasm) • Interpretation and analysis of images and short texts • Practice of essential reading/ listening skills • Specific language styles needed in writing formal responses (sentence structures, active and passive voice, etc.) • Practice writing paragraphs in a suitable structure (TEXAS structure, etc.) <p>Writing essays:</p> <ul style="list-style-type: none"> • Argumentative essay structure (Introduction, Body Paragraphs, Conclusion) • Specific language/ techniques used in argumentative essays • Drafting, working with peers to provide feedback, teacher feedback on practice tasks, etc.

TASK SUMMARY:

This task is based on the stimulus studied and discussed in class and on your own research.

Students are required to write an argumentative essay discussing the major issue raised by the material studied. Students should develop a clear argument, agreeing or disagreeing with the main idea.

As a take-home assessment task, BSSS policy regarding lateness and plagiarism still applies. You will be required to sign a cover sheet indicating that this is your own work and that you are aware of these penalties.

There are two parts to this task.

Part 1: Demonstrating understanding of the stimulus

Step 1:

- Read/ listen to the material provided and your own research material

- Take notes on the issues discussed in response to each of the stimulus material and take notes on your own research
- Summarise the main ideas.

Step 2:

- Determine significant issues that might be discussed

Step 3:

- Select an aspect of the issue to write about.

Part 2: Responding to stimuli

Step 4:

- Planning the argumentative essay
- Determining supporting points/ arguments, counter arguments, refuting of counter arguments
- Choose a possible title for the piece of writing

Step 5:

- Write an argumentative essay
- Finalise the title

Write your argumentative essay with:

- An introduction: A hook, a clear thesis statement, main points
- Body paragraphs: argument, counter arguments and refute with appropriate examples
- A conclusion: Restate your thesis statement, summarise your arguments, prediction for future

Word requirements:

- 400-600 words (Year 11T students)
- 500 - 800 words (Year 12T Students)

Submission Requirements

- Submit planning scaffold and research notes
- Bibliography and referencing required

LINKS TO BSSS EAL COURSE

Unit: Perspectives in Texts

Content Descriptions	Elaborations
<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding (ESLT01) • understanding common cultural references, conceptual metaphors and connotations (EALT04) • listening, reading and viewing for specific purposes and content. (EALT07) <p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • describing linguistic and structural features of a range of more complex text types including literary and transactional texts (ESLT08) 	<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in using Standard Australian English, home language or dialect to clarify understanding • identifying Australian specific use of language, its connotations, and conceptual metaphors • recognising some irony and how humour is created • using reading, writing, speaking and listening in communication • identifying main issues/ ideas of stimuli provided • interpreting implied meanings in stimuli provided <p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • describing the purpose of varied use of semantics and syntax • explaining overt and implicit assumptions made in stimuli

<ul style="list-style-type: none"> explaining ideas, issues and arguments presented in non-fiction texts (EALT10) interpreting cultural references and implied meanings in texts (EALT11) using strategies to reflect on and consolidate own learning. (ESLT13) <p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising (EALT15) explaining the effects of shifts in register, style and tone (EALT16) explaining the visual features of texts and interpreting graphic representations of data (EALT19) using language to express judgement of an object, a process, or a performance (EALT20) using metalanguage to express personal and critical responses to texts. (EALT21) <p>Create a range of texts:</p> <ul style="list-style-type: none"> using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language (EALT23) using a range of cohesive and structural devices (EALT024) using persuasive, descriptive and emotive language as appropriate (EALT25) <p>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (EALT28)</p>	<ul style="list-style-type: none"> identifying how different short types are used in communication for both inferential and implied meaning using note taking, summarising and paraphrasing to consolidate learning <p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> interpreting literal and implied meanings in visual and written stimuli provided communicating individual understanding of the short texts in the stimuli provided responding to stimulus using appropriate grammatical structures and language conventions using accurate spelling, punctuation and subject-specific vocabulary using Standard Australian English to communicate understanding direct and inferential and implied meanings of stimuli <p>Create a range of texts:</p> <ul style="list-style-type: none"> creating responses using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language producing effective paragraphs and essay forms in response to stimuli making use of appropriate persuasive and descriptive techniques in texts created use scaffolds and drafts in forming responses.
Key concepts:	Perspectives in texts
Key ideas:	<ul style="list-style-type: none"> apply communication skills to analyse and compare attitudes and values in texts demonstrate literal and inferential comprehension of information, ideas and language used in texts understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts plan, create and refine written and multimodal texts appropriate to context, purposes and audiences
Cross-curriculum priorities:	Students will engage with broad ethical and policy questions in Australian society that encompass the experiences of First Nations Australians as well as the experiences of migrants from Asia to Australia.
General Capabilities:	<ul style="list-style-type: none"> Literacy, Numeracy, Information and communication technology (ICT)

- | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Critical and creative thinking• Personal and social, Intercultural understanding• Ethical Understanding |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Through interpreting texts and analysing verbal and numerical data to clarify their own positions, and communicating arguments that engage with ethical questions in an online environments, students will engage with the General Capabilities.

Name

Grade:

Score:

EAL ANALYTICAL TASK RUBRIC							
<u>T12</u>		A Grade	B Grade	C Grade	D Grade	E Grade	
Responding	ARGUMENT	evaluates, interprets and critically analyses viewpoints in the stimulus material to formulate and construct an argument	analyses and interprets viewpoints in the stimulus material to construct an argument	explains information and viewpoints in the stimulus material to construct an argument	describes some information the stimulus material to present an argument	Identifies straightforward ideas in the stimulus material to present information	R5
	USE OF EVIDENCE	justifies ideas and argument using a discerning selection of pertinent evidence from the stimulus material	substantiates ideas using a discerning selection of pertinent evidence from the stimulus material	selects relevant evidence from the stimulus material to support argument	uses some evidence from the stimulus material that connects to argument	minimal use of evidence from the stimulus material	R4
Creating	COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and formal language for an argumentative essay.	communicates ideas clearly through accurate and appropriate vocabulary and formal language for an argumentative essay.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an argumentative essay.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an argumentative essay.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C3
		communicates insightful ideas, complex concepts and considered perspectives for a specific audience	communicates thoughtful ideas, and considered perspectives for a specific audience	communicates ideas and perspectives for a specific audience	communicates perspectives for an audience	communicates fragmented ideas for an audience	C1
		applies accurately the principles of academic integrity using one system from the full range of available sources	applies accurately the principles of academic integrity using one system from a range of the available sources	applies the principles of academic integrity using one system consistently but inaccurately	applies the principles of academic integrity using one system inconsistently and inaccurately	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent or standardized system.	R4

Comments:

SCAFFOLD

Stimulus Material 1 is a listening task. Listen during the class time allocated and note down the important points/ issues.

Stimulus Material 2 – 7: Read the material provided and/or your own research material and take notes on the issues discussed in each of the stimulus material and summarise the main idea.

Stimulus	Important Points	Main Idea
1 (Listening Task)		
2		
3		
4		
5		
6		
7		

Step 2:

What is the main issue discussed in the stimuli?

Step 3:

Select an aspect of the issue that you wish to write about. What will be a possible title for your piece of writing?

Step 4:

What are your supporting arguments and counter arguments?

	Supporting point/ arguments	Counter arguments	How are you going to refute the counter arguments?
1			
2			
3			

Step 5:

Write your argumentative essay. This will be marked on the rubric provided.

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
High	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the "Perspectives in Texts" unit indicating those that are most appropriate for this type of task. Students are focused on a range of perspectives on a topic and how language is used to present a perspective.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e., instructions and scaffold, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e., evaluates, analyses etc.

3. BIAS AWARENESS

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

This item related to the suite as a whole, yet bias has been considered in this task. The task is well scaffolded to provide access to a range of students, and the support provided in-class support students who may not have access to materials at home. The provision for students to develop their own question allows for students to pursue their own interests and needs.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students develop an inquiry and are asked to analyse and evaluate sources. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task students are offered a choice to develop a question that was initiated by class work. Students are supported to pursue their own interest in relation to the task. The explicit connection to the AST provides a context relevant to student concerns and needs. The topic selected is one in which students are immersed and have strong views.

6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Referencing and bibliography are explicitly required. Students are required to submit research notes and planning as evidence of process, but also as a lever to develop practices that support academic integrity going forward.

STUDENT NOTES

Stimulus One – “Another Brick in the Wall” by Pink Floyd

Important Points	Main Idea
Teachers make fun of students for writing a poem	Shows that the education system is strict and dry. Teachers violate student privacy and give them no respect.
Dark and shadowy background	Meaning a depression lives the students have to endure due to the hardship of education. Even in the teachers’ home, there is no happiness and he is haunted by his crime.
Teacher use violence to discipline students	An unacceptable way to educate children that is so gruesome. Pointing out the lack of respect for the students and the closed mind of the teachers thinking that pain would make children docile and submissive.
Dolls production	Due to the strict, closed and uncreative studying environment, the students are turning in dolls. Teachers aim to destroy uniqueness and diversity among the students by forcing them into molds.
‘Hey teachers! Leave the kids alone!’	A lyric from the song, interpreting a man who wants equality and fairness for the students. He demands the teachers to step back and let the kids do what they want.
Rebellion of the students	The students being encouraged by the lyrics realised how toxic their teachers are and that the education system they follow is no good. They decide to earn their freedom and destroy the prison-like school. Proving that the way teachers educate kids in the music video is wrong and will never work.

Source studied in class- Accurately summarised discussion.
Most significant points noted

Stimulus Two- Chomsky, Noam., "Education in the Public Good", *The Atlantic*, Vol. 223, No. 6, 2010.

Important Points	Main Idea
Education is the most powerful weapon which you can use to change the world.	Nelson Mandela was South Africa's president in 1993 and also won the Nobel Prize for Peace in the same year. He was also a civil rights advocate who dedicated his life to fighting for equality and against racism. He demonstrated leadership qualities with a powerful presence that disarmed enemies with his smiles, forgiving and positive thinking. His saying mentioned in stimulus 2 was to motivate children to study and use their wisdom to make the world a better place. He believed that nothing is better than education in changing the world, not weapons, not war and not deaths.

Source studied and discussed in class. A key idea from the text has been identified and accurately summarised.

Stimulus 3: Brittain, Josh, “My Life in Education”, *The Conversation*, www.theconversation.org, 17 July, 2018.

Important Points	Main Idea
<p>Josh Brittain considered himself lucky as a child when he was in primary school.</p> <p>His sister was let down by the education system, damaging her mental and physical health.</p> <p>Kids do not feel like they are prepared for life after school.</p> <p>Children from lower socioeconomic backgrounds are less likely to have a good education compared to those who are wealthier.</p> <p>Make education a priority.</p>	<p>Overall, the main idea of this stimulus is that there is nothing more valuable than an education. He enjoyed his student life but also admitted that because he was lucky. His sister was disappointed by the education program that later in her life caused her many troubles. He implied that the fact that he benefited from Australia’s education system did not mean that Australia was doing a good job and meeting every kid’s needs, it was only because of his luck.</p> <p>Compared to him, the education program of Australia did not satisfy his sister, not the children from rural areas and ethnic minorities. The general educated children rate ranging from primary to college for Aboriginal and Torres Strait Islander kids did not go past 65%. Which he thought Australia could do better and should invest more in education in those rural areas.</p>

Source studied and discussed in class. Two key ideas from the text have been identified and accurately summarised. One lower value anecdotal evidence item included in summary, but not integrated into the final text, showing discernment in evidence selection.

Stimulus Four: Australian Bureau of Statistics, *Report on an Analysis of Educational Outcomes*, Australian Bureau of Statistics, Commonwealth of Australia Printing Service, Canberra, 2018.

Important Points	Main Idea
<p>The difference between equality, equity, reality and liberation.</p>	<p>I think the message of stimulus 4 is to show the difference of the supports society uses to help kids. Many people say equality is being fair and that all kids need the same amount of help but it is not very right in real life.</p> <p>Many kids have the advantage of their family backgrounds, talent, appearance, etc. while others do not. Hence, the most ideal goal is to provide enough support for whoever needs it. Another better scenario is instead dealing with the kids, we should deal with whatever stops them from achieving their goal. Giving them freedom to explore and grow into their desired models.</p> <p>Unfortunately, reality is not pink and either equality, equality nor liberation exist.</p>

The result of own research. A highly complex source that shows engagement with a section in the discussion section of the report. Shows high level of discernment and understanding.

Stimulus 5: Raoul Enriquez, *Introduction to Economics for Secondary Schools*,
McTavish-Mount Joy, Juneau, 2017.

Important Points	Main Idea
<p>Free education</p> <p>Many students from different background join the course</p> <p>Some people find the information useful</p>	<p>Stimulus 5 focuses on how free education has a great impact on everyone. Since the course is free and available for everyone, without the standardized tests or grading. It ends up motivating a lot of people to come</p>

Student has used their Economics textbook. Discerning selection of evidence from other studies. A highly effective learning strategy.

Stimulus 7: De Bere, Hienrich., "Education and Careers for the 2020s" *Sydney Morning Herald*,
Sydney, Monday 6 June, 2020.

Important Points	Main Idea
<p>A mockery to our education system.</p> <p>The judge creates the same test for all animals and calls that fair.</p> <p>He forces a fish to swim.</p> <p>The monkey has a happy face because he knows he will win while other animals show attitude because they know they will lose.</p>	<p>Everyone aims for fairness and equality but it does not mean making every one do one same standardized test will result in a fair judgement. Everyone is different with their own talents and skills, forcing a fish to climb is the same as making a monkey to win a swimming contest. There are many things that are so different that they simply cannot be compared. Before giving any test, the judge should establish and thoroughly consider everyone's differences.</p>

Students studied source in class. A useful source. Conceptually difficult and shows engagement with idiomatic language, visual language, and rhetoric.

	Supporting point/arguments	Counter arguments	How are you going to refute the counter arguments?
1	<p>Free education improves our society. (Enriquez, R 2017)(ABS, 2018)</p> <p>Giving everyone easy access to education increases the number of educated people, who are capable of making the right decisions and critical thoughts independently.</p>	<p>Raising a child how to act and behave correctly is their parents job, not the government nor the teachers.</p> <p>Giving more opportunities by free education is unnecessary.</p>	<p>Free education aims to improve both student quantity and quality. Raising young children is the job of a whole community, especially teachers. What if a child has family problems and their parents are not able to teach them what they have to, but at the same time cannot afford schools? We should never give up on any child. Creating free schools encourages more people to enroll and learn about themselves and the society.</p>
2	<p>Free or cheap training increases workforce efficiency and lowers unemployment rate.</p> <p>(Xiao, L, 2021) (De Bere, H., 2019)</p>	<p>If an employee wishes to expertise their skills further than they should pay for it themselves.</p> <p>Higher and proficiency education is expensive for numerous reasons. It requires professors, equipment and in-depth contents.</p>	<p>The improvement of automatic technology helps many industries function faster and cheaper. However, at the same time threatening low-skill employees as what they do can be replaced by machines. Not giving people the chance to strengthen their skills will result in an increasing unemployment rate.</p> <p>Free higher education secure the employees' jobs while maintaining the workforce efficiency.</p>

There is a clear line of sight between notes and the essay planning which provides confidence in student's academic integrity.

3	<p>Costless universities encourage college students to enroll and study with a relaxed mind. No pressure of debt means more time to focus on studying and their interests. After graduating, they are able to find a good job with suitable pay and spend their money for the country's economy instead of saving up and paying for their tuition fee.</p> <p>(Chomsky, 2010) (Enriquez, R 2017)</p>	<p>University is not the only option for getting a good job. University is a place for researching and extending further study for those who wish.</p>	<p>University should not be critical but society prefers to think so. A degree holder is more likely to be employed than those who do not. In fact, people with higher education get higher pay. Which is understandable and reasonable since they have in- depth knowledge and are more capable. But how about those who do not have a degree? They may wish to go into a research field but it costs 20 thousands a year and end up working in a fast-food chain instead of pursuing their dreams. It also does not guarantee that whoever earns more will spend more while they still have a huge debt to pay.</p>
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STUDENT RESPONSE

There are no price tags on education

The opportunity to access an education program should be freely available to everyone. Making education free for everyone will be a big step towards the development of an individual and the growth of a society. A costless schooling system encourages more people to learn, providing higher critical thinking skills among the population and inclines them to participate in politics and improve their country.

Along with technological progressions causing a shift in many industries, low-skill workers with free access to technical training will secure their jobs and expand the workforce consequently.

Furthermore, debt-free universities stimulate the economy, as new graduates without loans are more likely to earn and spend, resulting in higher consumer spending.

Education plays an imperative role in the improvement of society. Societies with higher rates of degree completion and levels of education tend to be healthier and have greater equality. (ABS, 2018)

For instance, schools provide people with the considerable mental agility to make the right decisions, which are the tools for them to understand and resolve their problems independently. Making the educational resources free will increase decision-making capabilities among the population, benefiting both personal and societal needs.

Therefore, free education allows and enhances society to progress at a faster rate.

Clearly expressed thesis statement employing complex concepts. (R4-A; R5- A) Some language too informal. (C3- B).

Insightful ideas and complex concepts. Effectively employs stylistic features in the series of clear sentences that provide direction for the paragraphs to follow. (R4-A; R5- A) Effective use of generic style to weight expression with persuasive language choices, but should have used conditional mood. (C3- B)

With the provision of evidence, in-text reference, there is an attempt to analyse ideas through synthesis of information. Paragraph does not clearly engage with cause and effect and thus lacks coherence. Communicates confidently and clearly. (C1- B; C3-B; R4-B)

Incorrect transition signal. This is not an instance, but an explanation. Poor use of stylistic features. Usage and tense error in expression, but not to the extent that it interferes with meaning. (C1-C; C3- C; R5-D)

The development and adoption of digital technologies cause structural unemployment of low-skill workers in many industries. To escalate work efficiency without increasing the unemployment rate, higher education is required for better analytical and creative thinking. (Xiao, L, 2021, 2) Thus, costless proficiency vocational training guarantees workers' jobs and expands the workforce as the average employee's abilities are ameliorated. Concerning unemployment rates, degree holders have access to more jobs in which are the benefits of education. (De Bere, H., 2019, 4) Hence, lowering the cost of study programs will increase the chance of an unemployed person to emerge with a suitable job. Plausibly, the workforce will be more agile as more people could learn and gear their knowledge towards blooming industries. The workers will be more equipped and prepared to cope with economic changes.

A clear construction of an argument that develops a complex concept. (R4-A; R5- A) Coherent expression with control of register and style. Usage infelicities, e.g. lack of transitional signals, but do not interfere with meaning. High level vocab. Needs conditional. (C1-A; C3-B)

Free university tuition boosts economic productivity by motivating university enrolment, lowering dependence on student debt, and enhancing completion rates. According to Raoul Enriquez, those with higher education tend to have higher salaries, but with student loans, they cannot spend the money on other interests. (2017, p. 223) Feasibly, free bachelor programs or higher will help to stimulate the economy by growing consumer spending. Higher demands also relate back to a higher workforce, creating more employment opportunities, forming a positive cycle of economic activity. (Chomsky, N. 2010) In short, when an entire community can access costless universities, productivity

Complex information has been synthesised to construct an argument on a complex concept. The ideas have been sequenced logically to indicate clearly the chain of cause and effect. (C1-A; C3- A, R4-A; R5- A)

and average income increase. Leading to economic growth and stability of society as a whole. Unfortunately, despite the advantages of free education, there are many concerns about whether the money for cheaper schools will have to come from somewhere. (Enriquez, Raoul, 2017, 245) Under political considerations, the cost of supporting students may end up raising the taxes or decreasing military spending. However, free schooling is not just a dream. Many countries in the world acknowledge how debt-free education results in beneficial outcomes and are already making the free university a reality.

Two incomplete sentences. (C3-D)

Student has not connected increased productivity and wealth from free education as the means of paying for free education. Indicative of a misunderstanding of own research and the ideas in the research sufficient to mount a persuasive counterargument, and not fully reconciling diverse viewpoints. Needs examples. (R5-C; R5- C)

Proving that the tuition-free education system is indispensable.

Rhetorical flourish is persuasive, if empty of content. Generically sound, confident and with clear control of register. (C3- B)

Success is a result of doing the right things continuously. Student loans should not be in the way of students achieving their goal dreams. It is unfair for capable students from poor families to terminate their studies because of the expensive tuition fee.

New ideas not raised in the body of the essay. (R5-D)

Education that is open for all and free, not just for the economy but also for the sake of equality. Low-cost schooling guarantees that the overview of all children's lives will be the same.

Confident and clear summation of the argument in the essay, if overstated. New material in previous sentences means it is not coherent. (C1-B; C3- B)

Thereupon, the future of modern society with no poverty, a higher sense of unity and life quality starts with free education.

Bibliography

Consistent use of referencing and clear application of academic integrity principles. Use reliable sources. Synthesises diverse viewpoints. (R4- A)

Australian Bureau of Statistics, *Report on an Analysis of Educational Outcomes*, Australian Bureau of Statistics, Commonwealth of Australia Printing Service, Canberra, 2018.

Brittain, Josh, "My Life in Education", *The Conversation*, www.theconversation.org, 17 July, 2018,

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De Bere, Hienrich., "Education and Careers for the 2020s" *Sydney Morning Herald*, Sydney, Monday 6 June, 2020.

Raoul Enriquez, *Introduction to Economics for Secondary Schools*, McTavish-Mount Joy, Juneau, 2017.

Xiao, Lu, "Productivity in the Economy", *The Economist*, Vol. 56, No. 7, 2021.

SUMMATIVE COMMENT

Student evaluates a policy proposal. Student considers a wide range of social, political and economic implications supported by well-referenced, reliable evidence. Due to the nature of the task, good use has been made of the opportunity to research and craft the piece. The ideas are well-founded standard arguments in this debate. It engages with social commentary in this area and shows broad knowledge of context and audience.

Student's language is mostly accurate and shows a clear capacity to edit, and polish in a take-home piece. A few errors of usage are evident, perhaps some errors of translation, yet these do not substantially interfere with meaning or message. The student could have used the conditional mood for more grammatical precision. The student uses persuasive language features of the argumentative essay genre to enhance message and meaning, such as selection of coloured verbs and nouns, the use of rhetorical devices in the conclusion, and the use of pathos, as well as logical structuring of argument.

EAL ANALYTICAL TASK RUBRIC

<u>T12</u>		A Grade	B Grade	C Grade	D Grade	E Grade	
Responding	ARGUMENT	evaluates, interprets and critically analyses viewpoints in the stimulus material to formulate and construct an argument	analyses and interprets viewpoints in the stimulus material to construct an argument	explains information and viewpoints in the stimulus material to construct an argument	describes some information the stimulus material to present an argument	Identifies straightforward ideas in the stimulus material to present information	R5
	USE OF EVIDENCE	justifies ideas and argument using a discerning selection of pertinent evidence from the stimulus material	substantiates ideas using a discerning selection of pertinent evidence from the stimulus material	selects relevant evidence from the stimulus material to support argument	uses some evidence from the stimulus material that connects to argument	minimal use of evidence from the stimulus material	R4
Creating	COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and formal language for an argumentative essay.	communicates ideas clearly through accurate and appropriate vocabulary and formal language for an argumentative essay.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an argumentative essay.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an argumentative essay.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C3
		communicates insightful ideas, complex concepts and considered perspectives for a specific audience	communicates thoughtful ideas, and considered perspectives for a specific audience	communicates ideas and perspectives for a specific audience	communicates perspectives for an audience	communicates fragmented ideas for an audience	C1
		applies accurately the principles of academic integrity using one system from the full range of available sources	applies accurately the principles of academic integrity using one system from a range of the available sources	applies the principles of academic integrity using one system consistently but inaccurately	applies the principles of academic integrity using one system inconsistently and inaccurately	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent or standardized system.	R4

D GRADE ANNOTATED

NOTES

Important Points	Important Points
Stimulus One- Another Brick in the Wall” by Pink Floyd	
We don't need education We don't need no thought control No dark sarcasm in the classroom Teachers leave them kids alone All in all it's just another brick in the wall	The song criticises the education system and Instead of assisting young people in discovering their own strengths and interests, it frequently suffocates their creativity by imposing prescriptive lessons that risk postponing the development of a critical and personal perspective. When you hit puberty and become more stubborn it's a good thing to have an adult want to talk about it with rather than be quite
Stimulus Two - Brittain, Josh, “My Life in Education”, <i>The Conversation</i> , www.theconversation.org , 17 July, 2018.	
Education is a very powerful weapon You can change the world with education	No one can disagree that education is a powerful tool. Education has the ability to transform your life. Education allows us to gain a better understanding of the world we live in. We have become more aware of our surroundings as a result of our schooling, And in order to be successful you need education
Stimulus Three- Chomsky, Noam., “Education in the Public Good”, <i>The Atlantic</i> , Vol. 223, No. 6, 2010.	
Equality, equity, reality and liberation in a physical form	Equality- Ensures everyone has the same rights as one another and everyone gets the same treatment Equity- Everyone is treated fairly and equally Reality- What things really are like rather than imagined to be Liberation- When a person or thing is delivered as well as made to be free
Stimulus Four- De Bere, Hienrich., “Education and Careers for the 2020s” <i>Sydney Morning Herald</i> , Sydney, Monday 6 June, 2020.	
Each city in each state has a lower unemployment rate than anywhere else in the rest of the states In other for a selection to be fair everyone has to take the same exam	You have less job opportunities in the bigger cities than you would in rural areas because there is a lot more people Everybody is smart in their own way but if judge someone or something for it's ability to be able to do something it will go it's whole life thinking it's dumb (something it is not)

Uses only sources studied in class. Makes good assessments of sources.

Source Studied in class- Accurately summarised discussion.

Source studied and discussed in class. Key ideas from the text have been identified and accurately summarised. Needed to extract more specific evidence.

Source studied and discussed in class. Key ideas from the text have been identified and accurately summarised. Could have extracted specific evidence.

Students studied in class. A useful source. Conceptually difficult and uses idiomatic language and rhetoric. Notes focused on more factual aspects showing understanding of more straightforward ideas.

PLANNING

	Supporting point/arguments	Counter arguments	How are you going to refute the counter arguments?
1	Improves social cohesion	less difference	Building shared qualities and networks of translation, limiting riches and financial differences, and by and large empowering people to feel that they are important for a typical endeavor, defying normal issues, and that they are individuals from a similar local area are all essential for social cohesiveness.
2	Can encourage economic growth	less saving	Value improving approaches, particularly interests in human resources like instruction, can upgrade financial development over the long haul, which has been demonstrated to lessen destitution. Large numbers of the present strategies will affect people in the future's prosperity, suggesting the conversation starter of intergenerational uniformity.
3	Reduced risk of conflict	no one will resort to violence	Expanded consciousness of oppression specific gatherings dependent on their sex, shading, or ethnic beginning has caused to notice the need to ensure that these gatherings have legitimate admittance to taxpayer supported organizations and are dealt with genuinely in the work market.

Less transparency in line of sight between notes and these ideas. Notes have only broad thematic relevance. Clear evidence of first language interference in composition.

ESSAY

Equity is more important than equality

Social balance is a situation where all people inside a particular society have equivalent rights, freedoms, and status, including social liberties, opportunity of articulation, independence, and equivalent admittance to certain public merchandise and social administrations (Chomsky 2010). Balance is tied in with treating everyone with a similar measure of treatment regardless of whether the individuals require an alternate sort of treatment because of stature, age, physical, and so on. This is acceptable now and again; however, as a rule it isn't too acceptable, on the grounds that despite the fact that you are giving everyone exactly the same things to succeed certain individuals with those things can not prevail with them for instance on the off chance that you give three individuals a similar bicycle yet one individual is on a wheelchair and can't ride the bicycle since they require an alternate kind of bicycle to meet their requirements. One individual is a little younger and can't get onto the bicycle since it is too enormous, and the one individual can ride the bicycle impeccably. You gave them overall a similar bicycle yet it's not really equivalent.

Uses academic Integrity principles. Uses features of academic essay by beginning with a formal definition of terms. In summarizing definition show a capacity to explain meaning of information from research. (R4-C; R5-C; C1- C)

Uses casual language so not in control of register, e.g. 'so on', 'is tied in', 'isn't to acceptable. (C3- D)

This is the central thesis of the essay but the expression lacks clarity and precision and lying in the centre of the introduction lacks structural purpose and does not provide structural clues for audience as expected in the genre and register. (C1-E; C3-E; R5- E)

Inclusion of this analogy is too detailed for the introduction. Ideas need to be explained in a structured manner. (C1-D; C3- D; R5- D)

Social value is worried about equity and reasonableness of social arrangement (Chomsky 2010). Since the 1960s, the idea of social value has been utilized in an assortment of institutional settings, including instruction and policy management. Value resembles balance as similarly however it is in reality reasonable, everyone gets need they need for it to be reasonable not exactly the same thing as others, this is far more compelling than uniformity since everybody has similar freedoms to be fruitful not just in one solitary region.

The function of this paragraph and its data in the argument is not clear. Student should employ structural links to the overall argument. Describes meaning from research with referencing. (C1-D; C-3-D; R5- D)

Building shared qualities and networks of translation, limiting abundance and monetary aberrations, and by and large empowering people to feel that they are important for a typical undertaking, standing up to normal issues, and that they are individuals from a similar local area are all essential for social cohesiveness. Value improving approaches, particularly interests in human resources like training, can upgrade monetary development over the long haul, which has been demonstrated to decrease neediness. Large numbers of the present arrangements will affect people in the future's prosperity, suggesting the conversation starter of intergenerational equity (Brittain 2018).

An argumentative proposition that relates in topic to the preceding paragraphs. The link is needs to be made explicitly. Complex ideas communicated accurately, though the overly elaborate language is not a good choice for clarity to audience. (C1-C; C3-C; R5- C)

Presents an idea with some evidence. (R5-D; C3- D)

Expanded familiarity with victimization specific gatherings dependent on their sexual orientation, shading, or ethnic beginning has caused to notice the need to ensure that these gatherings have legitimate admittance to taxpayer supported organizations and are dealt with genuinely in the work market.

Shifted developments have various thoughts regarding what establishes reasonableness, and these social and social standards impact the strategies that are carried out to accomplish equality. Despite the fact that there is arrangement that outrageous pay, riches, or opportunity imbalance is unjustifiable and that endeavors ought to be made to raise the wages of the most unfortunate citizenry, there is little concession to whether more prominent pay correspondence is attractive all by itself or on what establishes a reasonable dissemination of pay.¹ Value issues are particularly knotty in light of the fact that they are inseparably interwoven with social qualities. In any case, financial policymakers are dedicating more noteworthy consideration regarding them for various reasons. A couple of social orders consider worth to be

Presents an idea without evidence or substantial explanation. The discussion of the idea needs more structural elements to make reasoning clear, e.g. transition signals. (R5-D; C3- D)

Common words replaced with synonyms in an attempt to raise register; however, emergent understanding of connotation undermines the use of complex and/or polysyllabic words. (C3-D)

Lack of analysis of key ideas in attempting to structure an argument. (C1-C; C3-D)

Informal register. (C3- D)

¹ De Bere

an estimable target without anyone else because of its moral implications and its nearby association with sensibility and social justice.

Policies that advance worth can help, directly and indirectly, to reduce desperation. Right when occupations are for the most part the more even handedly appropriated, less individuals fall under the poverty line. Worth overhauling approaches, particularly such interest in HR as guidance, can, as time goes on, support monetary turn of events, which, in this way, has been shown to ease destitution. Heightened familiarity with the separation endured by specific gatherings due to their sex, race, or ethnic beginning has zeroed in consideration on the need to guarantee that these gatherings have satisfactory admittance to taxpayer driven organizations and get reasonable treatment in the work market (De Bere 2020 page 2). Many of the present arrangements will influence the government assistance of people in the future, which raises the issue of intergenerational value. For example, the arrangement of exceptionally liberal annuity advantages to the present retired folks could be to the detriment of the upcoming retired people - a significant

This paragraph constructs a more fully developed argument with evidence, examples and discussion. B Standard due to lack of focus on equity. Choice of too elaborate language, possibly stemming from poor translation or overreliance on source material, undermines clarity and indicates difficulty with control of register. (R4-C; R5-C; C1-C)

The language and concept of equity would refine these ideas more effectively. (R4- C)

issue in many progress and mechanical countries.

Policies that advance value can help social union and diminish political struggle. To be powerful, most approaches need wide political help, which is bound to be impending when the appropriation of pay is viewed as reasonable.

Notwithstanding, macroeconomic change that involves development upgrading underlying changes, for example, privatization, might expand joblessness and demolish imbalance in the short run. In such conditions, very much designated social security nets to protect the utilization levels of the poor are basically significant.

Conclusion summarizes the argument about equity. The complex language, though accurate in grammar and spelling, obscures meaning. (C1-C; C3- C)

Bibliography

Another Brick in the Wall” by Pink Floyd

Brittain, Josh, “My Life in Education”, The Conversation, www.theconversation.org, 17 July, 2018.

Chomsky, Noam., “Education in the Public Good”, The Atlantic, Vol. 223, No. 6, 2010.

De Bere, Hienrich., “Education and Careers for the 2020s” Sydney Morning Herald, Sydney, Monday 6 June, 2020.

Consistent use of referencing and clear application of academic integrity principles. Use reliable sources. Synthesises diverse viewpoints. (R4- A)

SUMMATIVE COMMENTS

The student has struggled with targeted vocabulary and possibly accurate thesaurus use, in comprehending and summarizing sources and in composing the text and expressing ideas. This has resulted in some tangled syntax and over-elaborate expression that clouds meaning.

There is assertion of views without links to evidence and argumentation. A limited reference to the different perspectives in the source material. Though there is

understanding of the basic issues in the material and an acknowledgement of different views on the topic.

There is an attempt to explain and engage with complex economic ideas relevant to the chosen topic.

EAL ANALYTICAL TASK RUBRIC

<u>T12</u>		A Grade	B Grade	C Grade	D Grade	E Grade	
Responding	ARGUMENT	evaluates, interprets and critically analyses viewpoints in the stimulus material to formulate and construct an argument	analyses and interprets viewpoints in the stimulus material to construct an argument	explains information and viewpoints in the stimulus material to construct an argument	describes some information the stimulus material to present an argument	Identifies straightforward ideas in the stimulus material to present information	R5
	USE OF EVIDENCE	justifies ideas and argument using a discerning selection of pertinent evidence from the stimulus material	substantiates ideas using a discerning selection of pertinent evidence from the stimulus material	selects relevant evidence from the stimulus material to support argument	uses some evidence from the stimulus material that connects to argument	minimal use of evidence from the stimulus material	R4
Creating	COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and formal language for an argumentative essay.	communicates ideas clearly through accurate and appropriate vocabulary and formal language for an argumentative essay.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an argumentative essay.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an argumentative essay.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C3
		communicates insightful ideas, complex concepts and considered perspectives for a specific audience	communicates thoughtful ideas, and considered perspectives for a specific audience	communicates ideas and perspectives for a specific audience	communicates perspectives for an audience	communicates fragmented ideas for an audience	C1
		applies accurately the principles of academic integrity using one system from the full range of available sources	applies accurately the principles of academic integrity using one system from a range of the available sources	applies the principles of academic integrity using one system consistently but inaccurately	applies the principles of academic integrity using one system inconsistently and inaccurately	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent or standardized system.	R4

YEAR 12 T CREATIVE
TASK



TASK: CREATIVE RESPONSE AND RATIONALE	
Course:	EAL T
Unit:	Perspectives in Texts
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> • Creative Response and Rationale • Individual task • Feature article- 300 - 500words • Rationale- 300 - 400 words • 40% • Completed online through google classroom on a google doc • Submit planning scaffold and research notes • Bibliography and referencing required • Appendix of prompts and responses in image generation • Declaration of Academic Integrity
Prior learning:	<p>We have been investigating Perceptions in Advertising Media with the focus on 'beauty' and 'stereotypes' as part of the unit. The task is to prepare a feature article to promote a beauty product that you have developed in theory, and complete a rationale.</p> <p>What is advertising media?</p> <ul style="list-style-type: none"> • The difference between mainstream media and advertising media • Investigating the psychology behind advertising • Components of inquiry tasks • Elements of advertising (colour, text, sound, picture, entertainment value, etc.) • Use of stereotypes in advertising • Use of Australian specific language and slogans in advertising • Influence of advertising media on children, young adults, adults and elderly • Perspectives of Beauty in advertising media: • Case Study of Dove Beauty Campaign • Dove Evolution Campaign • What is the purpose? Is this the ultimate form of manipulation? • Creating texts and rationales: • Different language requirements in a creative and a rationale (Use of first person/ third person perspective, use of formal and informal language) • Rationale writing template with scaffolds to practice <p>Academic Integrity:</p> <ul style="list-style-type: none"> • Primary and secondary sources • Referencing styles (Harvard, APA 7thedition, etc.) • Practice of summarising and paraphrasing of their research and how to correctly reference them)

TASK SUMMARY:

There are two parts to this task. Students must complete both parts.

We have been investigating Perceptions in Advertising Media with the focus on 'beauty' and 'stereotypes' as part of the unit. The task is to create advertisement/s exploring the theme 'beauty' as advised in the task description and complete an in-class rationale.

Part 1: Creative Response

The task is to develop a beauty product and create a marketing piece to market the product.

1. Develop a beauty product which is designed to enhance beauty in any gender.
2. Create a feature article on the beauty product
3. Undertake the following:
 - explain the product characteristics
 - critically analyse a targeted audience (age, gender, etc)
 - create an appropriate slogan/ phrase using Australian specific vocabulary
 - apply techniques of persuasion (Fonts, colour scheme, Visual expressions)
 - use generative AI to develop images which communicate your aesthetic and marketing purpose
4. Prepare the feature article

Part 2: In-class Rationale

Students are allowed to bring in one A4 page of notes on the rationale planning template about the creative.

In the rationale, students will be expected to discuss:

- explain the reasons for the choices in the creative
- critically analyse the target audience of the work - what prior knowledge, background and interests might they bring to the text?
- analyse the intention of work – what impact do you want to have on your audience?
- the language choices made – how did you use form and language to achieve your purpose and desired impact?
- The visual language used – how do the generated images reflect your intentions
- the ways in which student was inspired.

As always, students are expected to cite secondary sources in their rationale and provide a list of references. This can be submitted as a separate document.

The rationale is an essential element. If students do not complete a rationale, they will be deemed to have not completed the task.

LINKS TO BSSS EAL COURSE

Unit: Perspectives in Texts

Content Descriptions

Elaborations

Communication skills and strategies including:

- seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
- understanding common cultural references, conceptual metaphors and connotations
- listening, reading and viewing for specific purposes and content.

Comprehension skills and strategies including:

- describing linguistic and structural features of a range of more complex text types including literary and transactional texts
- explaining ideas, issues and arguments presented in non-fiction texts
- interpreting cultural references and implied meanings in texts
- using strategies to reflect on and consolidate own learning.

Language and text analysis skills and strategies including:

- explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising
- explaining the effects of shifts in register, style and tone
- explaining the visual features of texts and interpreting graphic representations of data
- using language to express judgement of an object, a process, or a performance
- using metalanguage to express personal and critical responses to texts.

Create a range of texts:

- using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language
- using a range of cohesive and structural devices
- using persuasive, descriptive and emotive language as appropriate

using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (EALT28)

Communication skills and strategies including:

- seeking assistance and asking for clarification in using standard Australian English, home language or dialect to clarify understanding
- interpreting non-verbal cues as related to SAE contexts; such as conventions of eye contact, gesture, physical space/distance
- identifying Australian specific use of language, its connotations, and conceptual metaphors in advertising industry
- recognising how satire is used in advertising media
- using reading, writing, speaking and listening in communication
- identifying main issues/ ideas of a variety of advertising media
- interpreting implied meanings in advertisements

Comprehension skills and strategies including:

- predicting the intended meaning of advertisement in varied categories
- identifying the difference between facts, opinions, main des and supporting ideas in advertisements
- defining common cultural references and hidden meanings in advertising
- identifying primary and secondary sources, skimming for general meanings and scanning for specific information in advertisements
- note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information on advertising media
- using bilingual dictionaries and language learning texts to assist the improvement of language proficiency and understanding
- using strategies such as maintaining language learning journals, personal dictionaries to consolidate own learning

Language and text analysis skills and strategies including:

- explaining how different purposes and use of language choices influence the intended meaning in advertising media
- explaining the use of persuasive language in advertising media
- responding to advertisements using appropriate grammatical structures and language conventions
- using accurate spelling, punctuation and subject-specific vocabulary in producing advertising pitch
- using standard Australian English to communicate understanding direct and inferential and implied meanings in advertising

	<ul style="list-style-type: none"> ● analysing advertising media reflecting on cultural constructs ● creating responses using persuasive vocabulary, nouns and verbs used to create modality, collocations, idioms and figurative language in advertising industry ● describing subtle similarities and differences between different advertising media using metalanguage <p>Create a range of texts:</p> <ul style="list-style-type: none"> ● using a variety of advertising media to persuade intended audience ● using digital, multimodal and print-based technologies to create advertisement and an appropriate rationale as an advertising pitch ● making use of appropriate persuasive and descriptive techniques in texts created ● using common language features as required in creating advertisements and advertising pitches including persuasive vocabulary, synonyms and antonyms, adjectives and adverbs ● using research skills and strategies in academic research to support student rationales behind stylistics and structural choices behind the creatives in advertising ● use scaffolds and drafts in forming responses.
Key concepts:	Perspectives in texts
Key ideas:	<ul style="list-style-type: none"> ● use communication skills to analyse and compare attitudes and values in texts ● demonstrate literal and inferential comprehension of information, ideas and language used in texts ● understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts ● plan, create and refine written and multimodal texts appropriate to context, purposes and audiences
Cross-curriculum priorities:	Sustainability as students consider the sustainable nature of the beauty industry and advertising's role in sustainability issues.
General Capabilities:	<ul style="list-style-type: none"> ● Literacy, ● Numeracy, ● Information and communication technology (ICT) ● Critical and creative thinking ● Personal and social ● Intercultural understanding

CREATIVE RUBRIC Name:				Grade:	Score:	
Y12T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a persuasive advertising campaign for a specific audience	uses Australian specific linguistic and stylistic features and conventions effectively to create an advertising campaign for an identified audience	uses accepted Australian specific structural conventions and language features to create an advertising campaign for an audience	uses Australian language features and structural conventions to create an advertising campaign for an audience	uses basic Australian language features and conventions to create an advertising campaign	R3/C2
	communicates insightful ideas and analyses perspectives relating to advertising media for a specific audience and purpose	communicates considered ideas and explains perspectives relating to advertising media for an identified audience and specific purpose	communicates ideas and describes perspectives relating to advertising media for an identified audience and purpose	communicates straightforward ideas relating to advertising media for an audience	communicates fragmented ideas	C1
RATIONALE	reflects independently on the learning of persuasive devices in advertising media to extend and refine own thinking and approach to the task	reflects on the learning of persuasive devices in advertising media to develop own thinking and improve their approach to the task	reflects on the learning of persuasive devices in advertising media and adjusts approach to the task	reflects on the learning of persuasive devices in advertising media making some adjustments to their approach to the task	reflects in a limited way on the learning of persuasive devices in advertising media making few adjustments to their approach to the task	R6
	analyses the relationship between context, purpose and audience in an advertising product and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an advertising product and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in an advertising product and how they shape meaning	describes context, purpose and audience in an advertising product with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an advertising product and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of an advertising campaign.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of an advertising campaign.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an advertising campaign.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an advertising campaign.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in an advertising text	writes confidently and clearly with control of the style and structure required in an advertising text	writes clearly with control of the style and structure required in an advertising text	writes with some control of the style and structure required in an advertising text	writes with minimal control of the structure needed in an advertising text	C3

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the "Perspectives in Texts" unit indicating those that are most appropriate for this type of task. Students are focused on how advertising and marketing uses visual and textual language to manipulate perspective on texts and ideas.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e. instructions and scaffold, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e. evaluates, analyses etc.

3. BIAS AWARENESS

Satisfactory Bias Awareness - The suite of assessment tasks is designed to meet the needs of the dominant culture, socio-economic group or gender, with evidence of minor alterations for genders, socio-economic status and/or cultures, and doesn't overly advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

This item related to the suite as a whole, yet bias has been considered in this task. The task is well-scaffolded to provide access to a range of students, and the support provided in-class support students who may not have access to materials at home. The provision for students to develop their own question allows for students to pursue their own interests and needs.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students create an advertising feature article by applying their visual and textual language skills to manipulate perspectives. Further in the rationale, students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify their creative choices.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task students are offered a choice to develop a creative project that was initiated by class work. Students are supported to pursue their own creative ideas in relation to the task. The explicit connection to a popular context of interest to students, advertising and personal appearance, is engaging. The topic selected is one in which students are immersed and have strong views.

6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Referencing and bibliography are explicitly required. Students are required to submit research notes and planning as evidence of process, but also as a lever to develop practices that support academic integrity going forward.

PART 1: CREATIVE RESPONSE- PLANNING AND RESEARCH

The task is to design a beauty product and a feature article to promote it.

1. Develop a beauty product which is designed to enhance beauty in any gender. Brainstorm your ideas below:

Body fragrance plays an important role in self beauty in any gender
 People feel more confident, comfortable when themselves and other people have pleasant smell rather than odor
 Good body smell makes better impression than appearance

2. Brainstorm ideas for your feature article to promote your beauty product. Think about:
 - the product characteristics
 - targeted audience (age, gender, etc)
 - an appropriate slogan/ phrases using Australian specific vocabulary
 - techniques of persuasion

- **your product characteristics**

Vegan and cruelty free: the developing and producing of this product will not contain animal-derived ingredients nor involving testing on animals.

Anti stress: The created perfume promises to give relaxing and fresh fragrance rather than intensive and strong smell.

Self love and appreciation: The product will enhance natural beauty and create a signature smell to every individual.

Sustaining: Long lasting product and non-plastic packaging.

Perfume: The story of a Murderer of Patrick Suskind collaboration: The product will feature the famous novel

Perfume: The story of a Murderer during the launch based on their similar characteristic of creating distinctive

- **targeted audience (age, gender, etc)**

Gender: All Age: 13+

Suitable places to use the product: home, schools, work offices, gym, etc. The perfume is great for daily activities as its light, pleasant and anti-stress smell will help you through a hard working day.

There is substantial engagement with planning and thinking processes. There has been reflection in improving and refining ideas and expression. There is a clear relationship between the planning and the final piece. (R6- B)

- **an appropriate slogan/ phrases**

He who ruled scent ruled the hearts of men.

He had preserved the best part of her and made it his own: the principle of her scent
We had preserved the best part of you: the principle of your scent

The principle of your scent

You, who ruled scent ruled the hearts of men

- **Techniques of persuasion (Fonts, colour scheme, Visual expressions)**

6 persuasive techniques: reciprocity, scarcity, authority, commitment and consistency, liking, consensus.

The main persuasive techniques this article will involve is reciprocity, commitment and consistency. The main advertising campaign will focus on the uniqueness and idiosyncratic of the fragrance for every individual, the customers will feel like they are considered special and prioritised rather than a general targeting audience of a mass campaign. The article will concentrate on enhancing natural and eccentric scents that are rare and new on the market, creating a 'need' feeling not a 'want' feeling.

As for visuality, the models will be Rachel Hurd-wood and Ben Whishaw. As they are the two most important characters in the novel, Rachel who plays Laure Richis - a pretty red-haired girl with an amazingly intoxicating scent, indicating every customer is beautiful in their own way and has a special attractive scent of their own. Ben, who plays Jean-Baptiste Grenouille is a man with an extraordinarily acute scent of smells will represent the company where each and every staffs cosset and appreciate every potential customer and that they have the talents and the wills to create the most amazing fragrance for everyone.

Fonts: Montserrat, not bold, italic. Montserrat is a typewriter font, it is neat, professional, classical and dark academia.

Colour scheme: rosewood to represent Rachel's hair, hickory to neutralize the intensity of the red and creates an 'outdoorsy feel' that is associated with organic and natural products. These two colours are neutral, which means they are not too feminine or masculine even though colours do not specify any gender but the advertisement must appear catchy and interesting to everyone.

- **Image Generation**

I used Dall E 2.

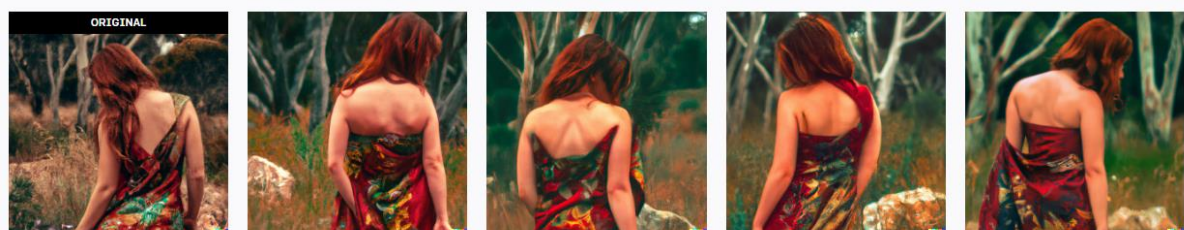
First I used the prompt

“a romantic image of the Australian bush with flowering plants and a red-haired woman in a flowing dress as the focal point of the image. the colour scheme should use rich colours with reds and browns as well as the greens of nature”

I am very happy with the results. The colour scheme is the rich wood scents that I want and audiences will think the red haired woman is very pretty and romantic and want to be like her.



Then I asked it for variations, but I didn't like the images as much as these generated. They weren't focused on the nature and plants enough which is a key message of my perfume.



Second prompt- a romantic image of perfume bottles in brown and reds with native Australian flowers and plants in the background



Then I wanted to get images of the bottle but the first image made me think I had to ask it for one consistent design for the bottle like in perfume ads. The shape of the bottle is part of the marketing campaign. I then asked for more specific images.

“a romantic image of the same three perfume brown glass oval bottles with small gold cylindrical lid. the theme of the image should be romantic in brown and reds with native Australian flowers and plants in the background”



I chose the third image because the bottle are like trees and flowers with the brown trunk is like wood scents and the gold top is like flowers for flower smell.

Part 2: Rationale In your rationale, you will be expected to discuss:

- The reasons for your choices in your creative
- The target audience of your work - what prior knowledge, background and interests might they bring to your text?
- The intention of your work – what impact do you want to have on your audience?
- The language choices you made – how did you use form and language to achieve your purpose and desired impact?
- The ways in which you were inspired

As always, you are expected to cite secondary sources in your rationale and provide a list of references.

The rationale is an essential element. If you do not complete a rationale, you will be deemed to have not completed the task.

3. Prepare a feature article draft below and then refine. (300 - 500 words) to promote your beauty product. You could use the following template to organise your ideas. You could change the colours, fonts, photos, etc. to suit your advertisement.

The thirteenth scent of Australia

We had preserved the best part of you and made it your own: the principle of your scent. The disappearing and appearing of iris reacting with the body chemical and a touch of Australian land's spirits has created some sort of mystery romantic at heart. Based around elegant nature essences, Le Treizième does not go in all intensity like others on the market. Instead, it is something of a delicate symphony; deceptively subtle, the fragrance melts with your natural pheromones to enhance your allure and put flowers under your steps.

Created with thirteen vegan and cruelty-free Australian botanic native ingredients, the chemistry of Le Treizième Eau de Parfume adapts to the wearer and is different for everyone. It is less a scent and more a body aroma that lends an indefinable and idiosyncratic radiance to the wearer.

Le Treizième Eau de Parfum is an extravaganza that contains 4 essences of chords that are carefully selected from their harmonic affinity. The first three chords are the head, heart and base, 12 notes in all. The head chord contains iris, cedarwood and a modern sandalwood note with a velvety sensation. The first impression is a pleasant, subtle scent which vanishes after a few minutes and brings the wearer to the heart chord.

Evidence of drafting shows reflection on learning and content in an attempt to effect improvements, but not successful in making the best choices (R6- D)

A delicate springtime bouquet with a hint of elegant and light woody notes consisting of oudh, the rich, resinous oil harvested in Western Australia and one of the most expensive ingredients in perfumery. As a finishing touch, the base chord is the trail of Le Treizième that lasts several days. The floral bottom notes of essence of philotheca combine with a tender sweet heart dominated by Backhousia, both grown and collected in Apple Island in our Gardenerettes' cosset care.

The greatest perfumer of all time - Jean-Baptised Grenouille believed that one can only create a truly original perfume by adding an extra note, one final scent that will ring out and dominate the others. Our experts have spent years coalescing and cataloging scents from around the world, and have found the thirteenth scent to Le Treizième, an Australian native flower, Brown Boronia. Using the French crafting methodology of cold enfleurage to preserve the deep, rich aroma of Boronia and combining the natural green freshness of cassis with the earthy spirit of ripening hay. The last scent of Le Treizième Eau de Parfum unifies the three other chords into a core fragrance, a perfume of such subtle beauty and yet such power, that reminisces you of the Australian nature arm.

Le Treizième Eau de Parfum, a fragrance that embodies the spirit of Ocenia's land in an utterly light interpretation, for a classy and irresistibly elegant soul.

The Thirteenth Scent of Australia

7th of October 2021 | Fragrance.

“The soul of all beings is their scent.” - Mr Treizieme

EDP



The disappearing and appearing of iris reacting with the body chemical and a touch of Australian land's spirits has created some sort of mystery romantic at heart. Based around elegant nature essences, Le Treizieme Eau de Parfum is something of a delicate symphony; deceptive subtle, the fragrance melts with your natural pheromones to enhance your allure and put flowers under your steps.

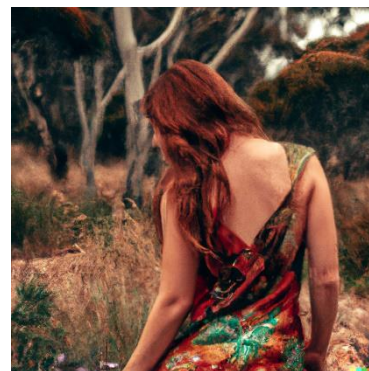
Created with thirteen vegan and cruelty-free Australian botanical native ingredients, the chemistry of Le Treizieme Eau de Parfum adapts to the wearer and is different for everyone. It is less a scent and more a body aroma that bends an indefinable and idiosyncratic radiance to the wearer.

The paragraph demonstrates a use of expected stylistic features of the genre in choosing to attempt to employ sensory language, metaphor and imagery to create an impact. (C2-C)

While there is some control of register as there are errors in use of articles and unusual word usages, there is an attempt to communicate complex concepts that is reasonably successful for communication of some meaning. (C3- B)

Standard- Effectively uses stylistic features of persuasive language and follows the values, and attitudes of the genre in being happy to assert the impossible. Shows an analysis of the genre and its features. There is control of register. (R3- B; C3- B.)

Le Treizième Eau de Parfum is an extravaganza that contains 4 essences of chords that are carefully selected from their harmonic affinity. The first three chords are the head, heart and base: 12 notes in all. The head chord contains iris, cedarwood and a modern sandalwood note with a velvety sensation. The first impression is a pleasant subtle scent which vanishes after a few minutes and brings you to the heart chord.



Demonstrates an effective manipulation of stylistic features for the genre. Beautiful words to persuade combined with the technical language of perfume to affect the audience in keeping with the genre. The effective structural transition also indicates control of register and form. (C2-A; C1-A; C3- A)

A delicate springtime bouquet with a hint of elegant and light woody notes consisting of oudh, the rich, resinous oil harvested in Western Australia and one of the most expensive ingredients in perfumery.

Demonstrates research and uses information to persuade in an appeal to nationalism, but a lack of understanding as oud is not a light scent. (C1- C; C2-C; C3- C)

As a finishing touch, the base chord is the trail of Le Treizième that lasts several days. The floral bottom notes of essence of philotheca combine with a tender sweet heart dominated by backhousia, both grown and collected in Apple Island in our Gardenerettes' cosset and care.

Attempts to communicate familiar ideas, but Apple Isle/ Tasmania, cosset and care- some errors with translation and word choice interfering with meaning. (C3- D)



The greatest perfumier of all time – Jean Baptist Grenouille believed that one can only create a truly original perfume by adding an extra note, one final scent that will ring out and dominate the others. Our experts have spent years coalescing and cataloging scents from around the world and have found the thirteenth scent to Le Treizième Eau de Parfum unifies the three other chords into a core fragrance, a perfume of such subtle beauty and yet such power that

An attempt to demonstrate an analysis of a complex text and communicate insight and complexity. However, the attempt is a failure, as this novel, with its unfortunate associations, could never be used for this marketing purpose. This complete lack of comprehension of the source text and marketing and cultural context. (R1- E; C1- D)

reminiscent of the Australian nature arm.

Le J'reiziéme Eau de Parfum, a fragrance that embodies the spirit of Oceania's land in an utterly light interpretation, for a classy and irresistibly elegant soul.

Confident communication with control of the register in terms of grammar and spelling, However, the choices lack discernment and is over the top so only some control of style. (C3- C; C2- C)

<p>“Le Treizieme Eau de Par/um celebrates the beauty of a sensual boronia garden wrapped in woody notes and women with a lively Sandalwood” Erin Gentry</p>	<p>“This Australian original perfume is an absolute perrier! It is like a miracle in a pony that really turns you into a spunk I would definitely purchase some more as gifts and I think everyone should give this bonzer a hurl” Emile Adams</p>	<p>Never have I ever had a fragrance that makes me feel all warm fuzzier like Le Treiziéme Eau de Parfum. The scene of oud and boronia sits on my skin all day. I believe that this fragrance is created for my pat malone.” Rodney Afeul</p>
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D standard - The student attempts to integrate another genre and text type into the piece with some control of register as the idiomatic language is not always accurately used, e.g. 'bonzer a hurl', 'for my pat malone'. The choice of an archaic, working class Australian dialect is not consistent with the chosen associations and style of the product, so the use of the stylistic feature is not effective. (C1-D; C2-D; C3- D)

Rationale Planning Template

<p>Introductory comments</p> <p>Introduce the product and the advertisement</p> <ul style="list-style-type: none"> • What is this advertisement about? • What have I created? • Why did I choose to do it? 	<p>This feature article advertises a beauty product called Le Treizième Eau de Parfum. Le Treizième is a perfume that promises to enhance the wearer's natural body aroma by using iris and boronia flowers. I decided to create this perfume because I want to expand the definition of 'beauty'. When someone mentions the word beauty, people tend to think about face, body, clothes, etc, generally appearance. Personally, beauty means what people can see, smell, feel, observe from others including scent. Rather than creating something that improves the appearance like products of skincare, cosmetics, etc, I want to create something that assures definite results and works for everybody. Hence, I decided to go with fragrance, because I think a good scent makes a better impression than a pretty face or a nice suit.</p>
<p>Purpose</p> <p>What themes or perceptions are you developing?</p> <p>What are you trying to achieve?</p> <ul style="list-style-type: none"> -exploration of beauty concepts/ stereotypes -a critique of the material -a statement of a personal philosophy -a restatement of themes for a contemporary audience <p>raising a question</p>	<p>What I am trying to achieve</p> <ul style="list-style-type: none"> - The existence of a beauty premium in the labor market suggests that appearance can matter in the real world. - The purpose of creating this perfume is to make a social comment that individuals can express their natural beauty how they want besides dressing by their traditional gender roles and norms. I want to break the stigma that beauty products are only for women or feminine. Hence, a unisex perfume is a beginning step towards against sexism. - Feature article focuses more on the product quality and how the creation of the product supports not just the customers but also Australian local farms rather than concentrating on visual effects of the product. - My perfume explores and comments on how natural scents from the flowers can enhance one's body aroma and remind them of Australian botanical rather than creating a specific feminine or masculine smell. - My personal philosophy is well said by the slogan "The soul of all beings is their scent". Meaning beside appearance, scent plays an important part in a person's beauty as well. By saying 'their scent', I mean everyone has their own attractive aroma and sometimes it is hidden under the odor of sweats, oil, dust, food, etc and Le Treizième Eau de Parfum rings out the wearer's body aroma and enhance it with the essences of nature rather than masking the wearer with a completing aesthetic fragrance. <p>The theme of this article is featuring the novel Perfume: the story of a murderer. In the book, the most important possession of the main character is preserved natural body scents. The perfume he created is a combination of scents from many girls, which is all original and natural, by far the best perfume that can make everyone dive in their own</p>

Student has engaged substantially in planning with a clear line of sight from planning to final draft. There is evidence of reflective practice and refinement in moving from draft to final in the greater focus and concision in the final piece.

	<p>fantasies. The talent, the will, the uniqueness of the main character and his perfume is my article's message to the contemporary audiences.</p> <p>The question, or the main concern of the brand:</p> <p>Why does Australia not have a place in the perfumery industry even though we are a very potential player with enough resources?</p> <p>Why do people have to mask their body aroma with a different aesthetic smell?</p> <p>Why do flower and plant scents have to be for women only? And why is wearing perfume girly or sensitive?</p>
<p>Analysis</p> <ul style="list-style-type: none"> ● How did I create and express the message? ● How did I link it to the concepts/ stereotypes explored in advertising? <ul style="list-style-type: none"> -The materials used -techniques and devices -symbols and inferences used -atmosphere and mood -words, devices, expressions - Colours setting ● Needs to show depth of thought; and not be merely descriptive 	<ul style="list-style-type: none"> - I am passionate about people being aware that contemporary society has evolved from a traditional society's definitions of women and men boundaries and confines of categorisation and how we are improving. In order to demonstrate the expression of freedom and choice of to embody individual gender-role self-concept, I created a unisex perfume feature article that does not involve mentioning any gender as my targeted audience. Using neutral colours such as rosewood and hickory makes sure the article looks appealing to everyone and not designed to lean towards female nor male customers. - The mood I'm trying to create is calm, luxury and making the customers feel cared and appreciated. I did not make the article sound too exaggerated, or hyped because I want the readers to read it slowly, observing the images and artworks that are introduced into the article instead of just skimming through or reading too fast and missing out most of the important information. - I did not include a lot of Australian slang in the advertising part of the article because I want it to be formal and universal. Meaning everyone in the world when reading this article will fully understand what is written and the message of the article. - However, since this is an Australian product, promoting the country's culture is also very important. Hence, I included some Australian slangs down at the review part where customers say what they think of the perfume. By that way, the reviews sound realistic and friendly, as well as Australian like. - Settings: there are three main settings of the paragraphs. <ul style="list-style-type: none"> ● The first one is the introduction that lies below the slogan. It is a short paragraph that contains all the necessary information about the perfume and its characteristics. ● The second one is the body. I arrange the body into two columns. The left one introduces the uniqueness of the product which is the perfume is made up of 13 scents. The right one is an in-depth explanation of what the scents are and how they are collected, processed and smell like. - The final one is the reviews. Some people tend to skip

	<p>the body of an article and go straight to the reviews because from their they can collect realistic and unbiased information so I make the reviews stand out, giving them a different colour and purposely writing them in a way that summarises the whole article.</p>
<p>Evaluation</p> <ul style="list-style-type: none"> ● How strong or successful your message is in your advertisement? <p>Any issues or complications in your creative?</p>	<p>I think my message in my advertisement is strong and clear. It is delivered consistently during the feature article that the perfume sits differently on every wearer due to the components of Australian flowers.</p> <p>I do not find any major issues nor complications in my creative.</p>

FINAL RATIONALE

The message of this creative piece is that fragrance should fit anybody at any age and any gender, thanks to the components of the Australian flowers that remind us of plants and nature instead of artificial scents. From researching, I found out that even though Australia has many native plants and flowers, we do not really have a space in the perfumery industry. And that perfume was originally created for celebrating religious ceremonies and enhancing body smell but the uses of perfume have changed when it became popular. From something sacred, perfume turned into an accessory that masks human odor and creates esthetic scents. I want to create a product that lies between the traditional and modern, as well as comprehending Australian native flowers and promoting both the Western and Australian culture. I decided to deliver the message by featuring the famous novel *Perfume: the story of a murderer*. The collaboration would help the product to gain popularity among the readers and reach more targeted audiences. The main persuasive techniques the article involved were reciprocity, commitment and consistency. The main advertising campaign will focus on the uniqueness and idiosyncratic of the fragrance for every individual. As for visuality, the article consists of images of images made with Dall-E-2. Laure Richis - a pretty red-haired girl with an amazingly intoxicating scent, so the images have a red haired girl in a romantic style. Indicating every customer is beautiful in their own way and has a special attractive scent of their own. Jean-Baptiste Grenouille, is a man with an extraordinary acute scent of smells represents the company where we appreciate every potential customer and that we have the talents and the wills to create the most amazing fragrance in the world. I used a font called Baskerville for the text of the advertisement. It is neat, professional, classical and dark academia. It suits the novel theme well and creates a premium energy for the product. Additionally, the colour scheme consists of reds, browns, greens, rosewood and hickory, both of

The student has reflected on their ideas and refined their ideas and expression. They have engaged in an effective reflective and improvement process. (R6- B)

Description rather than explanation as it does not engage with language technique but rather with imaginary properties of imagined ingredients. (R1- D)

Not relevant to rationale (C3- E)

Completely inappropriate choice for purpose, as a serial killer is not a desirable nor idealised association with the product. (R1- E)

Advertising categories identified, but not explained or analysed. (R1- E)

Student needs to explain the assertion. There is some description of stylistic features. (R1- D)

Student has misunderstood the article as it does not engage with the desired targets of market and product purpose, which demonstrates a poor understanding of the novel and of marketing. (R1- E; R3- E)

Use of conventional rhetoric consistent with genre, and uses sophisticated, idiomatic language. (C2- B)

them representing the models' appearances and also neutralizing each other, creating an 'woody feel' that is associated with organic and natural products.

Analyses the stylistic features to explain effect. (R1- B)

Furthermore, I divided the structure of the article into three parts:

introduction, body and reviews. I created two columns for the body because the left column only introduces the characteristics of the product, while the right column gives an in-depth explanation of the scents so that the important information stands out and the audience would not feel overwhelmed when they have to read a continuously long text. In addition, I included a lot of

While the general proposition about the impact of slang is well-explained, the evidence supplied needs to be consistent with that explanation and shows a misunderstanding of idiom and cultural context. (R3- D; R1- D; C2- C)

Australian slang in the review part (beaut, pearler, pony, spunk, give this bonzer a spurl, etc) so that the reviews sound friendly and realistic. I purposely made the reviews stand out by giving it a different colour and font because some people tend to only read the reviews to collect unbiased information. By making the reviews eye-catching and writing them in a way that summarises all the information in the article, I am assured that even the lazy readers will find the article interesting. An image of two people handling a bottle of perfume on the right of the reviews means the company is handing Le Treizième Eau de Parfum to our customers as well as showing the design of the bottle in order to stimulate curiosity and product demands.

Analysis of generic features is well-explained and indicates an understanding of the genre's style and features. (R1- B)

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An attempt to follow academic integrity principles with a bibliography, but references are not integrated into the text in alignment with the principles of academic integrity.

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CREATIVE RUBRIC Name:				Grade:	Score:	
Y12T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a persuasive advertising campaign for a specific audience	uses Australian specific linguistic and stylistic features and conventions effectively to create an advertising campaign for an identified audience	uses accepted Australian specific structural conventions and language features to create an advertising campaign for an audience	uses Australian language features and structural conventions to create an advertising campaign for an audience	uses basic Australian language features and conventions to create an advertising campaign	R3/C2
	communicates insightful ideas and analyses perspectives relating to advertising media for a specific audience and purpose	communicates considered ideas and explains perspectives relating to advertising media for an identified audience and specific purpose	communicates ideas and describes perspectives relating to advertising media for an identified audience and purpose	communicates straightforward ideas relating to advertising media for an audience	communicates fragmented ideas	C1
RATIONALE	reflects independently on the learning of persuasive devices in advertising media to extend and refine own thinking and approach to the task	reflects on the learning of persuasive devices in advertising media to develop own thinking and improve their approach to the task	reflects on the learning of persuasive devices in advertising media and adjusts approach to the task	reflects on the learning of persuasive devices in advertising media making some adjustments to their approach to the task	reflects in a limited way on the learning of persuasive devices in advertising media making few adjustments to their approach to the task	R6
	analyses the relationship between context, purpose and audience in an advertising product and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an advertising product and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in an advertising product and how they shape meaning	describes context, purpose and audience in an advertising product with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an advertising product and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of an advertising campaign.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of an advertising campaign.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an advertising campaign.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an advertising campaign.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in an advertising text	writes confidently and clearly with control of the style and structure required in an advertising text	writes clearly with control of the style and structure required in an advertising text	writes with some control of the style and structure required in an advertising text	writes with minimal control of the structure needed in an advertising text	C3

Part 1: Creative Response Planning and Feature Article

Brainstorm your ideas below:

Mist- acne removal Magic water (gets rid of scars)

2. Brainstorm ideas for your feature article to promote your beauty product. Think about:

- the product characteristics
- targeted audience (age, gender, etc)
- an appropriate slogan/ phrases using Australian specific vocabulary
- techniques of persuasion Brainstorm your ideas about: - your product characteristics

It comes in three different forms and packages (gel, cream, mist)

- targeted audience (age, gender, etc)

13-60 yrs old, any gender

- an appropriate slogan/ phrases

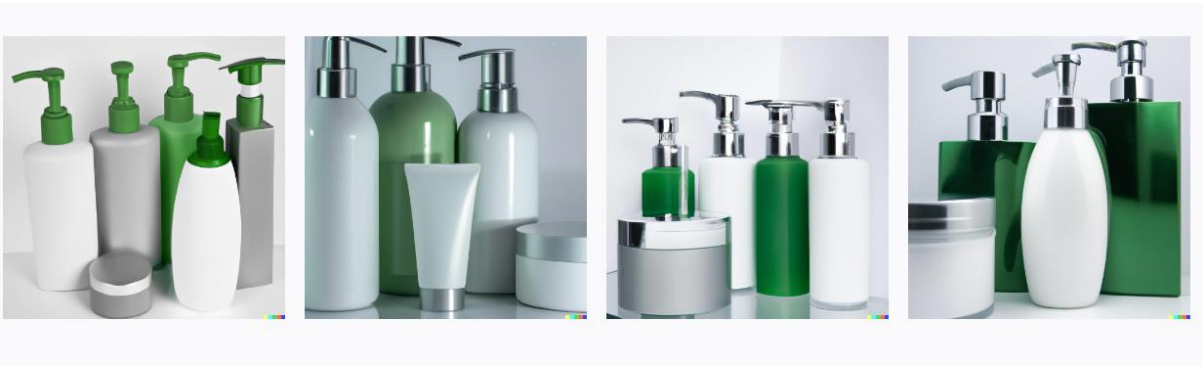
Make it disappear like magic

- Techniques of persuasion (Fonts, colour scheme, Visual expressions)

GFS DIDOT FONT, WHITE, BULE, BLACK, GREY

AI Image Generation

First- "a modern clean, green, white and silver image of lotion bottles and tubs" – results are too boring and cheap



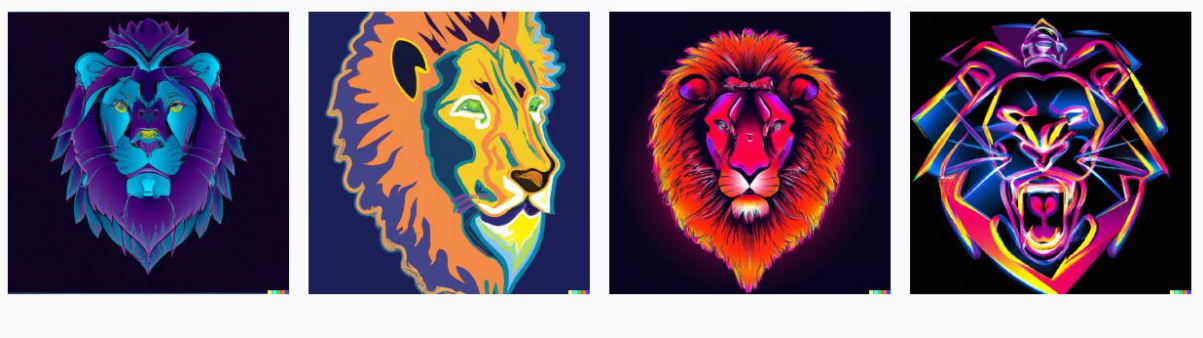
Second- "a modern clean, green, white and silver image of pretty and lotion bottles and tubs and tubes in different shapes and sizes"



The first image is what I want to show science feeling and also pretty and luxury. The green is nice and the silver is modern and clean.

Then I wanted a logo picture.

First- 'a powerful magical lion"- but colours don't match



Second - a powerful magical lion in green and silver colours



I like Image two. It is right colour and show power of products.

Magic Water

2021 | YARNA I.A |

"...make your problems disappear like magic, wow, like it was never there inna first place."

Have you ever dreamt of having perfect and clear skin? Well you're in luck because MagicWATER is here to make those dreams come to life. Our unbeatable formula helps make sure that those problem spots you've been craving to disappear are gone in an instant. Your skincare routine won't only be shortened as a routine but the time it takes for your skin to recover and become its best will come sooner than you expected, that's the magic of it. MagicWATER! Just simply apply and let the magic happen before your eyes. MagicWATER is the key to perfect skin the answer your skincare questions and needs, no more hassling searching for the perfect product for your skin, all the others brands you've using and looking at are great but this is best of the best high quality products with high quality ingredients only for our amazing customers who deserve high quality things.



MagicWATER comes in three different forms and packages first, the mist forms is best for people with a skin type that is typically oily and puffy eyes. It helps the skin by cooling down your complexion and stem the flow throughout your skin. The gel form helps with people who have dry skin by moisturising and sinking the product through your skin leaving it fully hydrated, and our last form is the cream which you apply both at night and day. Skin types that best suite this product are all skin types especially the unpredictable skin types. We

The use of informal slang in the slogan is inconsistent with tone of the article, showing a misunderstanding of idiom. It is also of limited appeal for a product aimed at a general audience. (C2- D) Uses features of the genre - design elements (C1- C)

Good use of hyperbole in advertising. Appropriate conventions in language and tone selected. (C2- C)

Hyperbole is in keeping with the genre. Mostly in control of punctuation, with only a few missing commas. (C2-C; C3-D)

Limited control of structure and punctuation. Should be two sentences; errors with person; the clause about puffy eyes is missing a conjunction. (C3, C2-D)

A run on sentence. Lack of control of punctuation/grammar reduces the impact of the rhetoric. Spoken language not written language. (C3-D)

Run on sentences lessens the impact of the rhetoric. Tending to spoken rather than written language. (C3, C2-D)

recommend ages 13-50 years of age as our target audience(s) the reason being that the chemical substances aren't fit for people who have fragile skin and the ages outside of the recommended are more prone to being fragile. Gender has no skin type and whatever skin you have MagicWATER is best for it.

Target audience is information for the rationale. The commercial intent is too explicit to be successful advertising rhetoric for the product. Alienating a significant purchasing group. Also, the discussion of fragility makes the product sound dangerous, which is less successful rhetoric for advertising. (C1- E; R3-E)

A complex sentence form successfully used. (C3- C; C2- C)

Planning

<p>Introductory comments Introduce the product and the advertisement</p> <ul style="list-style-type: none"> • What is this advertisement about? • What have I created? • Why did I choose to do it? 	<p>The advertisement is about a new skincare brand with great products that'll make your skin clear and perfect. I have created a skincare line. Because having scars on my body (legs, arms, face) has been and insecurity of mine for some time and i haven't found something that'll help get rid of them</p>
<p>Purpose</p> <ul style="list-style-type: none"> • What themes or perceptions are you developing? • What are you trying to achieve? <p>-exploration of beauty concepts/ stereotypes</p> <p>-a critique of the material</p> <p>-a statement of a personal philosophy</p> <p>-a restatement of themes for a contemporary audience -raising a question</p>	<p>I'm trying to make a perception that the thing that you've been trying to get rid of for years without fail can just disappear so in such a quick matter of time. I'm trying to achieve an exploration of beauty concepts/sterotypes and a statement of a personal philosophy</p>
<p>Analysis</p> <ul style="list-style-type: none"> • How did I create and express the message? • How did I link it to the concepts/ stereotypes explored in advertising? <p>-The materials used -techniques and devices</p> <p>-symbols and inferences used</p> <p>-atmosphere and mood</p> <p>-words, devices, expressions Colours setting</p> <ul style="list-style-type: none"> • Needs to show depth of thought; and not be merely descriptive 	<p>I created and expressed the message in a way that's convincing, makes you truly want to have perfect skin. Having clear skin as a teenager or adult is something that is prasiad in our media and even though not having skin isn't an uncommon we still look down upon i</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • How strong or successful your message is in your advertisement? • Any issues or complications in your creative? 	<p>It's eye catching, it's grabs your attention and pulls you in closer. You want to know more about it. The images was a complication because I didn't use my own images I had to get them from the internet rather than create my own</p>

Overall, the rationale does not analyse the text beyond general comments that describe the beauty industry and some social prejudices. It does not engage with a discussion of language, rhetoric and creativity. (R1-C; R3-C; C2- D)

There is engagement with planning and reflection on thinking to improve and refine. (R6 C)

FINAL RATIONALE

INTRO- The advertisement is about a new skincare brand with great products that'll make your skin clear and perfect. I have created a skincare line. Because having scars on my body (legs, arms, face) has been and insecurity of mine for some time and I haven't found something that'll help get rid of them. Appearing to be as close to perfect as possible has our society in a choke hold, we want to have the opposite of what we already have and sometimes will go through extreme measures to achieve it, it quite toxic and unhealthy but there's nothing we can really do about it but to try and fit in, still upholding those toxic beliefs.

Rationale not focused on the text. Persuasive in purpose and style, rather than language of academic analysis. (R3- D; C3- E)

A general comment that is accurate but is not focused on the content or rhetoric of the text. Inconsistent register. (R1 D; C3-C)

PURPOSE- I'm trying to make a perception that the thing that you've been trying to get rid of for years without fail can just disappear so in such a short amount of time. Most skincare products take weeks and even months for the product to take full effect but with this new brand the effect comes almost instantly, it's unbelievable just like magic is. I'm trying to achieve an exploration of beauty concepts/stereotypes and a statement of a personal philosophy. A beauty concept that clear skin equals being beautiful and the negative stereotypes that unclear skin equals being unattractive and most as if you're dirty and don't take care of yourself.

Lacks recognition that beauty advertising often tells outright lies like this. (R1- D)

This analysis lacks a critical approach to the practices of beauty advertising as it just replicates the stereotypes, rather than explores them. (R2-D; R3- D)

ANALYSIS- I created and expressed the message in a way that's convincing, makes you truly want to have perfect skin. Having clear skin as a teenager or adult is something that is praised in our media and even though not having perfect skin isn't an uncommon we still look down upon it. We want to be perceived as beautiful and the product helps you get just a bit closer to perfection even if it's really not perfection.

This is the beginning of an analysis about the substance of beauty advertising. There is no analysis of language choices intended to persuade and convince. (R1-D; R3- E)

EVALUATION- The message in the advertisement is very bold and eye catching, it's grabs your attention and pulls you in closer, you're intrigued and want to know more about it the advertisement so you read further into the article to get a deeper understanding. Which is exactly the point of how the advertisement is worded and portrayed. The two images I generated for the article were designed to be clean like silver and green like good health the lion was a logo for the product with feeling of power and magic like the name Magicwater.

An assertion with no evidence to support the argument. (C3- E)

Sentence fragment. (C2- E)

Minimal justification of images. (R3- D)

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Best Makeup Setting Sprays That *Actually* Work. [online] *Cosmopolitan*. Available at: <https://www.cosmopolitan.com/style-beauty/beauty/g28067347/best-makeup-setting-sprays/> [Accessed 21 Oct. 2021].

Accurate format for the bibliography. It is unclear what the relationship is to the text.

CREATIVE RUBRIC Name:				Grade:	Score:	
Y12T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a persuasive advertising campaign for a specific audience	uses Australian specific linguistic and stylistic features and conventions effectively to create an advertising campaign for an identified audience	uses accepted Australian specific structural conventions and language features to create an advertising campaign for an audience	uses Australian language features and structural conventions to create an advertising campaign for an audience	uses basic Australian language features and conventions to create an advertising campaign	R3/C2
	communicates insightful ideas and analyses perspectives relating to advertising media for a specific audience and purpose	communicates considered ideas and explains perspectives relating to advertising media for an identified audience and specific purpose	communicates ideas and describes perspectives relating to advertising media for an identified audience and purpose	communicates straightforward ideas relating to advertising media for an audience	communicates fragmented ideas	C1
RATIONALE	reflects independently on the learning of persuasive devices in advertising media to extend and refine own thinking and approach to the task	reflects on the learning of persuasive devices in advertising media to develop own thinking and improve their approach to the task	reflects on the learning of persuasive devices in advertising media and adjusts approach to the task	reflects on the learning of persuasive devices in advertising media making some adjustments to their approach to the task	reflects in a limited way on the learning of persuasive devices in advertising media making few adjustments to their approach to the task	R6
	analyses the relationship between context, purpose and audience in an advertising product and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an advertising product and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in an advertising product and how they shape meaning	describes context, purpose and audience in an advertising product with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an advertising product and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of an advertising campaign.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of an advertising campaign.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an advertising campaign.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an advertising campaign.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in an advertising text	writes confidently and clearly with control of the style and structure required in an advertising text	writes clearly with control of the style and structure required in an advertising text	writes with some control of the style and structure required in an advertising text	writes with minimal control of the structure needed in an advertising text	C3

YEAR 12 T ORAL
PRESENTATION OF
RESEARCH



EAL 12 ORAL PRESENTATION OF A FILM STUDY

Duration

Year 12 T students 10-12 minutes

Prior learning:

Option 1:

Film study "Rabbit Proof Fence" (2002)/ Australia (2008)

Focus: Aboriginal social history

- Australia's Aboriginal History through audio-visual texts
 - Specific use of cinematic techniques
 - Introduce 'Rabbit Proof Fence' or Australia(2008) film text (use pre-viewing, while-viewing and after-viewing tasks)
 - Glossary of useful vocabulary and vocabulary practice tasks.
 - Implications of stolen generation on Australian society focusing on multiple perspectives
 - Interpreting perspectives-Image study from Government archives on stolen generation
 - Investigate multiple perspective as represented in the film (Assimilation policies, WW2, Equal rights of women, Power, Traditions, Love, etc.)
- Case study:
- Uncle Jack Charles, the author of the memoir 'Born-Again Blakfella'.
 - Discuss the implications of stolen generation on Australian society
- Oral presentation Skills:
- The ways to organise an oral presentation?
 - Specific language used in oral presentation (acknowledgement to country, opening statement, transition between ideas closing statement, etc.)

TASK SUMMARY:

As part of the 'Perspectives in Texts' unit, we investigated the film texts, 'Rabbit Proof Fence' (2002) and/ or Australia (2008) with the focus on Australia's Social History.

The task is to analyse and interpret two different perspectives on the same social issue as represented in the film texts, analyse them and to present your analysis in an oral presentation.

Your teacher will work with you to help identifying social issues and perspectives as appropriate to your level (Year 11 or 12 Tertiary)

Step 1: Identify a social issue as represented in the movies

Step 2: Identify different perspectives on the social issue of your choice

Step 3: Explain the validity of the perspectives

Step 4: Choose one perspective and complete an in-depth analysis. You need to consider:

- What/ when/ where
- Who's involved
- How and why
- At least one case study
- The impact on the society

Step 5: Create a A4 page dot point summary

Step 6: Bibliography

Step 6: Present your analysis and interpretation

LINKS TO BSSS COURSE

Content Descriptions	Elaborations
<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> ● seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding ● using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and roleplays ● understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance ● understanding and using a range of common cultural references, idiomatic expressions and colloquialisms 	<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> ● seeking assistance and asking for clarification in using standard Australian English, home language or dialect to clarify understanding ● Using oral communication strategies, intelligible pronunciation, intonation, stress and rhythm at word and phrase level ● interpreting non-verbal cues as related to SAE contexts, such as conventions of eye contact, gesture, physical space/distance ● Identifying Australian specific use of language, its connotations, and conceptual metaphors in communicating specific social history ● recognising the use of satire in the chosen texts ● Using reading, writing, speaking and listening in communication ● Identifying main issues/ ideas of texts

- understanding and using culturally accepted politeness, conventions and protocols in various contexts

- using active listening strategies and working collaboratively with others

Comprehension skills and strategies including:

- predicting the form and content of texts from structural and visual elements and contextual information
- distinguishing between fact and opinion, main ideas and supporting details presented in texts
- defining common cultural references and implied meanings in texts
- locating suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information
- using strategies to reflect on and consolidate own learning

Language and text analysis skills and strategies including:

- describing how different purposes and contexts influence language choices and meaning
- explaining the effects of descriptive language and imagery in texts
- analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity
- describing the forms and conventions of texts created in different modes and mediums including visual texts
- using metalanguage to discuss texts and their composition

Create a range of texts:

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
- using digital, multimodal and print-based technologies
- using common language features, for example, subject specific vocabulary,

- Interpreting implied meanings in targeted texts
- Understanding culturally accepted politeness and Australian slangs in texts
- Actively listening to peers and working collaboratively.

Comprehension skills and strategies including:

- predicting the intended meaning of the chosen film texts
- identifying the difference between facts, opinions, main ideas and supporting ideas in the chosen texts
- defining common cultural references and hidden meanings in the chosen film texts and the cinematic techniques used in the representation of perspectives
- identifying primary and secondary sources in Australian social history
- skimming for general meanings and scanning for specific information in primary and secondary sources
- note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information
- using bilingual dictionaries and language learning texts to assist the improvement of language proficiency
- using strategies such as maintaining language learning journals, personal dictionaries to consolidate own learning

Language and text analysis skills and strategies including:

- explaining how different purposes and use of language choices influence the intended meaning in film texts based on Australian social history
- using standard Australian English to communicate understanding direct and inferential and implied meanings in films
- analysing the film text reflecting on cultural constructs in social history
- describing subtle similarities and differences between different perspectives using metalanguage

Create a range of texts:

<p>synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</p> <ul style="list-style-type: none"> ● using description, characterisation, and direct and indirect speech ● using research skills and strategies, for example, note-taking and note-making, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately ● using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries 	<ul style="list-style-type: none"> ● using oral presentations to persuade intended audience ● using digital, multimodal and print-based technologies to create oral presentations and required resources ● making use of appropriate persuasive and descriptive techniques in oral presentations ● using specific language features needed in oral presentations such as specific vocabulary, adjectives, adverbs and sentence structures ● using academic research skills and strategies to gather information on Australian social history from a variety of primary and secondary sources ● using Harvard referencing style to appropriately cite sources ● use scaffolds and drafts in forming responses.
<p>Key concepts</p>	<p>Perspectives in texts</p>
<p>Key ideas</p>	<ul style="list-style-type: none"> ● use communication skills to analyse and compare attitudes and values in texts ● demonstrate literal and inferential comprehension of information, ideas and language used in texts ● understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts ● plan, create and refine written and multimodal texts appropriate to context, purposes and audiences
<p>Cross-curriculum priorities</p>	<ul style="list-style-type: none"> ● Aboriginal and Torres Strait Islander histories and cultures <p>The focus of the task and preparatory work is perspectives on First Nations Australian experiences.</p>
<p>General Capabilities</p>	<ul style="list-style-type: none"> ● Literacy ● Information and communication technology (ICT) ● Critical and creative thinking ● Personal and social capability ● Intercultural understanding ● Ethical Understanding

	<p>Students will develop visual and textual literacy in the film study, conducting research and preparing the presentation. They will develop facility with a new software package and presentation equipment. They will think critically about issues and be creative in presenting their findings. They will develop their personal capability in developing the confidence to speak before others. They will understand First Nations Australian better than they did and engage in ethical questions about Australia's past and present race relations.</p>
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RUBRIC **Name:**

Score

	A Grade	B Grade	C Grade	D Grade	E Grade
RESPONDING	critically analyses the relationship between context, purpose and audience and how they shape meaning and convey attitudes and achieve particular effects in the selected film text	analyses the relationship between context, purpose and audience and how they shape meaning and convey attitudes in the selected film text	explains meaning, context, purpose and audience and how they shape meaning to convey attitudes and values in the chosen film text	describes context, purpose and audience and how they shape meaning in the chosen film text	Identifies aspects of context, purpose and audience and makes some reference to meaning
	evaluates how personal, social and/or cultural perspectives and concepts are represented in the selected film	analyses how personal, social and/or cultural perspectives and concepts are represented in the selected film	explains how personal, social and/or cultural perspectives and concepts are represented in the chosen film	describes the personal, social and/or cultural perspectives and ideas represented in the chosen film	identifies personal, social and/or cultural perspectives and ideas in the chosen film
	researches widely and independently, synthesising information and viewpoints to construct an argument	researches independently, selecting relevant information and interpreting viewpoints to construct an argument.	uses research skills to extract information from texts to develop an argument.	uses a research process including formulating questions, selecting information to presents ideas	researches and retells information
	accurately applies the principles of academic integrity using one system	applies the principles of academic integrity using one system	applies the principles of academic integrity using one system consistently but inaccurately	accurately applies the principles of academic integrity inaccurately and inconsistently	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent standardized system
COMMUNICATION	develops coherent and credible arguments and justifies viewpoints using a discerning selection of evidence and textual references	constructs credible arguments and supports viewpoints using a selection of convincing evidence and textual references	presents structured arguments and selects relevant evidence and textual references	explains information with some evidence and textual references	presents straightforward information with fragmented evidence
	communicates insightful ideas and considered perspectives relating to the film text for their target audience	communicates considered ideas and perspectives relating to the film text for their target audience	communicates ideas and perspectives relating to the film text for an audience	communicates straightforward ideas relating to the film text	communicates fragmented ideas
	speaks confidently, coherently and clearly with control of the style, structure and non-verbal elements required in an oral presentation and effectively engages the audience	speaks confidently and clearly with control of the structure and non-verbal elements required in an oral presentation and holds the attention of the audience	speaks clearly with control of the structure and non-verbal elements required in an oral presentation and connects with the audience	speaks with some formality and control of the structure required in an oral presentation	informal style of speaking interferes with meaning and connection with the audience

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the "Perspectives in Texts" unit indicating those that are most appropriate for this type of task. Students are focused on a range of perspectives on a topic and how language is used to present a perspective.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e. instructions and scaffold, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e. evaluates, analyses etc.

3. BIAS AWARENESS

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

This item related to the suite as a whole, yet bias has been considered in this task. The task is well-scaffolded to provide access to a range of students, and the support provided in-class support students who may not have access to materials at home. The provision for students to develop their own question allows for students to pursue their own interests and needs.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students develop an inquiry and are asked to analyse and evaluate sources. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task students are offered a choice to develop a question that was initiated by class work. Students are supported to pursue their own interest in relation to the task. The explicit connection to the AST provides a context relevant to student concerns and needs. The topic selected is one in which students are immersed and have strong views.

6. ACADEMIC INTEGRITY *

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Referencing and bibliography are explicitly required. Students are required to submit research notes and planning as evidence of process, but also as a lever to develop practices that support academic integrity going forward.

Research Notes

Step 1: Identify a social issue as represented in the movies

Rabbit-Proof Fence stirred up a lot of controversy in Australia, due to its portrayal of the Stolen Generation. The social issues mentioned in the movies were:

-racism-Culture force assimilation-Sexual harassment

Step 2: Identify different perspectives on the social issue of your choice forced cultural assimilation

Step 3: Critically analyse the validity of the perspectives.

You need to refer to at least one primary source and two secondary sources in your analysis. You need to consider: -What happened/ the time frame/ the location

First perspective: -Mr Neville - his last scene in the movie discussing about the girls' future - represented the perspective of the Australian government and their critical logic of capturing mixed-race children

Second perspective - Molly Craig - represented the process of assimilation and how it affect her and her family - her perspective towards Mr Neville and how her future is affected based on her skin colour - Moore river house

People involved and sources

Mr Neville, Molly Craig, the government of Australia at the time, Victorian protection act, Julie black

Primary source: Victorian Aboriginal Protection Act 1869, one of the earliest pieces of legislation in relation to the Stolen Generation.

Primary source: an interview of Aunty Julie Black

Secondary Source: Analysis of the report Bringing Them Home

Secondary source: Interpreting data and analysing different scenes from the movie rabbit proof fence

Secondary source: A quote of Mr Neville when he represented his ideas to the initial conference of commonwealth and state aboriginal authorities.

"In my opinion, however, the problem is one which will eventually solve itself. There are a great many full-blooded aborigines in Western Australia living their own natural lives. They are not, for the most part, getting enough food, and they are, in fact, being decimated by their own tribal practices."

At least three cinematic techniques used to communicate the chosen perspective. First clip: Mr Neville's letter - Dutch angle - High angle - The Dutch angle used to signal the viewer that something is wrong, disorienting or unsettling. In this case, it is Mr Neville's beliefs of helping the Aborigines by assimilation. Combined with the high angle, which suggests his policies are depowering simply because they are wrong

Second clip: Mr Neville says no

-Long shots: the distance between Molly and Mr Neville, can be interpreted as she is walking towards a

Clear engagement with planning and preparation processes. Research notes are not referenced.

devil and accepting her fate

-Close ups of Molly and Mr Neville:

Molly's breath conveys her fear

Mr Neville's 'no' concludes Molly's future, emphasizing how he only spends minimal effort and consideration into identifying Molly's identity

At least one case study to support your perspective

Case Study of Aunty Julie Black

She is the example of how the members of the Stolen Generations are affected by the assimilation process. The forced removal of children created significant intergenerational grief and trauma for their families. In Aboriginal and Torres Strait Islander cultures, children are considered sacred and their kinship systems ensure that families and communities are very closely knit. Being removed from kin and witnessing the abuse of their own sons and daughters was devastating for the Indigenous communities across Australia

The impact of the issue and the perspective on the society

Children taken from their families were taught to reject their heritage and culture including language, tradition, knowledge, dances and spirituality. They were also forced to speak English and became a Christian or Catholic. Besides, their appearance also changed dramatically. From Possum-skin cloaks made from possum pelts sewn together with kangaroo sinew, decorated with significant incisions, girls had to wear white dresses and boys had to wear shirts tucked in a short pair of pants. The Stolen Generations disrupted the transfer of knowledge and oral culture between generations, causing horrible effects on the continuation of deep cultural knowledge.

Step 4: Prepare your transcript and the PowerPoint presentation. You must reference all your sources and images using in-text referencing.

((Transcript and slides aligned in table below))

The Stolen Generations and Forced Cultural Assimilation

The social issue I will be discussing is forced cultural assimilation, the removal of Aboriginal and Torres Strait Islander children that occurred during the Stolen Generations.

A clear indication of structure to come, using structural conventions of the genre. (C2- B)

Table of contents

1

The Act of Assimilating Aborigines

2

Mr Neville's Perspective

3

Molly Craig's Perspective

4

Case study of Julie Black

The policy of assimilation of the First Nation will be investigated under different perspectives in respect to the movie Rabbit-Proof Fence and a case study of Aunty Julie Black.

A clear indication of structure to come, using structural conventions of the genre. (C2- B)

Disclaimer

Aboriginal and Torres Strait Islander people should be aware that this series may contain images, voices or names of deceased people.



Aboriginal and Torres Strait Islander people should be aware that this series may contain images, voices or names of deceased people.

This slide indicates a clear understanding of the social context of the presentation and information. The cultural convention shows ethical sensitivity in presentation skills. (R3-A)

Cultural and ethical implications of word choices not considered here. The pejorative nuance of 'civilizing' has been missed. (R3 D)

1

The Act of Assimilating Aborigines

How and why were the children of Indigenous communities taken?



This tragic social issue had taken its place in Australia from the mid-1800s to the 1970s, as an act of civilizing mixed-race children of Aboriginal and white parentage (National Museum of Aust, 20180).

The term half-caste was used to address the members of the Stolen Generations, who would be assimilated into white society due to their lighter skin colour.

How and why were the children taken?

Awkward use of conditional mood here. (C2- D)

A good technique for bridging from one slide to the next while holding audience interest. (C3- B)

Overall, a sound summary of a large amount of data. (R5- D)

The Constitution of the Commonwealth

In the early 20th century, Aboriginal people were denied the basic rights of citizenship.

More than 10,000 Aboriginal children were taken from their families by the government to be civilized under the white Australia policies.



"Australia's Indigenous Child Removal is directly linked to systemic racism and genocide as defined by international Law...".
(AUSTRALIA, & WILKIE, M., 1997)

The answer lies in a fundamental inequality enshrined in the Constitution of the Commonwealth. In the early 20th century, Aboriginal people were denied the basic rights of citizenship. All the acts of Western Australia, South Australia, Queensland and so on, have a number of things in common. They decreed where the Aboriginals should live (National Museum of Aust, 2018). They displaced them from their traditional lands and they drove them into missions and reserves managed by white authorities. (Australians Together, 2021)

According to 'Bringing Them Home', a study published in the late 1990s, more than 10,000 Aboriginal children were taken from their families by the government to be civilized under the white Australia policies (AUSTRALIA, & WILKIE, M., 1997). Bringing them home concluded that: "Australia's Indigenous Child Removal is directly linked to systemic racism and genocide as defined by the international Laws. However, it continued to be practiced as an official policy long after it was explicitly banned by treaties to which Australia voluntarily signed". (AUSTRALIA, & WILKIE, M., 1997)

An insightful, well-evidenced historical explanation of circumstances. (R4-A; R1- A)

A White Australia

- No speaking in their mother tongue
- No addressing themselves by their Aboriginal names
- Rejecting their heritage
- Speaking in English
- Becoming either Christians or Catholics
- Wearing white dresses, shirts and short pants, even in the winter.
- Singing a different national song.



Children of Indigenous communities were separated from their mothers and forced to adopt a white culture. The process of whitewashing included:

- No speaking in their mother tongue
- No addressing themselves by their Aboriginal names, but the new names given by the State, or sometimes, just a number
- They were taught to reject their heritage and culture including traditions, knowledge, dances and spiritualities
- Speaking in English
- Becoming either Christians or Catholics
- From Possum-skin cloaks made from possum pelts and sewn together with Kangaroo sinew, they had to wear white dresses, shirts and short pants, even in the winter.
- Singing a different national song.

There were too many cruel acts to tell and these are just some of the countless assimilation policies used against the children of Indigenous represented in *The Rabbit Proof Fence*.

Mostly accurate identification of policies. (R4- C)

Confusion with vocabulary as usage suggests Catholics are not Christians. (C3- D)

Accurate use of terminology for literary analysis. (R3- C)

An attempt to use hyperbole to persuade to the point of view. (R1- A)

2

Mr Neville's Perspective

"The sore spot requires the application of the surgeon's knife for the good of the patient, and probably against the patient's will".

The movie, rather than a documentary but a dramatised version of historical events displays the assimilation era and comprehends other social issues under many different perspectives. My chosen character to represent the perspective of Australian federal and state government agencies is Mr Auber Octavius Neville.

A sound analysis of the nature of the text. (R3- C)

Clear signposting that links back to the question. (C2- C)

A. O. Neville's Aborigines Protection Policies

The Dutch angle used to signal the viewer that something is wrong, disorienting or unsettling. In this case, it is Mr Neville's beliefs of helping the Aborigines by assimilation. Combined with the high angle, which suggests his policies are depowering simply because they are wrong.

Despite his policies of racist undertones and deleterious ramifications, here presented not a villain but a misguided ideology. He believed that his actions were necessary to preserve the Aboriginal culture, not to destroy it (NOYCE, P., et al., 2003). This was clearly portrayed in his last scene of the movie. The Dutch angle used to signal the viewer that something is wrong, disorienting or unsettling. In this case, it is Mr Neville's beliefs of helping the Aborigines by the assimilation process. Combined with the high angle, which suggests his policies are depowering simply because they are wrong. In Mr. Neville's defense, his ostensible purpose was to bring about permanent segregation of Aborigines full of descent, who he believed to be near extinction. He fortified his policies saying that: "They have to be protected against themselves whether they like it or not. They cannot remain as they are. The sore spot requires the application of the surgeon's knife for the good of the patient, and probably against the patient's will" (Neville, Auber O., n.d)

The slide and discussion reinforce each other well. (C2- B)

A clear presentation of the perspective of the character. The techniques used are cited. The quotation is employed to reinforce the argument, but it is not in the most logical place. (R3- C; R1- C; C2- C)

Aboriginal Protection Act 1869 (Vic)

The Victorian *Aboriginal Protection Act 1869* allowed the removal of mixed-race children from Aboriginal Stations. This Act empowered the Board for the Protection of Aborigines which controlled the First Nation's lives including regulation of residence, employment, marriage, social life, and other aspects of their daily activities (Parliament of Victoria, 1869).



From the education and selective information provided to him by the government of Australia at the time, Mr Neville learnt that the Aboriginal and Torres Strait Islander people were not getting enough food, access to good medical practices and hygienes; simply, being decimated by their own tribal practices (Clark, 2019). The Victorian Aboriginal Protection Act 1869 allowed the removal of mixed-race children from Aboriginal Stations. This Act empowered the Board for the Protection of Aborigines which controlled the First Nation's lives including regulation of residence, employment, marriage, social life, and other aspects of their daily activities (Parliament of Victoria, 1869).

While accurately described, this is poor choice of evidence as it is from a period and location distant from events in the text. (R1- D; R4- D)

A. O. Neville's Aborigines Protection Policies



Despite his policies of racist undertons and deleterious ramifications, he represented not a villain but a misguided ideology.

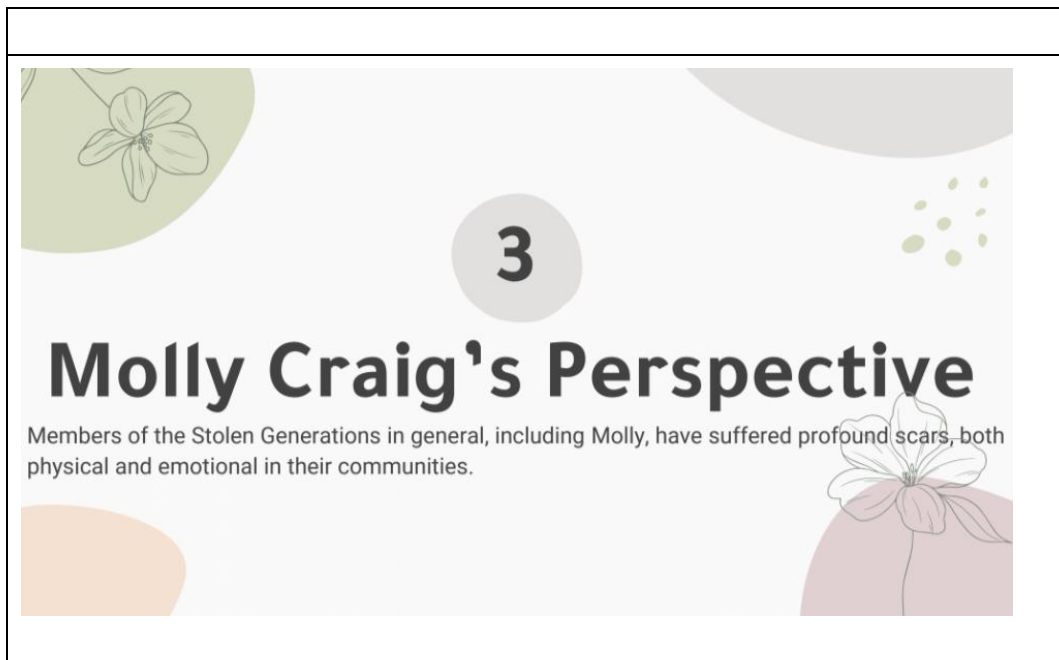
Mr Neville learnt that the Aboriginal and Torres Strait Islander people were not getting enough food, access to good medical practices and hygienes; simply, being decimated by their own tribal practices and going near extinction.

Mr Neville was not solely responsible for these policies. He was acting in accord with government orders, which were strongly supported by many European-Australian citizens

"They have to be protected against themselves whether they like it or not. They cannot remain as they are."
(Neville, Auber O., n.d)

Hence, Mr Neville was not solely responsible for these policies. He was acting in accord with government orders, which were strongly supported by many European-Australian citizens (Clark, 2019).

While a sound discussion of the history, this explanation moves away from the text and the representation of perspective. (R1-B; R4- B)

 <p data-bbox="517 379 651 507">3</p> <h2 data-bbox="114 523 1043 600">Molly Craig's Perspective</h2> <p data-bbox="91 611 1072 667">Members of the Stolen Generations in general, including Molly, have suffered profound scars, both physical and emotional in their communities.</p>	<p data-bbox="1137 256 1854 352">In opposition to Mr Neville, the character Molly Craig represented the behalf of the Indigenous communities' subsequences of the assimilation policy.</p>
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A clear transition signal for the shift to the next stage of the contract. Some errors of language. (C1- C)

Molly Craig (Kelly)'s Journey

In opposition to Mr Neville, the character Molly Craig represented the behalf of the Indigenous communities' subsequence of the assimilation policy.

The children in the Moore River home were forced into labourers as babysitters for the 'blanket babies' or tailors, making new clothes and doing others' laundry.



The most obvious and instant effect of this heartless act was shown in the movie when the three children were taken to the car and driven away, Molly and Daisy's mother rolled around screaming in pain and helplessness.

Their cries were howls of agony that no words or tears could describe. Members of the Stolen Generations in general, including Molly, have suffered profound scars, both physical and emotional in their communities. The children in the Moore River home were forced into labourers as babysitters for the 'blanket babies' or tailors, making new clothes and doing others' laundry. This scene from the movie shows us how Molly's future does not belong to her but Mr Neville's, the person who decides what she will become based on her skin colour.

A discussion of the historical context and the alignment of the narrative. Evidence appropriate for a discussion of narrative is presented but not explicitly linked to argument and question. (R1-C; R3-C; R4- C)


Mr Neville Says No

Long shots emphasise the distance Molly must walk, and the eerie music grows louder as she comes closer to him. The camera angles highlight his size and dominance in the physical inspection and the distorted close-ups of his head communicate her disorientation. Silences and the sound of Molly's breathing convey her fear.

Mr Neville says no

This video extract uses several camera techniques to stress the power of Mr Neville as the Protector and of the other non-Indigenous characters. Long shots emphasise the distance Molly must walk, and the eerie music gets louder as she is closer to him. The camera angles exaggerate his size and dominance in the physical inspection and the distorted close-ups of his head communicate her disorientation.

A clear discussion of perspective and the directorial intent. Strong evidence using technical language is presented to support the argument. (R1-B; R3- B)

 <p data-bbox="526 391 660 518">4</p> <h1 data-bbox="156 534 1019 614">The Story of Julie Black</h1> <p data-bbox="89 638 1075 694">Stolen Generations survivor Aunty Julie Black, a 64-year-old Barkindji woman, was taken from her mother shortly after birth.</p>	<p data-bbox="1131 255 1769 287">The story of aunty Julie Black Stolen Generations survivor.</p> <p data-bbox="1131 303 1859 462">Aunty Julie Black, a 64-year-old Barkindji woman, was taken from her mother shortly after birth. Her mother named her Siri Kookaburra. However, her name was changed to Julie Dolores Black under the policies of the government when they took her away.</p>
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Siri Kookaburra - Julie Black

She was told that her father was an old man and she was born out of rape. But she found out that it was not right, her parents loved each other and she was their sweet fruit of passion.

Free by the age of 25, she came to Taree, a town on the Mid North Coast, NSW and knew nothing about her Aboriginal heritage. She was in shock watching other Aborigines loved and cared about their kids. That was when she discovered the whitewash resolution had told her nothing but lies.



"You know you can be with any black fellas and we're all brothers, sisters and family and you feel good. But when you're with your own mom, that what heals you"

"I was a pet", Julie said. A family in Wollongong adopted her because she was still a baby. By the time she turned four, that was when her baby characteristics and appearances started to disappear, also the love of her foster parents. She was locked inside a dunny, an outdoor toilet, for hours, different days, different times. Painfully, her welfare officer said that Julie deserved the abuse because she is a little black savage. She was told and made to become a nurse. Julie's dream was to draw and paint, carrying on the Aboriginal art of her ancestors. She was told that her father was an old man and she was born out of rape. But she found out that it was not right, her parents loved each other and she was their sweet fruit of passion. Free by the age of 25, she came to Taree, a town on the Mid North Coast, NSW and knew nothing about her Aboriginal heritage. She was in shock watching other Aborigines loved and cared about their kids. That was when she discovered the whitewash resolution had told her nothing but lies. "You know you can be with any black fellas and we're all brothers, sisters and family and you feel good. But when you're with your own mom, that what heals you." (Healing Foundation, 2021)

An interesting piece of research, engagingly presented. The connection to the question is unclear and the discussion is not targeted on the techniques of perspective raised by the task. (R4-C; R5-C; C3-C; C1-C)

Conclusion

It is said that humans need to be satisfied with necessities like eating and sleeping first. Love and spirituality are secondary. Molly and the Rabbit-Proof Fence movie said otherwise. Molly has placed love of mother, love of village, and love of freedom above her personal necessity.

It is said that humans need to be satisfied with necessities like eating and sleeping first. Love and spirituality are secondary. Molly and the Rabbit-Proof Fence movie said otherwise. Molly has placed love of her mother, love of her village, and love of her freedom above her personal necessity. No matter how hard the Government Australia was trying to assimilate the children of Aboriginal and Torres Strait Islander into their white society, they would never succeed. Molly found the way home, Auntie Julie found her mother and heritage and the kin of Australian Indigenous First Nation would never kneel before the act of forced cultural assimilation.

A engaging piece of rhetoric to engage the listener. A central theme of the text is asserted. This point should have been raised in previous sections to build up to this point. (C2- C; C3-C)

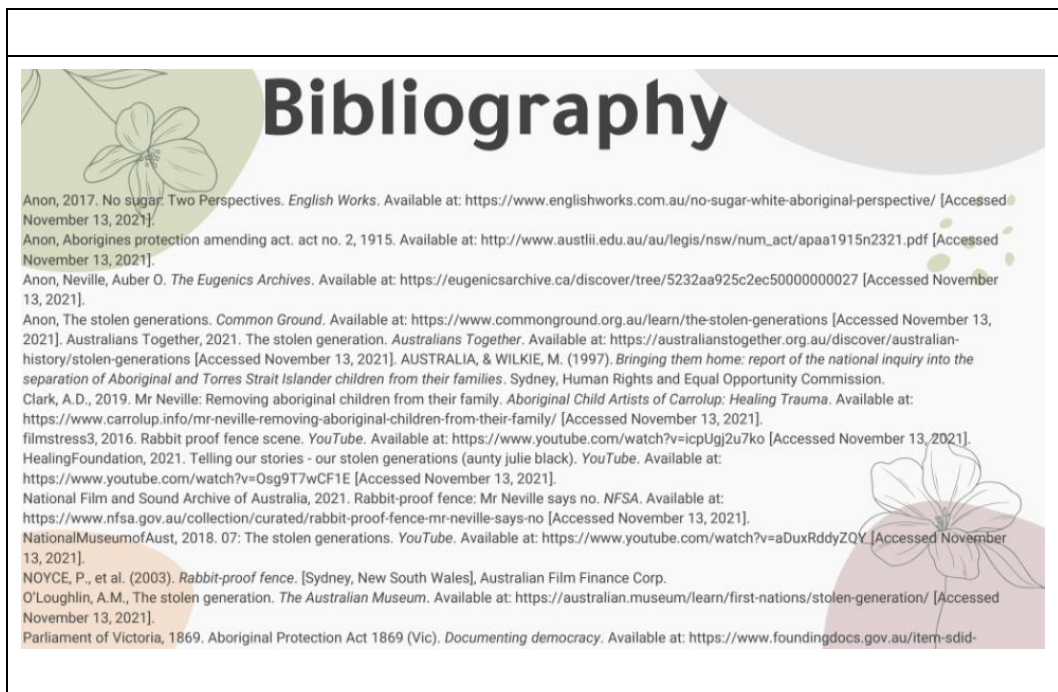
Past tense is more appropriate here. (C3- C)

The conclusion is tangential to the questions and task. Perspective in text is not clearly and explicitly discussed. (R1- C; R4- D)

Interesting but tangential to the point. (R5- E; C1- D)

Kevin Rudd's Formal Apology

I would like to conclude this presentation by the former Prime minister Kevin Rudd's formal apology on behalf of the parliament and the nation.

 <h1 style="text-align: center;">Bibliography</h1> <p>Anon, 2017. No sugar. Two Perspectives. <i>English Works</i>. Available at: https://www.englishworks.com.au/no-sugar-white-aboriginal-perspective/ [Accessed November 13, 2021].</p> <p>Anon, Aborigines protection amending act. act no. 2, 1915. Available at: http://www.austlii.edu.au/au/legis/nsw/num_act/apaa1915n2321.pdf [Accessed November 13, 2021].</p> <p>Anon, Neville, Auber O. <i>The Eugenics Archives</i>. Available at: https://eugenicsarchive.ca/discover/tree/5232aa925c2ec50000000027 [Accessed November 13, 2021].</p> <p>Anon, The stolen generations. <i>Common Ground</i>. Available at: https://www.commonground.org.au/learn/the-stolen-generations [Accessed November 13, 2021].</p> <p>Australians Together, 2021. The stolen generation. <i>Australians Together</i>. Available at: https://australianstogether.org.au/discover/australian-history/stolen-generations [Accessed November 13, 2021].</p> <p>AUSTRALIA, & WILKIE, M. (1997). <i>Bringing them home: report of the national inquiry into the separation of Aboriginal and Torres Strait Islander children from their families</i>. Sydney, Human Rights and Equal Opportunity Commission.</p> <p>Clark, A.D., 2019. Mr Neville: Removing aboriginal children from their family. <i>Aboriginal Child Artists of Carrolup: Healing Trauma</i>. Available at: https://www.carrolup.info/mr-neville-removing-aboriginal-children-from-their-family/ [Accessed November 13, 2021].</p> <p>filmstress3, 2016. Rabbit proof fence scene. <i>YouTube</i>. Available at: https://www.youtube.com/watch?v=icpUgj2u7ko [Accessed November 13, 2021].</p> <p>HealingFoundation, 2021. Telling our stories - our stolen generations (auntie julie black). <i>YouTube</i>. Available at: https://www.youtube.com/watch?v=0sg9T7wCF1E [Accessed November 13, 2021].</p> <p>National Film and Sound Archive of Australia, 2021. Rabbit-proof fence: Mr Neville says no. <i>NFSA</i>. Available at: https://www.nfsa.gov.au/collection/curated/rabbit-proof-fence-mr-neville-says-no [Accessed November 13, 2021].</p> <p>NationalMuseumofAust, 2018. 07: The stolen generations. <i>YouTube</i>. Available at: https://www.youtube.com/watch?v=aDuxRddyZQY [Accessed November 13, 2021].</p> <p>NOYCE, P., et al. (2003). <i>Rabbit-proof fence</i>. [Sydney, New South Wales], Australian Film Finance Corp.</p> <p>O'Loughlin, A.M., The stolen generation. <i>The Australian Museum</i>. Available at: https://australian.museum/learn/first-nations/stolen-generation/ [Accessed November 13, 2021].</p> <p>Parliament of Victoria, 1869. Aboriginal Protection Act 1869 (Vic). <i>Documenting democracy</i>. Available at: https://www.foundingdocs.gov.au/item-sdid-</p>	
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An attempt to abide by academic integrity principles in the presentation of a bibliography which is largely correct in format. Pictures should have had references on the slides (R4-C; R5- C; C2- C)

GENERAL COMMENTS

Language choices are accurate and for the most part use an appropriate tone and mode.

The speaking is clear with largely accurate intonation and pronunciation. There is variation of tone and expression to engage the audience.

There is some engagement with the question and task in the discussion of camera technique and the exposition on the perspective of Neville. However, there is a lot of irrelevant data and excessive historical detail. The lack of focus on the task detracts from the logical progression of the argument and answer to the question.

The student clearly describes the social issue raised by the text and touches on the analysis of perspective. The lack of engagement in argumentation based on the topic keeps this to a C grade standard.

	A Grade	B Grade	C Grade	D Grade	E Grade	
RESPONDING	critically analyses the relationship between context, purpose and audience and how they shape meaning and convey attitudes and achieve particular effects in the selected film text	analyses the relationship between context, purpose and audience and how they shape meaning and convey attitudes in the selected film text	explains meaning, context, purpose and audience and how they shape meaning to convey attitudes and values in the chosen film text	describes context, purpose and audience and how they shape meaning in the chosen film text	Identifies aspects of context, purpose and audience and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives and concepts are represented in the selected film	analyses how personal, social and/or cultural perspectives and concepts are represented in the selected film	explains how personal, social and/or cultural perspectives and concepts are represented in the chosen film	describes the personal, social and/or cultural perspectives and ideas represented in the chosen film	identifies personal, social and/or cultural perspectives and ideas in the chosen film	R3
	researches widely and independently, synthesising information and viewpoints to construct an argument	researches independently, selecting relevant information and interpreting viewpoints to construct an argument.	uses research skills to extract information from texts to develop an argument.	uses a research process including formulating questions, selecting information to presents ideas	researches and retells information	R4
	accurately applies the principles of academic integrity using one system	applies the principles of academic integrity using one system	applies the principles of academic integrity using one system consistently but inaccurately	accurately applies the principles of academic integrity inaccurately and inconsistently	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent standardized system	R4
	develops coherent and credible arguments and justifies viewpoints using a discerning selection of evidence and textual references	constructs credible arguments and supports viewpoints using a selection of convincing evidence and textual references	presents structured arguments and selects relevant evidence and textual references	explains information with some evidence and textual references	presents straightforward information with fragmented evidence	R5
COMMUNICATION	communicates insightful ideas and considered perspectives relating to the film text for their target audience	communicates considered ideas and perspectives relating to the film text for their target audience	communicates ideas and perspectives relating to the film text for an audience	communicates straightforward ideas relating to the film text	communicates fragmented ideas	C1
	speaks confidently, coherently and clearly with control of the style, structure and non-verbal elements required in an oral presentation and effectively engages the audience	speaks confidently and clearly with control of the structure and non-verbal elements required in an oral presentation and holds the attention of the audience	speaks clearly with control of the structure and non-verbal elements required in an oral presentation and connects with the audience	speaks with some formality and control of the structure required in an oral presentation	informal style of speaking interferes with meaning and connection with the audience	C3/C2

PLANNING

Assessment Planning: Step 1:

Identify a social issue as represented in the movies Forcing religion

Step 2: Identify different perspectives on the social issue of your choice

- Taking away aboriginal beliefs (spirituality)
- white christians believing their book is the right way of life

Step 3: Critically analyse the validity of the perspectives. You need to refer to at least one primary source and two secondary sources in your analysis. You need to consider:

What happened/ the time frame/ the location

Aboriginal people, mostly children, were forced to believe in a foreign religion. Through the 1900s (1910s-1980s). All throughout Australia

People involved

White European people, Aboriginal and Torres Strait Islander people

At least three cinematic techniques were used to communicate the chosen perspective.

Camera angles- Zommed into the face, understand their facial expression

Sound and Lighting

- Intense music or calm music insinuation that something good or bad is about to happen Diegetic and non diegetic sound

At least one case study to support your perspective

Freedom of religion and belief in Australia

file:///Users/yarisaiahajak/Downloads/http___www.aphref.aph.gov.au_house_committee_jfadt_religion_relc
ha p4.pdf

The impact of the issue and the perspective on the society

Forcing religion onto people is one of the most unreligious things to do.

You want people to believe in the same thing you believe in because you think your book is the one everyone should follow even if they aren't religious. The society was very one sided, everything had to be one way and if it wasn't it had to be changed to fit.

Minimal engagement with planning. Research notes are unreferenced. (R4- E)

Acknowledgement of Country In this presentation we acknowledge and respect the Aboriginal and Torres Strait Islander people who have died on this land We acknowledge Aboriginal and Torres Strait Islander people as the traditional custodians of this land upon we stand We pay our respects to the Elders of the past present and future and acknowledge their spiritual connection to country

The Rabbit Proof Fence

In the movie *The Rabbit Proof Fence*, Molly, Daisy and Gracie have been kidnapped from their family and brought to mission like camps where it was set for them to be assimilated into a white Australian society. The mission camps are where the stolen generations take place, a time in Australian history where half cast children (Aboriginal and European) or lighter skinned Aboriginal children were taken from their families and placed into homes that were designed to erase Aboriginal culture and erase everything they knew of before. They couldn't speak their native languages, the only language they were able to communicate was English and the beliefs they knew of before they weren't allowed to believe, only the catholic belief. The whole point was to breed out the Aboriginal people.

After the children turned 18 or were 'fully assimilated' instead of being a part of the white society they were sent out to be servants for other people. While being servants they faced a lot of abuse, sexual, physical and emotional abuse. It was a horrible and sick thing thought and done by sick people who thought that their race was the supreme race and any other race had to be erased because they were inferior to them.



A short description of the plot of the text using key terms of the topic. (R1- D)

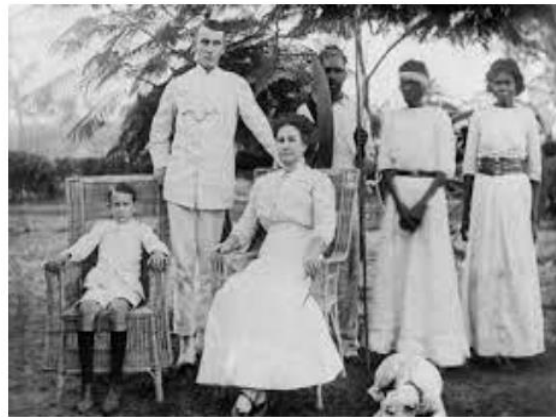
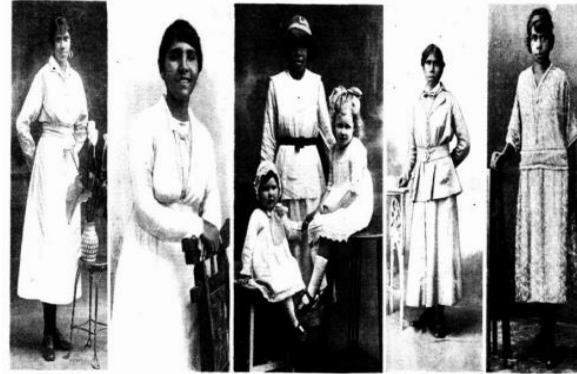
A short description of the historical context. Some errors in syntax and punctuation. Uses a basic post-colonial perspective in opposition to past racist views. (R3- E)

Informal language used. (C3- D)

A short, ahistorical description of historical context with a critical, but reductive explanation of the views of the past, but no reference to research. (C1- D)

Argument is not clearly grounded in the text. (R5- E)

ABORIGINAL GIRLS AS DOMESTIC SERVANTS



Engaging images to illustrate the history to the audience. (C2- C)

Aboriginal Religion

Aboriginal people of Australia believe in god that created humans and things just like other religions, but they are a bit more spiritual with it. Instead of praying to one single god that they can not physically see, each of the tribes believes in a number of different deities, they usually depict this deities in something tangible a form you can recognize. Said form can be of a landscape feature or an image in a rock art shelter or plant or an animal. There is no single deity that is represented in all of Australia, each tribe has its own deities and its beliefs. The thing is Aboriginal people do not believe in animism. This is the concept that everything in nature has a soul. They do not believe that a rock has a soul, but they may believe that a certain rock outcrop was made by or represents a deity from the Creation Period. They believe that reincarnation of the spirit or soul allows many animals and plants to be interchangeable with human life, and that this dates back to the Creation Period when these animals and plants were people. (<https://www.aboriginalculture.com.au>)

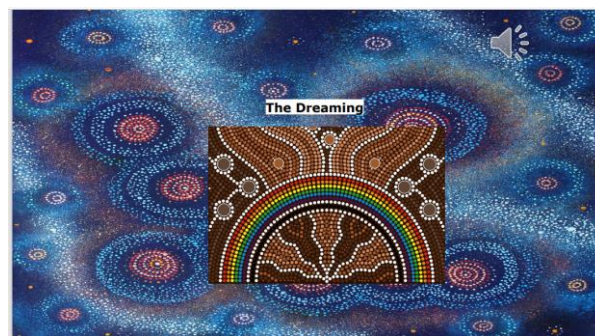
"Aboriginal spirituality is defined as at the core of Aboriginal being, their very identity. It gives meaning to all aspects of life including relationships with one another and the environment. All objects are living and share the same soul and spirit as Aboriginals. There is a kinship with the environment. Aboriginal spirituality can be expressed visually, musically and ceremonially." (Grant, 2004). The 'Dreamtime' is where Aboriginal cosmogony begins. This is the period before the world was shaped in the way it is now. Dreamtime heroes, also known as creation ancestors, live in the sky, the sea, and beneath the earth's surface. They are part human in terms of emotions and intellect, part animal bird or reptile in terms of physical shape, and part superhuman in terms of power and creative capacity. They emerged from their secret realms at some time during the dreaming and fashioned the world as we know it now as a result of their actions and interactions.

Aboriginal Religion



Largely accurate description of the information. A perspective is described. (R5- D; R4- E)

Generally accurate expression with readily apparent meaning. Some informal language. (C1- D)



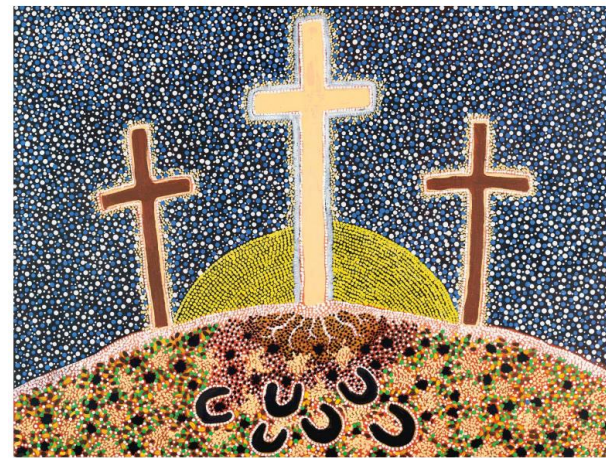
Demonstrated academic integrity with an accurate system. (R4- C) Description of the ideas and a perspective. (R3 D) Not grounded in the texts or discussed as a perspective in the text. (R1-E; R5- Below E)

Brief, reductive description of complex beliefs. (R1- E; R3- E) Perspective but not explicitly discussed as a perspective in the text. (R1,R5- Below E)

Forced Religion on Indigenous People

Aboriginal people weren't the only people where religion was forced on them, many different religious people (mainly Christianity and Islam) where colonizing native people and colonizing their minds to think like them. This includes they religion they practiced, they would force their religion onto native people and threat to hurt them if they didn't abide but their twisted rules. Forcing your religion onto other people is why a lot of people in today's time are not religious and often do not respect it at times because people who are religious like to suffocate people with their religion and try to force it onto them, not giving off a good vibe. Aboriginal people in Australia had their religious identity and beliefs striped from them by the Catholic church (since most of the europeans that migrated over were catholic) in the 'stolen generations' time which lasted from the 1910s-1970s. Reprogramming their minds to believe in what they believe in so that the Aboriginal Australians can be fully assimilated into the white society they created, they needed everything and everyone to be a certain way so assimilating them was the only reason that that would be able to happen.

Forced Religion on Indigenous People



History of Forced Religion

Forced conversion or adoption of a religion which was forced upon you. Religion isn't something that is something that only modern people practice or practiced, religion started with Neanderthals and Homo sapiens as far back as 300,000 years ago (google). Most of those early religions are lost and forgotten about, with them just being ancient religions. But modern day religions have quite a few things in common with the ancient religions, but they were a bit more spiritual.

An inaccurate and inconsistent attempt to reference. (R4- E)

Generally accurate language to communicate meaning. (C3- C)

Incorrect coordinating conjunction makes the sentence confusing. (C3 – D)

Generally sound observation. (R1-E; R3- E)

Should be referenced. (R4 – Below E)

Run on sentence. (C3 D) By not but (C3 E)

Identifies a personal perspective. (R3- E)

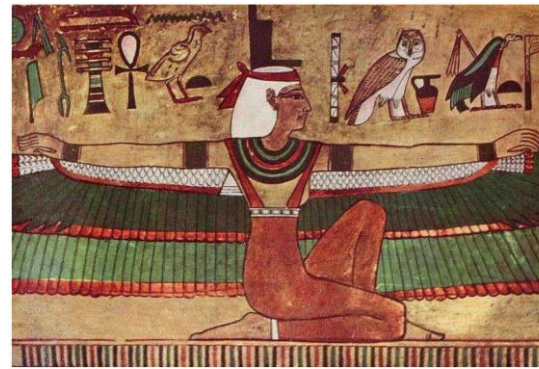
Run on sentence. (C3 D) Needs evidence to support the assertion. Identifies a personal perspective. (R3- E)

A reasonable inference to draw from the films, but this not linked to either film in analysis. (R1- D)

Overall, question not answered as not explicitly linked to the texts' perspectives. (R5- Below E)

This is not related to the question. Texts are not analysed. Certainly, a perspective on the social topic, but not explicitly discussed in relation to the text as directed. Overall, question not answered as not explicitly linked to the texts' perspectives. (R3- D; R5- E)

History of Forced Religion



Affect/Conclusion

The effect the stolen generations and forced religion has on those people today. In Australia, most of the Aboriginal people you see today would be categorized as white people because they look like white people though they are still 'blak' because they are Aboriginal or they are brown but have light skinned compared to the skin complexion their ancestors had. But there are still Aboriginal and Torres Strait Islander people who have their original dark skin, they mainly live in rural areas or in the Northern part of Australia, I guess you could say that the stolen generations was somewhat a success to the man who created the assimilation law. Assimilation has affected many people all across the whole including Native Americans who have been Americanized and North and East Africans who have been Arabized.

Affect/ Conclusion



Minimal relationship to the question. An inaccurate and insensitive discussion of race and colour. (R1, R4- Below E) Conclusions about perspectives in texts were not made, though a perspective presented. (R5 – E)

Affect/effect. Run on sentences interfere with meaning. (C3 E)



An attempt at academic integrity that does not use the chosen system correctly. (R4 – E)

Bibliography

Welch, D. (2017). Aboriginal Culture. [online] www.aboriginalculture.com.au. Available at: <https://www.aboriginalculture.com.au/religion.html#:~:text=Aboriginal%20religion%2C%20like%20other%20religions> [Accessed 2 Nov. 2021]

Images https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.sbs.com.au%2Fmovies%2Farticle%2F2015%2F05%2F26%2Frabbit-proof-fence-cheat-sheet&psig=AOvVaw1KJl_2HfnnUextOltHbmZ&ust=1636354063825000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCMiLy5PUhfQCFQAAAAdAAAAAABAO <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.theguardian.com%2Faustralia-news%2F2016%2Ffeb%2F11%2Fstolen-generations-hail-the-power-of-collective-healing&psig=AOvVaw3Gk74hQez4kPsaT-ZXz06U&ust=1636354209206000&source=images&cd=vfe&ved=0CAsQjRxqGAoTCLiJ3crUhfQCFQAAAAAdAAAAABCFAQ> <https://www.google.com/url?sa=i&url=https%3A%2F%2Fhome.dictionarofsydney.org%2Fthe-stolen-girls%2F&psig=AOvVaw3Gk74hQez4kPsaT-ZXz06U&ust=1636354209206000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCLiJ3crUhfQCFQAAAAAdAAAAABAR> <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.mamamia.com.au%2Faustralia-slavery%2F&psig=AOvVaw3Gk74hQez4kPsaT-ZXz06U&ust=1636354209206000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCLiJ3crUhfQCFQAAAAAdAAAAABAM> https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com.au%2Fsharonwazurka%2Faustralian-aboriginal%2F&psig=AOvVaw1HxbDmNEoh-ryraj87Bzey&ust=1636354411982000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPCaqq_VhfQCFQAAAAAdAAAAABAZ https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.aboriginalculture.com.au%2Freligion.html&psig=AOvVaw1HxbDmNEoh-ryraj87Bzey&ust=1636354411982000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPCaqq_VhfQCFQAAAAAdAAAAABAg https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.aboriginalculture.com.au%2Freligion.html&psig=AOvVaw1HxbDmNEoh-ryraj87Bzey&ust=1636354411982000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPCaqq_VhfQCFQAAAAAdAAAAABAm https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.aboriginal-art-australia.com%2Faboriginal-art-library%2Faboriginal-dreamtime%2F&psig=AOvVaw1HxbDmNEoh-ryraj87Bzey&ust=1636354411982000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPCaqq_VhfQCFQAAAAAdAAAAABAq

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input-into-the-new-closing-the-gap-approach%2F&psig=AOvVaw2MINCIBNg-43hyKFq6hCau&ust=1636356675432000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCJDlmt3dhfQCFQAAAAAdAAAAABA

OVERALL COMMENT

This is a D response.

The paper does not engage clearly with the question or the assigned task of analysing perspective in text. It is dominated by simple retell of the source material. However, a critical approach has been taken to the topic which is likely derived from the perspective of the text, 'The Rabbit Proof Fence', though this is not made explicit, nor are film techniques that enhance perspective discussed. (E standard)

There is an attempt at academic integrity in some referencing, but it is not internally consistent or accurate. Not all data has been referenced, despite the long, attempted bibliography at the end. Images on slides are not referenced. (E Standard)

The language use is mostly accurate and organised logically in the presentation. There are run on sentences that reduce the impact of language and confuses the listener. (D Standard)

The oracy skills demonstrated are adequate to allow an audience to comprehend readily. (C Standard)

Overall, language skills are adequate, but academic analysis is well below standard.

	A Grade	B Grade	C Grade	D Grade	E Grade	
RESPONDING	critically analyses the relationship between context, purpose and audience and how they shape meaning and convey attitudes and achieve particular effects in the selected film text	analyses the relationship between context, purpose and audience and how they shape meaning and convey attitudes in the selected film text	explains meaning, context, purpose and audience and how they shape meaning to convey attitudes and values in the chosen film text	describes context, purpose and audience and how they shape meaning in the chosen film text	Identifies aspects of context, purpose and audience and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives and concepts are represented in the selected film	analyses how personal, social and/or cultural perspectives and concepts are represented in the selected film	explains how personal, social and/or cultural perspectives and concepts are represented in the chosen film	describes the personal, social and/or cultural perspectives and ideas represented in the chosen film	identifies personal, social and/or cultural perspectives and ideas in the chosen film	R3
	researches widely and independently, synthesising information and viewpoints to construct an argument	researches independently, selecting relevant information and interpreting viewpoints to construct an argument.	uses research skills to extract information from texts to develop an argument.	uses a research process including formulating questions, selecting information to presents ideas	researches and retells information	R4
	accurately applies the principles of academic integrity using one system	applies the principles of academic integrity using one system	applies the principles of academic integrity using one system consistently but inaccurately	accurately applies the principles of academic integrity inaccurately and inconsistently	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent standardized system	R4
	develops coherent and credible arguments and justifies viewpoints using a discerning selection of evidence and textual references	constructs credible arguments and supports viewpoints using a selection of convincing evidence and textual references	presents structured arguments and selects relevant evidence and textual references	explains information with some evidence and textual references	presents straightforward information with fragmented evidence	R5
COMMUNICATION	communicates insightful ideas and considered perspectives relating to the film text for their target audience	communicates considered ideas and perspectives relating to the film text for their target audience	communicates ideas and perspectives relating to the film text for an audience	communicates straightforward ideas relating to the film text	communicates fragmented ideas	C1
	speaks confidently, coherently and clearly with control of the style, structure and non-verbal elements required in an oral presentation and effectively engages the audience	speaks confidently and clearly with control of the structure and non-verbal elements required in an oral presentation and holds the attention of the audience	speaks clearly with control of the structure and non-verbal elements required in an oral presentation and connects with the audience	speaks with some formality and control of the structure required in an oral presentation	informal style of speaking interferes with meaning and connection with the audience	C3/C2

YEAR 11 T CREATIVE
TASK



TITLE: CREATIVE RESPONSE AND RATIONALE	
Course:	EAL T
Unit:	Language and Culture
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> - Creative Response and Rationale - Individual task - Short Story Response - 60% (of 0.5 Unit) - Handwritten task - 120minutes - Test conditions but known task, paper dictionaries allowed, no notes
Prior learning:	The class has been studying 'The Drover's Wife by Henry Lawson' and creative writing techniques.

TASK SUMMARY:

Imagine yourself as a reporter for the *Guardian* newspaper. It often provides stories of interest to women, such as interviews with eminent women, parenting, cooking and fashion. For your project you need to focus on the empowerment of women and to collect information on this subject you have decided to interview the protagonist of *The Drover's Wife*. For your creative response you need to write an interview between you and the wife. You need to include both the questions and answers in your creative response.

Points for Consider for an Interview

- Beginning of the interview- welcome the interviewee by stating their name, position in relation to other characters and events in the story.
- Focus on events, situations, or relationships in the text that develop Lawson's arguments about the power and importance of women's lives and experiences.
- Vary the topic of your questions and answers and do not repeat information.
- Creatively fill in characters and events that are implied in Lawson's story.
- Ask significant and valuable questions which helps the reader to understand key features of the story, such as, characters, their actions/choices, relationships, lifestyle, aspirations, future plans etc.
- Make your characters believable, e.g., show their strengths, flaws, likes, fears.
- Be creative and engaging to your reader.

Part Two – Rationale

Your creative response must be accompanied by a 300-400 word rationale in which you explain your creative choices and analysis of *The Drover's Wife*. You will explain the questions asked and answers given. You will quote 'The Drover's Wife' to support your choice of questions and answers.

Some consideration for your rationale:

- The rationale is like a mini-essay deconstructing your work
- It can be written in the first person
- Write formally and in proper paragraphs
- Explain how the interview helps the reader understand the story better

LINKS TO BSSS EAL COURSE

Unit: Language and Culture

Content Descriptions	Elaborations
<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding • using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays • understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance • understanding and using a range of common cultural references, idiomatic expressions and colloquialisms • understanding and using culturally accepted politeness, conventions and protocols in various contexts • using active listening strategies and working collaboratively with others <p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • predicting the form and content of texts from structural and visual elements and contextual information • describing linguistic and structural features of a range of more complex text types including literary and transactional texts • distinguishing between fact and opinion, main ideas and supporting details presented in texts • defining common cultural references and implied meanings in texts • locating suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information • using a range of reference texts such as bilingual dictionaries to assist language learning and comprehension • using strategies to reflect on and consolidate own learning <p>Language and text analysis skills and strategies including: describing how different purposes and contexts influence language choices and meaning</p>	<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • Investigating regional and chronological variation in Australian English by drawing on Australian literature and cultural products to develop intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays. Informative settings rehearse and consolidate skills in acquiring new language and expression skills • Engaging in formative classwork that provides situations in pairs and groups for the analysis of text and context in Australian literature and cultural products that allow students to practice and experiment with gesture, listening and speaking using appropriate conventions and modes. <p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • Analysing a range of Australian texts and cultural products in formative situations that culminate in summative tasks in which students transfer skills and knowledge developed in unseen questions. • Investigating the context of literary texts and other cultural products and using that process to develop academic research skills including finding, summarising information, making notes and applying to answering questions. • Using research contexts in formative work to rehearse and acquire techniques for predicting meaning and confirming guesses using paper and electronic sources. <p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> • Analysing a range of Australian texts and cultural products in formative situations that culminate in summative tasks in which students transfer skills and knowledge developed in unseen questions. • Students develop skill sin comprehending literary ad other texts in and Australian context • They apply techniques of literary analysis to deepen their capacity to analyse texts and interpret layers of meaning in short stories, poetry and songs by Australian writers and musicians. <p>Create a range of texts:</p>

<ul style="list-style-type: none"> • explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance • describing the effect of register, style and tone on meaning • explaining the effects of descriptive language and imagery in texts • analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity <p>describing the forms and conventions of texts created in different modes and mediums including visual texts</p> <ul style="list-style-type: none"> • describing similarities in and differences between texts • using metalanguage to discuss texts and their composition <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate structure and content to communicate ideas and opinions for different purposes and audiences • using digital, multimodal and print-based technologies <p>using common language features, for example, subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</p> <ul style="list-style-type: none"> • using description, characterisation, and direct and indirect speech • using cohesive devices at sentence, paragraph and whole text level 	<ul style="list-style-type: none"> • Students investigate the form and style of a range of text types. They will create academic texts and spoken texts in formative tasks and experiments of with style and register. • They will create analytical and creative texts in response to Australian literature.
Key concepts:	Perspectives in texts
Key ideas:	<ul style="list-style-type: none"> • communicate ideas and opinions in a range of contexts • demonstrate literal and inferential comprehension of information, ideas and language used in texts • understand and apply social and cultural references from different contexts • plan and create oral, written and multimodal texts appropriate to purpose and audience
Cross-curriculum priorities:	Students consider Aboriginal and Torres Strait Islander experiences and cultures through investigating Australian literature and cultural products.
General Capabilities:	<ul style="list-style-type: none"> • Literacy, • Numeracy, • Information and communication technology (ICT) • Critical and creative thinking • Personal and social • Intercultural understanding

RUBRIC Name:				Grade:	Score:	
Y11T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses accepted Australian specific structural conventions and language features to create a magazine interview based on 'The Drover's Wife'	uses Australian language features and structural conventions to create a magazine interview based on 'The Drover's Wife'	uses basic Australian language features and conventions to create a magazine interview based on 'The Drover's Wife'	R2/C2
	communicates insightful ideas and analyses perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates considered ideas and explains perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates ideas and describes perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates straightforward ideas relating to 'The Drover's Wife' for any audience	communicates fragmented ideas	R5/ C1
RATIONALE	reflects independently on the learning of literary devices in creative writing to represent own thinking and approach to the task	reflects on the of literary devices in creative writing to represent own thinking and their approach to the task	reflects on the learning of literary devices in creative writing to represent ideas in the task	reflects on the learning of literary devices in creative writing in their piece	reflects in a limited way on the of literary devices in creative writing in their piece	R6
	analyses the relationship between context, purpose and audience in creative writing and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an in creative writing and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in in creative writing and how they shape meaning	describes context, purpose and audience in in creative writing with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an in creative writing and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in in creative writing	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of a magazine interview.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of a magazine interview.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction of a magazine interview.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction of a magazine interview.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in a magazine interview.	writes confidently and clearly with control of the style and structure required in a magazine interview.	writes clearly with control of the style and structure required in a magazine interview.	writes with some control of the style and structure required in a magazine interview.	writes with minimal control of the structure needed in a magazine interview.	C3

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the "Language and Culture" unit indicating those that are most appropriate for this type of task. Students are focused on how language and culture interact in a study of Australian literature.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task, and the marking rubric provides a direct line of sight between it and the Achievement Standards. There is clarity in that each grade begins with the cognitive demand, i.e. evaluates, analyses etc.

3. BIAS AWARENESS

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

The task is appropriate to the discipline and focuses on disciplinary skills that are the purpose of the class and explicitly taught to all. The magazine format is more accessible to students who read magazines of that type. The open ended nature of the task allow students to develop their own ideas and perspectives.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students create a magazine interview and rationale by applying their literary and communication techniques to explore cultural questions. Further in the rationale, students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a their creative choices.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task, students develop a creative project that was initiated by class work. Students are supported to pursue their own creative ideas in relation to the task. The explicit connection to a more structured genre, that magazine interview, enables access by different abilities but also for extension.

6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. The in-class, handwritten nature of the task mitigates against misconduct and is a lever to develop preparation practices that support academic integrity going forward.

Note: Originally handwritten but transcribed with corrections made by student included.

Today, we are very honoured to have Mary – The Drover’s Wife – here with us. She is a very brave and independent woman who is also the mother of 4 children and the owner of a small farm. For most of the time, she need to take care of the children and the farm on ~~she~~ her own due to her husband’s absence.

- Now Mary, would you please tell us a little bit about your family?

I am blessed with 2 boys and 2 girls. The eldest one is called Tommy, he is 11 now. All my children are very considerate and I love them very much. My husband, Jone, is a drover. He was a squatter when we got married, but had to start droving again because of a drought.

- ~~You’ve~~ Speaking of your husband, you have mentioned before that you consider him as a ‘good enough husband’. Why is that? Don’t you think that he should be spending more time with the family?

Jone is a very responsible and caring person. We love each other. He is very patient with the children and is working really hard to provide us with a better life. When he is home, he would try to do everything and let me take a rest. He would give most of the cheque to me, and if he gets a good cheque, he would go to the city and bring me and the children home some presents. Sometimes it would be a dress, sometimes magazines and sometimes some books as he know that I am very into fashion. When he is back, he would play football with the children, he would take them hunting and teach them how to ride. I am very lucky to watch my children grow up. My husband, due to his job, unfortunately, is missing out a lot of these presious moments. He would love to spend more time with us, but he had to go droving and earn money to support the family, and I understand that, so I’m not disappointed or unhappy about him being away for a long time, even though I miss him very much instead. I am thankful that he is willing to sacrifice many things for me and the children.

- We know that living in the outback is hard and dangerous, you have encountered many problems and had to deal with stressful situations on your own. Could you tell us one event that was very challenging for you, and who helped you through that?

It was a stormy night, and a lightening struck one of the trees nearby, the cows got frightened, broke the fence and ran away. During the same night, my youngest child developed a fever. I tried to cool her down, but her temperature kept rising. I rode 18 miles in rain, carrying her to the nearest town for a doctor. Thankfully, after some medicine, the fever was gone. I thought I would have lost the cows, but when I was back, I found them back on the farm. It was Tommy who took Aligator with home

Manipulates linguistic features to establish a plausible journalistic voice in the informal lifestyle story format, an communicates clearly and confidently. Edits well in an unprepared topic. (C2-A; C3-A)

Develops a coherent and credible viewpoint using evidence from the story and draws on an evaluation of the culture and idea of the author’s context. (R2-B; R5-B)

Develops a coherent and credible viewpoint using evidence from the story and draws on an evaluation of the culture and idea of the author’s context. (R3-B; R5-B)

Communicates clearly and confidently in using some complex sentence structures to communicate some insightful ideas and culturally informed analysis with evidence from text. Minor errors reasonable for test setting in EAL. (C3-B)

Manipulates linguistic and stylistic features to create voice and use the character to create atmosphere, tone and narrative tension in telling the story. (C2-A; R5-B)

Communicates clearly and confidently in using some complex sentence structures to communicate some insightful ideas and culturally informed analysis with evidence from text. (C3-A)

and found the cows and brought them back, he knew that I couldn't afford losing them.

- What's your future plan for the children, how are you planning to achieve that?

I just want my children to be healthy and grew up happily. I don't expect them to have great successful, but a happy family. Jone has been talking about moving the family to the nearest town once we've got enough money. In the meantime, I will try my best to teach the children how to read and write. I have asked Jone to bring back some books. I think education is really important and it can change your life.

- What are some ways or thing you do to entertain yourself?

I love reading 'The Young Lady's Journal'. I have also keep a diary. I found out the writing my emotions out can really help me to keep a positive mind set. If I gets time, I would sit down with the children next to the fireplace and read them a short story. Every Sunday afternoon, I would dress myself and the children up and go we would go on to a walk along the bush track.

- Due to the absence of your husband, you basically need to take on the role of 'the husband' as well as the mother. How do you feel about that, would you rather to just be 'the mother' and rely on the men?

I think ~~this role~~ has time has definitely not been easy for me to take 2 roles at once. I would not often get time to demonstrate much of the feminine side. In the other hand, this gave me more power and freedom. I ~~at can man am~~ am able to make decisions for myself and my children. I don't think I would want to fully rely on my husband even if I had the chance.

- Thank you, Mary! Your ideas and experiences are very inspiring and interesting. I hope this interview would help people another way of viewing the topic of women empowerment.

Communicates clearly and confidently in using some complex sentence structures to communicate some insightful ideas and culturally informed analysis with evidence from text. (C3-A)

Manipulates linguistic features to establish a plausible journalistic voice in the informal magazine format, and communicates clearly and confidently. Edits well in an unprepared topic. (C2-B; C3-B)

Develops a coherent and credible viewpoint using evidence from the story and draws on an evaluation of the culture and idea of the author's context. (R3-B; R5-B)

Rationale

I have chosen to investigate, explore and develop mainly on 'The Drover's Wife' in my creative response, which is an interview with the drover's wife on the topic of women's empowerment. I focused on the relationship of her with her family, the challenges she faced, her future plans, and lastly her opinion on women's empowerment.

Effective introduction for a short essay with reference to analysis of own and original text foreshadowed. (C3-A; R1-B)

Family and relationships is one of the major themes in the original text. To reflect on that, I started by having the drover's wife introducing her family. Based on the information provided in

the story, I added more details, such as the gender of her children and drover quit squatting due to a drought. These doesn't only help me to connect my creative piece to the original text, but also makes it more complete. I have also chosen to develop more on the drover though the drover's wife as he is a very important character who has not been explored in detail. From the drover's wife opinion towards her husband in the original text, a conclusion of the drover as a good and responsible father can be drawn. Therefore in my creative, the drover is very caring and he has a good and loving relationship with his families. Furthermore, the drover's wife considered herself as 'lucky'. This is in responding with the original text 'she seems contented with her lot.' In addition to that, it also implies that that drover's wife is a very understanding and an optimistic as she doesn't think that she is in a very bad situation. This idea is carried on in my creative piece, as late on, she said that she is happy with her life and she is thankful that the drover is being responsible and supportive.

As the topic of the interview is about women empowerment, I have chosen to exhibit her character though some challenges she has faced. Therefore, in my creative response, the drover's wife shared another challenging event. As she has faced a lose of one children, and as a mother, this would be the hardest thing she's ever faced. Hence in my creative response, she is facing the possibility of losing another child. This event indicated that she is strong both mentally and physically, which is contrasting the gender roles of women back then in the 1890s. I have also briefly developed on Tommy's character. His actions indicated that he cares about his mother. It also foreshadows that as Tommy gets older, he would be able to help out the family, hence they would have a better life.

In the drover's wife future plans, education is a significant factor. She is planning on educating her children, as stated before, she has two girls. This indicates that she would be contributing to women's empowerment by educating her girls, as this is a way to help them gain power and freedom. None the less, in my creative, she said that she is able to 'make decisions for herself' and consider that as something really important to her. Again this is an indication of her independence.

Through the interview of the drover's wife, I exhibited that she is caring, strong, independent and optimistic person. Her relationship with her family has also been explored though the challenges she faced and her opinion on her husband.

Communicates clearly and with effective transitions and complex structures confidently, but with some minor errors. (C3-B)

Analyses texts for meaning and purpose and develops a coherent and credible argument with evidence. (R1-B; R5- C)

Effective conclusion for a short essay with reference to analysis and viewpoint argued for. (C3-A; R1-A)

RUBRIC Name:				Grade:	Score:	
Y11T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses accepted Australian specific structural conventions and language features to create a magazine interview based on 'The Drover's Wife'	uses Australian language features and structural conventions to create a magazine interview based on 'The Drover's Wife'	uses basic Australian language features and conventions to create a magazine interview based on 'The Drover's Wife'	R2/C2
	communicates insightful ideas and analyses perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates considered ideas and explains perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates ideas and describes perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates straightforward ideas relating to 'The Drover's Wife' for an audience	communicates fragmented ideas	R5/ C1
RATIONALE	reflects independently on the learning of literary devices in creative writing to represent own thinking and approach to the task	reflects on the of literary devices in creative writing to represent own thinking and their approach to the task	reflects on the learning of literary devices in creative writing to represent ideas in the task	reflects on the learning of literary devices in creative writing in their piece	reflects in a limited way on the of literary devices in creative writing in their piece	R6
	analyses the relationship between context, purpose and audience in creative writing and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an in creative writing and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in in creative writing and how they shape meaning	describes context, purpose and audience in in creative writing with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an in creative writing and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in in creative writing	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of a magazine interview.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of a magazine interview.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction of a magazine interview.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction of a magazine interview.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in a magazine interview.	writes confidently and clearly with control of the style and structure required in a magazine interview.	writes clearly with control of the style and structure required in a magazine interview.	writes with some control of the style and structure required in a magazine interview.	writes with minimal control of the structure needed in a magazine interview.	C3

Interview

Interviewer Oprah Winfrey: Good day, everyone! Today, we have special guest with me, The Drover's Wife. Thank you for coming today.

Uses the style, convention and language of an interview. (C2 C)

The Drover's Wife: G'day! Its pleasure to be here.

Uses Australian idiom for an Australian audience. (C2 C)

OW: People like Penguin Books say your story "has captured the imagination of many and has become an iconic representation of resilience and empowerment and she has become a symbol for women everywhere" What do you think about that?

Communicated an idea and a perspective by using a relevant quotation from the critical essay attached to the story. (C1 C)

The Drover's Wife: Well, when I was living in the Aussie outback, life was tough. I had to solve many problems while my husband was out droving. Such as, wild animals and harsh weather were just the beginning.

I found strength in myself. I learned being resourceful, to think on my feet, and to make my best. I had to be strong and learn to carry on, not for myself but for my children as well. Many women who faced their own struggles are inspired because my overcome adversity.

Communicates under test conditions with some control of genre, style and register. For example, in this passage there are minor punctuation and grammar error as the 'such as' begins fragment rather than a sentence. This is similar to the next paragraph too with an error not using the gerund form of 'overcome' and idiom error of 'make my best', but also successful idiom 'think on my feet' which fits well with genre and register of a magazine article. (C3 C; C2 C)

OW: You have overcome many hardships. How are you a role model for women today?

The Drover's Wife: I think the lessons I learned can help any women. An important things I learned was the power of self-belief. Even with challenges, you must trust in yourself and have confidence in yourself. Women today face many difficulties, but they can overcome anything.

I also want to talk about the importance of friends, family and community support. Today, women have access to many friends and family, both online and offline, that can provide help and warm friendship. It's important for women to have people who are good for them. Friends and family help in troubles like Black Mary helped me and like my brother in law brings me supplies. Also, Tommy is helping me everyday with the smaller children. He is a good boy to his mother.

Selects relevant evidence from the story to support the argument about support networks helping women. (R5 C)

OW: Yes! Friends and support is so important to women. In what ways do you inspire women today with your story?

The Drover's Wife: Firstly, I think it's important for women to see that they are strong. Women should never underestimate their abilities or have societal expectations hold them. In life there are many problems, but women survive and a keep on trying. They have to for their family. Society relies on women to be strong, and we are.

This passage clearly communicates sound ideas about women's lives with a feminist perspective. The ideas are relevant to the text studied and are plausible. (C1 B)

Secondly, women should be adaptable. Life has many unexpectedly challenging, and being able to think and find solutions is key. Women today have access to knowledge and friends, for example the internet and smart phones, and they should use them. I didn't have that except for the *Ladies Home Journal*, women today have more.

Lastly, I would encourage women to have friends. Having friends who believe in you and your dreams is very helpful. Whether it's friends or family, having people who lift you up is so good. Don't marry man who can't help you though. Marry a better husband than mine. Maybe mine is dead I don't know. He has been gone a long time. But I don't need him anymore.

OW: Thank you for sharing those inspiring words, and thank you for joining us today, The Drover's Wife. Your story is so important for women everywhere.

The Drover's Wife: Thank you for having me. It's been a pleasure to share my story with others. Remember, every woman has the power to create her own pathway to success.

Using style and conventions of interviews in magazines that use the direct interview transcription format. (C2 B)

Rationale

In writing the interview, I used language to appeal with the target audience and their preferred style. Here's a rationale for the language and ideas used.

C3 C - Rationale has a simple introduction and conclusion that introduces and concludes paragraphs topics. Also follows formal structure of essay/rationale with topics sentences and attempted TEXAS/PEEL paragraphs.

The language used in the interview is relatable and accessible to women who read magazine. It incorporates commonly used phrases, slang, and expressions that people are familiar with, like "G'Day" and "its been a pleasure". This is like Drover's Wife and children too. She doesn't speak formal English.

Some explanation of how audience was considered in creating the article. (R1 C)

The interview emphasize story themes of empowerment and resilience, which are important for women. DW says "Firstly, I think it's important for women to see that they are strong". This helps with sex discrimination. Writing about the Drover's Wife overcome challenges and the self-belief, the interview inspires women to find strength and face their own obstacles, like the Drover's Wife fight fires, flooding, kill cows and guard farm all alone. Women see their life is now very easy.

Explains use of literary devices, in this case idiom by providing a plausible reason for selection. Quotes evidence to support explanation. (R2 C; R6 C)

The interview shows her need for community and support networks that Drover's Wife didn't have. She is all alone with only children and Black Mary. She says "I also want to talk about the importance of friends, family and community support". It encourages women to ask for help from friends, family, because they can. They are not alone in their struggles and can get help and encouragement. Not like the Drover's Wife. She tells women to get a better husband too. The Drover is not much good as he is away too long, or he is dead.

Describes different cultural perspectives by showing what the DW would think of modern problems. This needs more nuance and recognition of different norms. (C3 D)

Overall, the choice of language and ideas in the interview helps women reading a magazine. It capturing their attention and providing a story that they can relate to. It encourages women to think about their own strengths and growth.

A good explanation of different cultural experiences speaking to each other and how they can use Lawson's lesson in the present. This is linked to textual evidence in interview and short story. (C3 C)

Explains the cultural context the article if written for and in, and their perspective on it. (R3 C)

RUBRIC Name:				Grade:	Score:	
Y11T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses accepted Australian specific structural conventions and language features to create a magazine interview based on 'The Drover's Wife'	uses Australian language features and structural conventions to create a magazine interview based on 'The Drover's Wife'	uses basic Australian language features and conventions to create a magazine interview based on 'The Drover's Wife'	R2/C2
	communicates insightful ideas and analyses perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates considered ideas and explains perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates ideas and describes perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates straightforward ideas relating to 'The Drover's Wife' for an audience	communicates fragmented ideas	R5/ C1
RATIONALE	reflects independently on the learning of literary devices in creative writing to represent own thinking and approach to the task	reflects on the of literary devices in creative writing to represent own thinking and their approach to the task	reflects on the learning of literary devices in creative writing to represent ideas in the task	reflects on the learning of literary devices in creative writing in their piece	reflects in a limited way on the of literary devices in creative writing in their piece	R6
	analyses the relationship between context, purpose and audience in creative writing and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an in creative writing and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in in creative writing and how they shape meaning	describes context, purpose and audience in in creative writing with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an in creative writing and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in in creative writing	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of a magazine interview.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of a magazine interview.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction of a magazine interview.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction of a magazine interview.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in a magazine interview.	writes confidently and clearly with control of the style and structure required in a magazine interview.	writes clearly with control of the style and structure required in a magazine interview.	writes with some control of the style and structure required in a magazine interview.	writes with minimal control of the structure needed in a magazine interview.	C3