



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: English Course: Stage 5 Year: 9

Assessment Task: Multimodal Task

Assessment Weighting: 30% Due Date: Term 3, Week 2 Date: Thursday, 27th July 2023

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

EN5-2A, EN5-5C, EN5-6C, EN5-8D

### Task Description/Overview

After studying Aboriginal films, you will complete short answer style questions. Students will also compose an extended paragraph which represents their understanding of the concepts and issues in the 'Aboriginal Film' unit.

### Detailed Assessment Task Description

Students will complete an examination in class that assesses their knowledge and understanding of Aboriginal issues presented within Aboriginal films. The test is separated into two sections as follows:

#### Section 1: Unseen text (15 marks)

Students will be shown an unseen text. They will then complete short-answer questions, based on film techniques, modes, analysis, and thematic concerns.

#### Section 2: Extended Response (10 marks)

Students will compose an extended response which is structured using STEEL/SETEL etc, in relation to the question:

**How do films you have studied explore the lasting impacts of government policies for First Nations people?**  
**Refer to examples from at least ONE film.**

In order for students to achieve a higher level/grade, students must analyse TWO films. They may include examples from their own knowledge of the texts and use their responses to the previous section to assist them.

Students WILL NOT be allowed to bring any notes into the examination.

Due to the nature of the task for Section 1, a marking criteria cannot be provided.

**Task Duration: 45 minutes**

**Assessment Criteria – Section 2**

<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a highly effective and insightful understanding of the Aboriginal issues in the films.</li> <li>• Discusses how film techniques are used to shape meaning and express ideas in both films.</li> <li>• Demonstrates a skilful control of language.</li> </ul>	<b>9-10</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a sustained knowledge of the Aboriginal issues in the films.</li> <li>• Effectively discusses how film techniques are used to shape meaning and express ideas with detail and clarity in both films.</li> <li>• Demonstrates effective control of language.</li> </ul>	<b>7-8</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the Aboriginal issues in the film/s but may be inconsistent.</li> <li>• Adequately discusses how film techniques shape meaning and express ideas. Analysis could have greater clarity and detail.</li> <li>• Demonstrates adequate control of language.</li> </ul>	<b>5-6</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge of the Aboriginal issues in the film/s.</li> <li>• Discusses film examples but does not analyse techniques.</li> <li>• Demonstrates basic control of language.</li> </ul>	<b>3-4</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the Aboriginal issues in the film/s.</li> <li>• Describes elements of the plot.</li> <li>• Demonstrates limited control of language.</li> </ul>	<b>1-2</b>

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