Due Date: Term 4 Week 9, Tuesday 5th December 2017  |  Assessment Name: ‘We Are Australian’
Mark: x/25  |  Weighting: 25%

SYLLABUS OUTCOMES TO BE ASSESSED:
H2.1: comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
H2.3: demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
H3.2: recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
H4.1: plans and organises to complete tasks or projects, both individually and collaboratively and communicate information and ideas related to a variety of topics.
H4.2: Works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics.

DIRECTIVES TO BE ASSESSED:
Comprehends: Show understandings of
Demonstrate: Show by example
Recognise: To identify
Organise: Arrange
Communicate: Share or pass on information

TASK DESCRIPTION:
You are to create a presentation that communicates your understanding of the “Australian Identity” in either modern Australian or Australia in the past. You are to demonstrate that you recognise and comprehend how the Australian stereotype is created and how it has been challenged over time, using textual evidence from the texts studied in class and your own research to support your opinion.

Your mode of delivery must be well organised and effectively cover a wide range of ideas and understanding.

The presentation must be created in ONE of the following formats: (all must be 4 minutes in length) Speech and visual presentation or Vodcast or Short Documentary

Refer to the following page for the required elements of each format

Presentation must include (but is not limited to) at least two of the following topics that represent Australian society:
*Australian Language: colloquialism and slang
*Australian identity: How is it formed? How does the text represent this identity?
*The factors that form the identity: Sport, industry, small or large towns/cities.
*How the Australian stereotype has been presented to the world: Does the world’s view of Australia form our identity?
*Australia’s likeness to other nations
*Comical views of Australia and our identity.
*Iconic Australia people, places, entertainment, events

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<tr>
<th>Media</th>
<th>Required Elements</th>
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| **Speech and visual** | - Presented in front of the class  
  - Palm cards, used minimally  
  - Copy of speech provided to the teacher  
  - Maintain eye contact  
  - Speech structure, including introduction, body paragraphs and conclusion  
  - Paragraphs follow the PEEL structure  
  - Visual presentation utilising PowerPoint, Prezi or any other approved program  
  - Presentation includes text and images  
  - Dot points only, no chunks of text  
  - Presenter does not read off the slides  
  - Presentation program utilised effectively, for example animations and effects |
| **Presentation**     |                                                                                                                |
| **Or**              |                                                                                                                |
| **Vodcast**         | - Submitted on a USB in either MP4 or AVI format  
  - Student appears in the vodcast for at least 50% of the presentation. This can include, long shots, mid shots or close ups  
  - Maintain eye contact  
  - Presentation is structured. Discussion follows a speech structure including an introduction, body paragraphs and conclusion  
  - Paragraphs follow the PEEL structure  
  - May include images and text  
  - Appear professional  
  - Clear and concise voice, including voice projection and tone |
| **OR**              |                                                                                                                |
| **Short Documentary** | - Submitted on USB in either MP4 or AVI format  
  - Presentation includes images, texts and clips  
  - Presentation includes sound such as background music and/or voiceover  
  - Use of formal language and expression  
  - Evidence of editing to ensure a clear and concise presentation  
  - Avoids large chunks of text appearing on screen  
  - Clip remains engaging, avoids long, drawn out moments |

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

Use this checklist to make sure that you have included all elements of the assignment:

- A clearly organised presentation which clearly communicates and demonstrates an understanding and recognition of what makes up “Australian Identity”
- Presentation goes for 4 minutes
- Presentation is in the right format (MP4 or AVI)
- Presentation is submitted on a USB (check that it works on other computers and have a back-up copy)
## We Are Australian Marking Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>USE OF TECHNOLOGY AND TEXT TYPE - MARKING CRITERIA</th>
</tr>
</thead>
</table>
| **H2.3: demonstrates** skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts | 9-10 | • Outstanding use of technology to create a clear and concise presentation, which adheres to all the elements of their chosen type of presentation.  
• Student demonstrates an effective ability to recognise and use the technology to create an intriguing and engaging presentation. |
| 7-8 | • High use of technology to create a clear and concise presentation, which adheres to mostly all elements of their chosen type of presentation.  
• Student demonstrates a well-developed ability to recognise and use technology to create an engaging presentation. |
| 5-6 | • Sound use of technology to create a clear presentation, which adheres to most elements of their chosen type of presentation.  
• Student demonstrates a competent ability to recognise and use technology to create an engaging presentation. |
| 3-4 | • Basic use of technology to create a presentation, which adheres to some elements of their chosen type of presentation.  
• Student demonstrates an adequate ability to recognise and use technology to create a presentation. |
| 1-2 | • Limited use of technology to create a presentation, which may not follow the elements of their chosen type of presentation.  
• Student demonstrates elementary use of technology to create a presentation. |

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>PRESENTATION CONTENT - MARKING CRITERIA</th>
</tr>
</thead>
</table>
| H2.1: comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship. | 9-10 | • The presentation demonstrates a skilful comprehension of what makes Australian Identity and is well supported by textual evidence.  
• Student skilfully communicates their understanding of Australian Identity using two or more topics and at least four examples of textual evidence. |
| H4.2: Works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics. | 7-8 | • The presentation demonstrates an effective comprehension of what makes Australian Identity and is supported by textual evidence.  
• Student effectively communicates their understanding of Australian Identity using at least two topics and is supported by at least three texts for evidence. |
| | 5-6 | • The presentation demonstrates a sound comprehension of what makes Australian Identity and is supported by some textual evidence.  
• Student soundly communicates their understanding of Australian Identity using two topics and at least two texts for evidence. |
| | 3-4 | • The presentation demonstrates a basic comprehension of what makes Australian Identity. Little textual evidence is utilised.  
• Student communicates a basic understanding of Australian Identity using less than two topics and at least one text for evidence. |
| | 1-2 | • The presentation demonstrates limited comprehension of what makes Australian Identity. No textual evidence is used.  
• Student communicates an elementary understanding of Australian Identity using only one topic and no textual evidence. |

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<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>STRUCTURE OF CONTENT - MARKING CRITERIA</th>
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<tbody>
<tr>
<td>H4.1 plans and organises to complete tasks or projects, both individually and collaboratively and communicate information and ideas related to a variety of topics.</td>
<td>5</td>
<td>• Student skilfully organises ideas to create a well sustained and structured presentation. Content is logically organised and demonstrates a skilful level of planning.</td>
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<tr>
<td></td>
<td>4</td>
<td>• Student effectively organises ideas to create a sustained and structured presentation. Content is organised and demonstrates an effective level of planning.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>• Student soundly organises ideas to create a structured presentation. Content demonstrates a sound level of planning.</td>
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<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>Student <em>organises</em> ideas in a basic manner to create a presentation. Little evidence of planning.</td>
</tr>
<tr>
<td>1</td>
<td>Student <em>organises</em> in a limited manner to create a presentation. No evidence of planning</td>
</tr>
</tbody>
</table>

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