

## Year 7 - Assessment Task 1 Notification

### Unit 1 - Allegory, Fable and Narrative

Cross-curriculum priorities: ✎ Aboriginal and Torres Strait Islander histories and culture

General capabilities: 🌐 Intercultural understanding, ⚖️ Ethical understanding, ♀️ Difference and diversity

This unit focuses on the ways narratives are built to represent life, experience and identity.

The general capabilities emphasised in the unit of work are literacy, critical and creative thinking, personal and social capability and intercultural understanding. This unit addresses the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures.

This unit will help students effectively use a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies. Focusing on visual grammar and writing creating and imaginatively to inform and entertain an audience.

Students have explored a range of texts representing fables and allegories from around the world during their study. They have also explored the idea of subversion of original tales, intertextuality, allusions and appropriation. E.g. *'The Rabbits'* by John Marsden and Shaun Tan, Grimm's fairytales (*'Cinderella'*), *'Revolting Rhymes'* by Roald Dahl, *'Prince Cinders'* by Babette Cole, *'Who's Afraid of the Big Bad Book'* by Lauren Child.

### Focus Outcomes - Assessment of Learning

**Students will be assessed on their ability to:**

- Represent their knowledge in a multimodal text
- Demonstrate an engaging multimodal text
- Understand the relationship between audience, purpose, language/visual choices and form

**A student:**

**Outcome EN4-2A**

- Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
  - Related Life Skills outcomes: ENLS-5A, ENLS-6A, ENLS-7A, ENLS-9A

**Outcome EN4-4B**

- Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
  - Related Life Skills outcome: ENLS-11B

**Outcome EN4-5C**

- Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
  - Related Life Skills outcomes: ENLS-12C, ENLS-13C

### Description of activity:

There are two parts to this assessment task:

#### Section ONE:

Students **create** a fable or allegory based on an existing one.

- The story may be an **appropriation** of an existing fable or allegory or a **subversion**.
- The fable must be presented as a multimodal text using technology. This may take the form of a Google slide presentation, iMovie etc.
- It must include still or moving images/ pictures and text. Sound is optional.

#### Section TWO:

Students are to write a reflection about what they have created. In the reflection the following must be considered:

- Students will need to show the **process** used to create their multimodal text.
- Students need to write down an **explanation** of the process they followed for the task.
- Students should discuss the **creative choices** they have made in the **construction** of their story.
- Students should reflect on what they have **learned**, areas of **strength and areas to develop**.
- This should be typed using Google Docs and shared with your teacher via the Google Classroom.
- The reflection should be **at least 300 words**. Please use the [Reflection Scaffold](#) to complete this component.

### Marking Guide

Grade	A	B	C	D	E
The student has demonstrated	Extensive knowledge and understanding of the conventions of allegories/fables	Thorough knowledge and understanding of the conventions and features of allegories/fables	Sound knowledge and understanding of the conventions and features of allegories/fables	Basic knowledge of allegories/fables	Limited knowledge of allegories/fables
	Extensive knowledge and understanding of creative and imaginative storytelling using multimodal elements	Thorough knowledge and understanding of creative and imaginative storytelling using multimodal elements	Sound knowledge and understanding of creative and imaginative storytelling using multimodal elements	Basic knowledge of storytelling and constructing multimodal texts	Limited knowledge of storytelling and creating multimodal texts
	Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence	Makes thorough language choices to creatively shape meaning with accuracy, clarity and coherence	Makes effective language choices to creatively shape meaning with clarity and coherence	Makes limited language choices to creatively shape meaning	Basic language used
	Writes an honest and clear reflection discussing the creative choices made and the processes and technologies used to construct their composition	Writes a thoughtful and clear reflection discussing the creative choices made and the processes and technologies used to construct their composition	Writes a sound reflection discussing the creative choices made and the processes and technologies used to construct their composition	Writes a limited reflection discussing the choices made	Writes a basic reflection

Advanced A	Highly Competent B	Competent C	Developing D	Experiencing Difficulty E
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