

**Task 7: Australia: Celebrations, Traditions and Immigration**

**Annotated Collage Task Brief NAEP ENGLISH**

**DUE DATE: Tuesday, Week 3, 15 May**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING:** R & V 5%

**CONDITIONS:**

In this task, students will:

* view the documentary *Cronulla Riots: The Day that Shocked the Nation*
* Identify any symbols/icons used in the documentary
* Address the following questions: Who used the symbol/icon? What does the symbol/icon mean to those who used it? What are the alternative connotations of that symbol/icon as seen from other perspectives e.g. different connotations of the Australian flag?
* Suggested riot theme sources: navigate to Riot Themes at the following website address, <http://www.sbs.com.au/cronullariots/documentary#chapters/introduction> to access the following sources: Symbols – The Inciting Incident; Symbols – Prof. Greg Noble on Burning the Flag; Symbols – The Beach as an Icon of Australian Art; Racism – Riot Day

**Time for the task:** Two lessons in-class and time at home.

**Assessment type:** Reading and Viewing

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| **Task 7: Annotated Collage**  Create an annotated collage of the symbols and icons used by the participants in the Cronulla Riots, as well as the media and politicians in their response to it. Respond to a series of  Questions (listed above) on the symbols and icons.  **Due: Term 2, Week 3** |

**FEEDBACK:**

**Marking Criteria: Reading and Viewing**

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| **CRITERIA AND CATEGORIES** | **Marks**  **/30** |
| **Interpreting** | **/10** |
| Explores implied and explicit assumptions, values and beliefs reflected in a text. | 8 - 10 |
| Describes implied and explicit assumptions, values and beliefs reflected in a text. | 6.5 - 7.5 |
| Identifies explicit assumptions, values and beliefs reflected in a text. | 5 – 6 |
| Identifies common stereotypes reflected in a text. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Use of evidence** | **/10** |
| Makes discerning choices about evidence and analyses it to support or challenge interpretations. | 8 - 10 |
| Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | 6.5 - 7.5 |
| Analyses evidence used to support their own and others’ interpretations. | 5 – 6 |
| Identifies evidence to support their own and others’ interpretations of texts. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Interpreting** | **/10** |
| Develops a detailed interpretation of a text and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | 8 - 10 |
| Develops and justifies their own interpretation of a text, taking into consideration the way that textual and contextual details may lead others to interpret texts in differing ways. | 6.5 - 7.5 |
| Develops and justifies their own interpretation of a text. | 5 – 6 |
| Develops a logical interpretation of a text. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/30** |