

**Task 10 & 11: Australia: Celebrations, Traditions and Immigration**

**Political Cartoons Task Brief NAEP ENGLISH**

**DUE DATE:**

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

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

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

**WEIGHTING:** R & V 10% W 5%

**CONDITIONS:**

In this task, students will:

* Access cartoons from the documentary in their original format at the following website address, <http://www.sbs.com.au/cronullariots/documentary#chapters/introduction>

**Time for the task:** Two lessons in-class

**Assessment type:** Reading and Viewing

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| **Task 10 & 11: Cartoon Analysis**  10. Select two images from the documentary resource sheet. Annotate each cartoon  identifying: the main idea of the cartoon, the visual choices – techniques used, the written  choices used, the perspective presented, the context of the cartoon and the information  used. Write a paragraph discussing how the visual and written choices of the cartoonist  presents information, opinions or perspectives.  11. Explain how the combination of written and visual choices made by cartoonists  effectively ‘distilled an idea or thought’ about the Cronulla Riots. In your analytical essay,  be sure to identify what information, opinions and perspectives of the event are  presented.  **Due: Term 2, Week 7** |

**FEEDBACK:**

**Marking Criteria: 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** |
| **Marking Criteria: Writing** | **/10** |
| Advances an argument through integrating relevant evidence and clearly explaining its significance. | **8 - 10** |
| Develops an argument through incorporating appropriate evidence, with some explanation of its significance. | **6.5 - 7.5** |
| Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic. | **5 – 6** |
| Mostly describes or retells details of a text in an attempt to support a point. | **3 – 4.5** |
| Does not meet the requirements of a D grade. | **0 – 2.5** |
| **TOTAL** | **/10** |