

Task for *Mirror*

Rich Assessment Task 1: Panel Discussions

By the end of Year 8, students will meet the following Achievement Standards	Approaching or below Year 8 Standard	At Year 8 Standard	Above Year 8 Standard
Receptive mode: Students explain how language features, images and vocabulary are used to represent different ideas and issues in the text. Students interpret the text, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.			
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)	Mention how <i>Mirror</i> uses real places to promote understanding and how it uses twin stories to invite comparison.	Explain how <i>Mirror</i> constructs recognisable settings and juxtaposes twin stories to promote intercultural understanding.	Evaluate the construction of recognisable settings and use of juxtaposition to promote intercultural understanding.
Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)	Mention how images in <i>Mirror</i> are constructed to encourage readers to see Australian and Moroccan cultures in particular ways.	Explain how images in <i>Mirror</i> are constructed to encourage readers to see Australian and Moroccan cultures in particular ways.	Evaluate how images in <i>Mirror</i> are constructed to encourage readers to see Australian and Moroccan cultures in particular ways, and how readers may differ in their interpretations.
Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	Identify some ideas about culture evident in <i>Mirror</i> .	Explain ideas about the two cultures, and intercultural understanding, in <i>Mirror</i> .	Explore ideas about the two cultures made through their juxtaposition in <i>Mirror</i> , recognising these as only one viewpoint about the world.
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	Mention your own response to the ideas about culture in <i>Mirror</i> .	Clearly explain whether the ideas raised in <i>Mirror</i> reflect or challenge your own values.	Clearly explain whether the ideas raised in <i>Mirror</i> reflect or challenge your own values, and compare your response to others.
Productive mode: Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.			
Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Offer some opinions about <i>Mirror</i> and respond to others' opinions in your group.	Offer clear opinions about different aspects of <i>Mirror</i> and respond appropriately to others' opinions in your group.	Offer thoughtful opinions about different aspects of <i>Mirror</i> and evaluate and respond to others' opinions in your group.
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content,	Show some evidence of planning and contribute to the progression of your	Show clear evidence of planning, that you are able to refer clearly to <i>Mirror</i> , and contribute	Show clear evidence of planning and preparation, thoughtful development of your own ideas and

including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	group's discussion.	effectively to the progression of your group's discussion.	responses to others, and relevant and timely reference to <i>Mirror</i> .
Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice ... for specific effects (ACELY1808)	Make some attempt to use volume, tone and pacing appropriately for the group discussion.	Use a variety of vocal skills appropriately to promote your own viewpoint and engage effectively with others.	Use your vocabulary and a variety of vocal skills to advance your own viewpoint and interact with others in a sophisticated manner.
Student comment and self assessment: For example: What goals did you set yourself? How successful have you been, do you think, with this assignment? What was most difficult or most enjoyable?			
Teacher assessment:	Approaching or below Year 8 Standard	At Year 8 Standard	Above Year 8 Standard
Teacher comment: Please see Australian Curriculum Year 8 English Portfolio Samples for <i>At, Below and Above Year 8 Standard</i> : http://www.australiancurriculum.edu.au/English/Curriculum/F-10#level=8			