



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: Preliminary Year: 11

Assessment Task: Contemporary Possibilities Multimodal Presentation & Transcript

Assessment Weighting: 30% Due: Term 2 Week 8

SUBMIT PRESENTATION AND TRANSCRIPT VIA THE YEAR 11 CANVAS PAGE

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

EN 11.2, EN 11.4, EN 11.5, EN 11.7, EN 11.8, EN 11.9

Task Description/Overview

Students are required to compose a multimodal presentation that analyses **TWO** common themes between 'Searching' and a related text of their own choosing. **NOTE: Students must choose a text that has NOT been studied in previous courses.** Their presentation **MUST** deliver arguments in support of the thesis:

'Multimodal texts allow audiences to explore important issues'

Students will also be required to submit a transcript of their presentation as part of the task.

Detailed Task Description

Part One: MULTIMODAL PRESENTATION (10 Marks)

Students are to create a multimodal presentation that incorporates the use of a variety of modes. Students **MUST** use the **visual, aural and linguistic modes in the creation of their presentation.**

Students must compare how **TWO** different **THEMES/ISSUES** have been explored within their related text and 'Searching'. For each theme, students must analyse **TWO** examples/scenes, one from their prescribed text and one from their related text.

Students will need to utilise the elements and techniques of their chosen modes (**VISUAL and AURAL and LINGUISTIC**) to manipulate and inform responders.

Presentations should be between **5-7 minutes** and can be presented in person or using audio recordings. Students are responsible for ensuring their audio recordings are accessible and functioning prior to submission.

Students will have FIVE periods of class time to prepare for the task.

Possible platforms for the presentation include:

- Powerpoint Presentation (Office version or 365 **NOT** Google Slides)
- Keynote (Ensure your teacher can open this file)
- Wix (Website creation)
- Google Sites (Website Creation)
- Video presentation (MP4)
- Prezi
- Canva
- Adobe Premier
- In person presentation accompanied by one of the above platforms.

Part Two: TRANSCRIPT OF PRESENTATION (20 marks)

Students must submit a transcript of their presentation. This should contain the analysis that will be included in the presentation. This should be in extended response form:

Introduction – Thesis and introduction of both the related text and 'Searching'. Themes should also be addressed here.

Body Paragraph One - Theme 1 + analysis of examples from both texts. Consider similarities and/or differences.

Body Paragraph Two - Theme 2 + analysis of examples from both texts. Consider similarities and/or differences.

Conclusion – Reiterate key themes and interpretation of stimulus.

Students should follow the essay and paragraph structure taught in class (SETEL/STEEL) and offer a sophisticated analysis of how textual features communicate ideas.

Related Text Ideas/Suggestions

It is important to choose related texts with substance, ensuring a more sophisticated analysis of themes, techniques and modes

- Ad Campaigns or Public Service Announcements (PSA)
- Websites
- Interactive stories/games
- Video games
- Poems (Written or performance)
- Short Films
- Short Stories
- Podcasts
- Social Media Movements/Trends

You should avoid feature length films as you want to show a broad understanding of modes and techniques.

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Highly sophisticated and purposeful use of the visual mode to communicate meaning • Sophisticated use of the spatial mode. Layout of presentation is engaging and purposeful • Delivers a highly effective and engaging multimodal presentation, with purposeful use of the aural mode. This includes vocal expression and/or music 	9-10
High (H)	<ul style="list-style-type: none"> • Effective use of visual mode to communicate meaning • Effective use of the spatial mode. Layout of presentation is engaging • Delivers an engaging multimodal presentation, with thoughtful use of the aural mode. This includes vocal expression and/or music 	7-8
Sound (S)	<ul style="list-style-type: none"> • Sound use of visual mode in the development of multimodal presentation. May lack thoughtful purpose or may be inconsistent • Adequate use of spatial mode. Layout may be ineffective or may not compliment the presentation. • Delivers a multimodal presentation with varied use of the aural mode. This includes vocal expression and/or music, but may be inconsistent 	5-6
Basic (B)	<ul style="list-style-type: none"> • Basic use of visual mode in the development of multimodal presentation • Basic use of spatial mode. Layout is ineffective and does not communicate meaning within the presentation • Delivers a multimodal presentation with basic use of the aural mode. This includes vocal expression and/or music 	3-4
Limited (L)	<ul style="list-style-type: none"> • Minimal or limited use of visual mode in the development of multimodal presentation • Minimal or limited use of spatial mode. • Limited or no use of aural mode in multimodal presentation 	1-2

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Skilfully argues how multimodal texts allow audiences to explore important issues and does so with exceptional clarity and sophistication • Skilfully establishes links between the two texts, offering well-chosen examples and sophisticated analysis of textual examples • Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form. 	17-20
High (H)	<ul style="list-style-type: none"> • Effectively argues how multimodal texts allow audiences to explore important issues • Effectively establishes links between the two texts, offering relevant examples and thorough analysis • Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form. 	13-16
Sound (S)	<ul style="list-style-type: none"> • Satisfactorily argues how multimodal texts allow audiences to explore important issues. This may be unsustained or lack clarity • Satisfactorily establishes links between the two texts, offering some analysis of examples • Organises, develops and expresses ideas in a sound manner, using language appropriate to audience, purpose and form. 	9-12
Basic (B)	<ul style="list-style-type: none"> • Basic description of how multimodal texts allow audiences to explore important issues • Establishes basic links between the two texts but offers no analysis of textual features or themes. • Attempts in a basic manner to organise, develop and express ideas using language appropriate to audience, purpose and form 	5-8
Limited (L)	<ul style="list-style-type: none"> • Limited engagement with stimulus • Minimal attempt at establishing links between the two texts • Attempts in a limited manner to organise, develop and express ideas using language appropriate to audience, purpose and form 	1-4

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes