



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: Shakespeare Appropriation Year: 10 C

Assessment Task: Multimodal Presentation

Assessment Weighting: 25% Due: Term 2, Week 9 Date: Friday 28 June 2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C

Task Description/Overview

Students are to compose a multimodal text which discusses the effectiveness of *10 Things I Hate About You* as an appropriation of Shakespeare's *The Taming of the Shrew*.

Detailed Assessment Task Description

You are to compose a **multimodal Sideshow*** that explores the question:

How did Gil Junger appropriate Shakespeare's *The Taming of the Shrew* as a modern representation in his film *10 Things I Hate About You*?

***Definition of multimodal:** the use of **two** or more communication modes to create meaning.

The communication modes include:

- Written
- Audio
- Visual (still or moving images)
- Gestural
- Spatial (meaning is created through space, proximity, direction, layout, position)

Your **multimodal*** presentation could be one of the following platforms:

- Microsoft PowerPoint
- Google Slides
- Prezi
- Canva

The presentation must be a maximum 1000 words or 4 - 7 minutes in length.

Students have three options in completing this task. The options vary in difficulty and marks available. Students select **one** option that they believe best suits their skills and abilities.

Students must indicate which option they have chosen. Your teacher may mark your submission under a different option, only if deemed necessary.

Option One – 25 Maximum Potential Marks out of 25

Students compose a multimodal text that critically evaluates how Gil Junger appropriates *The Taming of the Shrew*'s themes, characters and events for a modern representation. The composition:

1. Considers **context** in their discussion of how *10 Things I Hate About You* is a modern representation of *The Taming of the Shrew*.
2. **Analyses** at least **3-5 examples** in regards to techniques, genre and form used in *The Taming of the Shrew* **and** *10 Things I Hate About You*.
3. **Uses student's voice** recording throughout the multimodal text. It does not have to be for the entirety of the presentation, but at least 50% of the composition.

Option Two – 20 Maximum Potential Marks out of 25

Students compose a multimodal text that discusses how *10 Things I Hate About You* characters, themes, and plot are a modern representation of *The Taming of the Shrew*. The composition:

1. Explores how *10 Things I Hate About You* makes *The Taming of the Shrew* relevant to a modern audience.
2. **Analyses** at least **3-5 examples and techniques**, and discusses the genre and form of *10 Things I Hate About You*.

Option Three – 13 Maximum Potential Marks out of 25

Students compose a multimodal text that compares the characters and plot of *The Taming of the Shrew* and *10 Things I Hate About You*. The composition:

1. Compares at least two **characters** and **events** from *each* text
2. **Describes** or **explains** how **two examples** from *10 Things I Hate About You* are a modern equivalent of *The Taming of the Shrew*.

A Google Slides template will be provided for Option 3. Students wishing to complete the task on a different program can ask for assistance in modifying this template.

Students will be given five lessons in class to work on this presentation. Students will be allowed to seek clarification and feedback when required during these lessons.

Students will need to submit their assessment via Canvas before or during class (Week 9, Friday, Period 4). It is the student's responsibility to ensure their submission works correctly.

Assessment Criteria - Option Three		
Grade	Description	Mark Range
Sound (S)	<ul style="list-style-type: none"> Compares characters and events to show how <i>10 Things I Hate About You</i> is the modern equivalent of <i>The Taming of the Shrew</i>. Uses relevant examples and explains how these support their comparisons. Skilfully utilises two or more modes to engage and shape the audiences understanding. 	11 - 13
Basic (B)	<ul style="list-style-type: none"> Compares characters and events from <i>10 Things I Hate About You</i> and <i>The Taming of the Shrew</i>. Uses examples to support their comparisons with some detail. Effectively utilises two or more modes to engage and shape the audiences understanding. 	8 - 10
Basic (B)	<ul style="list-style-type: none"> Attempts to compare characters and events from <i>10 Things I Hate About You</i> and <i>The Taming of the Shrew</i>. Describes 1 or 2 examples from <i>10 Things I Hate About You</i>. Utilises two or more modes to engage and shape the audiences understanding. 	5 - 7
Limited (L)	<ul style="list-style-type: none"> Describes characters events from <i>10 Things I Hate About You</i> and <i>The Taming of the Shrew</i> but with no comparison. Attempts to utilise modes to engage and shape the audiences understanding. 	2 - 4
Limited (L)	<ul style="list-style-type: none"> Describes characters from <i>10 Things I Hate About You</i>. Limited use of modes to engage and shape the audiences understanding. 	1

***Students completing Option Three can only receive a maximum potential mark of 13/25.**

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