 Assessment task: Multimodal presentation

Year 11 English EAL/D

A multimodal presentation includes at least one mode other than reading and writing. One of these must be listening but the task may also include speaking and/or viewing and representing.

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Assessment type

For the teacher:

Teachers may use the following information to guide students through composing a Multimodal Presentation.

This task should aim to assess:

* Composing - writing, speaking, representing
* Responding - reading, listening, viewing

The task should aim to use a combination of two or more communication modes. Examples of modes:

* Reading, writing, listening, speaking, viewing and representing.

Presentations may take the following forms:

* Podcasts, speeches, lectures, poetry, prose, infographics, graphic novels, picture books, television advertisements, websites, interactive texts, vlogs, blogs, presentations, animation, images, television, film, performance.

Listening is a requirement of the multimodal task.

The multimodal presentation should include at least one mode other than reading and writing. No specific weightings are allocated to the modes.

A strong multimodal presentation should include:

* at least two modes of composition, one of which must be listening (writing / speaking / representing)
* the audio and/or visual presence of the student.

For the student

Task: Discuss your understanding of the concept of displacement in at least two different contexts (contexts from unit of work- refugees, Aboriginal and Torres Strait Islanders, migrants). The multimodal presentation should be 4-6 minutes and uploaded to Google Classroom or similar online platform.

Some possible multimodal presentations for this unit:

1. analytical speech or vlog on one of the texts studied in this unit plus a related text which is a listening text accompanied by visual aide (speaking + representing + listening )
2. analytical speech or vlog presenting and deconstructing/evaluating the student’s own creative work which is based on a listening text (speaking + writing / representing + listening )
3. film or website or interactive digital text (in which two students appear) that creatively represents the students’ understanding of key ideas in the unit and/or texts followed by a reflection based on listening to the other student’s contribution (speaking + writing + representing + listening)
4. a listening stimulus text (provided to students in advance) and an analytical speech in response to this text, presented using a visual aide (listening + speaking + representing)

Sample Peer Assessment

Please select one cell in each row which corresponds to your assessment of your peer and write a constructive comment which will help the student improve in future tasks.

| Criteria | Good: 7-10 | Sound: 3-6 | Basic: 1-2 |
| --- | --- | --- | --- |
| Engaged with the concept of displacement in at least two different contexts |  |  |  |
| Presented original and insightful understanding of language used in different texts and contexts in at least two modes of composition |  |  |  |

The peer marking grid should be devised using the syllabus outcomes but written in ‘plain English’ for student use. Peer marking may be carried out in pairs so there is also a few minutes of discussion and negotiation to arrive at a jointly constructed feedback sheet. This may be followed by a critical reflection written by each student on an individual basis and submitted to the teacher for marking.

This exercise would meet outcomes:

* EAL 11-1A:
  + responds to texts by listening, reading and viewing for specific purposes and content (ACEEA034)
  + compose personal responses to individual texts and groups of texts and consider the responses of others in both written and spoken forms Aboriginal and Torres Strait Islander histories and cultures Personal and socail capability
* EAL 11-2:
  + use different textual forms to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print based technologies (ACEEA049) Information and communication technology capability Numeracy
* EAL 11-6:
  + identify and reflect on the presentation of information and ideas in different texts and source materials Critical and creative thinking Information and communication technology capability Numeracy Difference and diversity

Knowledge, Understanding and Skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Values and Attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.