 Assessment task: Multimodal presentation

| Assessment type | Marking Rubric | Stage |
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| Multimodal presentation | 20 | 6 |

Outcomes

| Standard | Advanced |
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| EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments | EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning  EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments |

Values and attitudes

Students will value and appreciate:

* 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 diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge and understanding

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.

General capabilities

* critical and creative thinking
* information and communication technology capability
* literacy

Task Description

You have been asked to nominate three texts to be included in an anthology for a study of ‘texts and human experiences’. These texts should deal with different ideas that are key to your understanding of this module.

You will present your analysis of these texts to the class in a multimodal presentation, considering the following:

* What relationships between texts and human experiences are being suggested by each text?
* How do the texts deal with these ideas in similar or different ways?
* How has the composer represented these ideas using language forms and features?
* Why is this text worthy for study at the HSC level?

You are also required to:

* include at least one text that explores an individual human experience and at least one text that explores a collective human experience
* include one visual text and at least one prose text.

Your presentation may take the form of a vlog or a live presentation. Other possible formats can be negotiated with your teacher. The presentation can last no longer than 5 minutes.

Multimodal Presentation Marking Criteria

| Marking Criteria | Mark |
| --- | --- |
| * Demonstrates a sophisticated understanding of the key ideas of the module as they are represented across the three selected texts. * Clearly articulates how ideas are represented with reference to a wide range of detailed examples of written and visual language forms and features across the three texts. * Delivers an engaging presentation with skilful control of expression and a range of highly effective and appropriate language forms and features. | 17-20 |
| * Demonstrates a well-developed understanding of key ideas of the module as they are represented across the three selected texts. * Explains how ideas are represented with reference to a range of detailed examples of written and visual language forms and features across the three texts. * Delivers a clear presentation with skilful control of expression and a range of appropriate language forms and features. | 13-16 |
| * Demonstrates a sound understanding of key ideas of the module as they are represented in the selected texts. * Explains how ideas are represented with reference to multiple examples of written and visual language forms and features in the texts. * Delivers a presentation with sound control of expression and some language forms and features. | 9-12 |
| * Attempts to describe at least one aspect of the module as it is represented in at least two of the selected texts. * Attempts to describe a link between aspects of language and their intended meaning in at least one text. * Attempts to present with some control of expression. Use of language forms and/or features is possibly simplistic. | 5-8 |
| * Makes little to no attempt to describe relevant aspects of the module and/or texts. * Possibly describes general and/or simplistic aspects of texts. * Makes little to no attempt to present, demonstrating limited control of expression. Significant issues with clarity. Extremely brief. | 1-4 |
| * Task not attempted | 0 |