 Multimodal Presentation

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Multimodal presentation | N/A | 6 |

Outcomes

| Studies: | Standard: | Advanced: |
| --- | --- | --- |
| ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contextsES12-3 accesses, comprehends and uses information to communicate in a variety of waysES12-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposesES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiencesES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner | EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologiesEN12-7 explains and evaluates the diverse ways texts can represent personal and public worldsEN12-8 explains and assesses cultural assumptions in texts and their effects on meaningEN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologiesEA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valuedEA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaningEA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner |

Objectives

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.

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.

General Capacities

[x] Critical and creative thinking

[x] Information and communication technology capability

[x] Literacy

Advice to Teachers:

The verbs used in the marking criteria you select should reflect the course you are assessing. If you choose Option 2 or 3, you should adjust the language to better reflect NESA expectations. For example, ‘skilful’ in the A range is an Advanced verb that is better replaced with ‘effective’ for a Standard or Studies class.

While we live in an age of easily accessible technology through smart phones, the non-filmed option is always available, should that suit your context more. Simply adjust the notification to outline the expectations within your context.

Submission of filmed TED talks needs to be outlined in a method suitable to your context. Options include:

* hand in a USB
* share in Google Drive
* upload to a Google Classroom
* upload to Moodle
* upload to Edmodo
* upload to a private YouTube link and providing the link to the teacher/marker
* upload to Canvas
* upload to Sway
* upload to Dropbox

Task Description

Create a filmed Ted talk presentation focused on answering the following question:

How do all texts offer a reflection on human experiences, both deeply personal and shared?

In your presentation, you should discuss at least two of the chapters from Tim Winton’s “The Boy behind the Curtain” and at least two other texts of your own choosing.

TED talks are multimodal and are designed to be informative, educational and persuasive. You will be assessed on how well you have engaged with the texts you choose to discuss as well as how effectively you convey your understanding of the module both verbally and visually.

Your TED talk should be no longer than 5 minutes in duration, and must be filmed and edited to a publishable quality. This means you will need to write a script and rehearse it. This script should be submitted alongside the recording on the assessment task due date.

You are required to include visual aids (between 5 and 10 slides) that contain both text and images to support your presentation.

Multimodal presentation

| Marking Criteria | Mark |
| --- | --- |
| * Presents a sophisticated discussion of how the prescribed and related texts represent key ideas in the module.
* Skilfully articulates how ideas are represented with reference to a wide range of detailed examples of language forms and features across the texts.
* Delivers an engaging presentation with skilful control of expression, eye-contact, pace and tone.
* Skilfully integrates visual aide to enhance audience engagement with presentation.
 | 17-20 |
| * Presents a well-developed discussion of how the prescribed and related texts represent key ideas in the module.
* Effectively articulates how ideas are represented with reference to a range of detailed examples of language forms and features across the texts.
* Delivers a clear presentation with well-developed control of expression, eye-contact, pace and tone.
* Effectively integrates visual aide to enhance audience engagement with presentation.
 | 13-16 |
| * Presents a sound discussion of how the prescribed and related texts relate to ideas in the module.
* Clearly articulates how ideas are represented with reference to multiple examples of language forms and features across the texts.
* Delivers a presentation with sound control of expression, eye-contact, pace and tone.
* Uses a visual aide to contribute to audience engagement with presentation.
 | 9-12 |
| * Attempts to present a discussion of how the prescribed and/or related texts relate to ideas in the module.
* Attempts to articulate how ideas are represented with reference to aspects of the texts. References to texts are possibly too general.
* Attempts to deliver a presentation. Possibly inconsistent control of expression, eye-contact, pace and/or tone.
* Attempts to use a visual aide. Contribution to audience engagement possibly not evident.
 | 5-8 |
| * Makes little to no attempt to discuss how the prescribed and/or related texts relate to ideas in the module.
* Makes little to no attempt to articulate how ideas are represented. References to texts are possibly simplistic or superficial.
* Makes little to no attempt to deliver a presentation. Limited control of expression, eye-contact, pace and tone.
* Makes little to no attempt to use a visual aide.
 | 1-4 |
| * Presents nothing of relevance to the task.
 | 0 |