 Year 11 English Standard Module A

Module A: Contemporary Possibilities – Multimodal Task

Purpose of task: to develop a deeper appreciation of the power of contemporary communication technologies to reach and influence an audience.

Due: Weeks 9-10

Assessment Type: Multimodal Presentation

Marking Rubric: Attached

Stage: 6

Outcomes

* EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
* EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
* EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

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.

Values and Attitudes

Students will value and appreciate:

* the importance of the English language as a key to 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.

Learning across the Curriculum

General Capabilities

Critical and creative thinking

Ethical understanding

Information and communication technology capability

Intercultural understanding

Literacy

Numeracy

Personal and social capability

Other areas of learning

Civics and citizenship

Difference and diversity

Work and enterprise

Teacher Notes

Students will compose a creative multimodal text which tells a fictional and/or non-fictional personal story. This is intended as a two week teaching and learning process where students work in class on developing their responses to the task. Students are given a choice of tasks to submit. While students are directed to present this assessment task digitally, it does include choices which can be presented as a hard copy; additionally, other choices can be modified to become written versions with a spoken presentation if ICT access is an issue. With a multimodal focus, this task not only meets the assessment requirements for ‘Contemporary Possibilities’ but also meets the requirements for the compulsory multimodal task as well.

Students may be given the task at the start of the unit, in order for students to develop knowledge and understanding of digital citizenship and to encourage the drafting and reflection process. Throughout the module students are given smaller formative tasks, these tasks will assist with the students’ ability to develop a deeper understanding of the nature of authenticity, truth and reality in contemporary non-fictional and fictional texts.

The assessment task that is handed to students should include the “How to” guide on ways to approach the different requirements. These are not intended to be a masterclass in each of the choices but to provide information to begin their work in what could be a new platform.

Task

Introduction

Prior to commencing work on the task students should produce their own code of conduct that will govern their research and production prior to commencing their final text – the final negotiated text of the Code of Conduct should accompany their work.

Students will compose a creative multimodal text which tells a fictional and/or non-fictional personal story. The personal story students choose to represent can be:

* Their own story based on the style and concept of affirmation presented in MY:24
* The story of a family member
* The story of a person known to the student
* The story of a public figure
* The story of a fictional character, such as an adult character from Kenny other than Kenny himself

Multimodal Presentations can take the form of:

* Two versions of a personal story – fictional and non-fictional documentary versions – either as a filmed version using contemporary technologies such as smart phones or a series of still images accompanied by a spoken or written presentation. Each of the final filmed or still multimodal texts should be one minute in duration.

The website below gives hints in how to use your smartphone to achieve the best results in this task

[Lights, smartphone, action](http://splash.abc.net.au/home#!/media/1918840/lights-smartphone-action): http://splash.abc.net.au/home#!/media/1918840/lights-smartphone-action

The material available in the MY:24 App may assist students through the development of their documentaries

[My24 app](https://actf.com.au/education-programs/my24-app): https://actf.com.au/education-programs/my24-app

* Present the script and storyboard (Resource 13) of your chosen personal story to the class as a pitch to make a documentary. The script must include the purpose of and justification for your documentary and be supported by the 10 key questions you will ask your subject about his or her personal story. The storyboard will show 12 frames and include at least three different locations. Attention must be paid to using locations, types of shots and questions to influence the audience of the presentation and the audience of your documentary.

The website below gives hints in how to create script and storyboard to achieve the best results in this task

[Scripting and storyboarding a video interview](http://splash.abc.net.au/home#!/media/1771517/scripting-and-storyboarding-a-video-interview): http://splash.abc.net.au/home#!/media/1771517/scripting-and-storyboarding-a-video-interview

* A 24 x A5 page picture book that depicts the personal story of their chosen person. Images should be produced by the student for the picture book and be accompanied by written text that illustrates the conventions, codes and narrative possibilities of documentaries. You may choose to use the template that can be found in Microsoft Publisher.

The website below gives hints in how to create a picture book to achieve the best results in this task

[How to make a picture book](http://m.wikihow.com/Make-a-Picture-Book): http://m.wikihow.com/Make-a-Picture-Book

* A blog (not online) with embedded still or moving images that documents the concept of affirmation of truth or subverts reality through online authentication as a representation of their chosen personal story. This representation can be non-fictional or fictionalised.

The website below gives hints in how to create a blog to achieve the best results in this task

[What is a Blog](https://www.youtube.com/watch?v=oDxg5ODEXEQ&feature=youtu.be&list=PLq4p3q2fmMYXKSXEmIWBZJb6InDYudtTd): https://www.youtube.com/watch?v=oDxg5ODEXEQ&feature=youtu.be&list=PLq4p3q2fmMYXKSXEmIWBZJb6InDYudtTd

* Students should demonstrate their understanding of the text form of a blog by developing:
  + a theme, including sidebars, a footer and body for the blog
  + a static page giving information about the person
  + menu tabs to allow the responder to move between pages of the blog
  + five blog posts (including images) which demonstrate aspects of truth or authenticity or reality
* An Instagram data set (Resource 22) which depicts the character in the personal story in the most positive version of their persona and life.
  + a profile page
  + a feed page showing posts from another character
  + a series of five posts including responses from two other characters to each post

In order that students’ ideas are not limited to or by the ICT design skills they are able to develop within or prior to this unit, these tasks have been designed so that students can demonstrate their ideas and understanding through mock-ups or blueprints of the text.

Marking Criteria

Multimodal Presentation

| Marking Criteria | Marks |
| --- | --- |
| * Skilfully manipulates the selected platform to articulate a nuanced understanding of the concepts of reality, authenticity and truth * Demonstrates a perceptive understanding of the ways reality, authenticity and truth can be manipulated in contemporary communication technologies * Presentation shows sophisticated control of language forms and features and skilfully demonstrates perceptive understanding of the effect of content on an audience * Composes a multimodal presentation that includes considered and precise information, ideas and arguments * Demonstrates a nuanced understanding of the ways contemporary communication technologies can blur the lines between private and public worlds | 25-30 |
| * Thoughtfully manipulates the selected platform to articulate an effective understanding of the concepts of reality, authenticity and truth * Demonstrates a thoughtful understanding of the ways reality, authenticity and truth can be manipulated in contemporary communication technologies * Presentation shows effective control of language forms and features and demonstrates effective understanding of the effect of content on an audience * Composes a multimodal presentation that includes accurate and detailed information, ideas and arguments * Demonstrates a thoughtful understanding of the ways contemporary communication technologies can blur the lines between private and public world | 19-24 |
| * Manipulates the selected platform to articulate a sound understanding of the concepts of reality, authenticity and truth * Demonstrates an understanding of the ways reality, authenticity and truth can be manipulated in contemporary communication technologies * Presentation shows control of language forms and features and demonstrates understanding of the effect of content on an audience * Composes a multimodal presentation that includes either sound information and/or ideas and/or arguments * Demonstrates an understanding of the ways contemporary communication technologies can blur the lines between private and public worlds | 13-18 |
| * Uses the selected platform to describe the concepts of reality, authenticity and truth * Demonstrates limited understanding of the ways reality, authenticity and truth can be manipulated in contemporary communication technologies * Presentation shows limited control of language forms and features. May demonstrate limited understanding of the effect of content on an audience * Composes a limited multimodal presentation that includes limited information, ideas and arguments * May demonstrate an understanding of the ways contemporary communication technologies can blur the lines between private and public worlds | 7-12 |
| * Shows basic ability to describe the concepts of reality, authenticity and truth * May demonstrate basic understanding of the ways reality, authenticity and truth can be manipulated in contemporary communication technologies * Presentation may demonstrate basic control of language forms and features. May demonstrate basic understanding of the effect of content on an audience * Attempts to compose a multimodal presentation that may demonstrate very little control over information, ideas and arguments * May demonstrate a basic understanding of the ways contemporary communication technologies can blur the lines between private and public worlds | 1-6 |
| * Presents nothing of relevance to the task. | 0 |

Comments