**Assessment task: Contemporary Possibilities**

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| Assessment type | Marking Rubrics | Stage |
| Multimodal presentation | 25 | 6 |

# Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Values and attitudes

Students will demonstrate the ethical use of digital technology and gain a deeper understanding of the power of communication technologies to reach a broad audience and the significance of different modes in a global world.

## Knowledge and understanding

Students will develop the knowledge, understanding and skills to communicate across a range of modes, to use language to shape and make meaning according to purpose, audience and context, in order to express themselves and their relationships with others and their world. Through responding and composing, students will gain and develop deeper knowledge, understanding and skills and use evaluation and reflection to gain new perspective on their learning.

### General capabilities

☐Critical and creative thinking Critical and creative thinking

☐Ethical understanding Ethical understanding

☐Information and communication technology capability Information and communication technology capability

☐Literacy Literacy

#### Task Description

Students must research a contemporary issue or current affair that has drawn their attention within the last three months. In the course of their research, students are to locate and explore two texts from different media that have been used to present the issue/story. These could be film, television, websites, online news and specific social media platforms.

Students must create a multimodal presentation of their understanding of the issue/story they have researched, using a presentation medium of their choice. Students must present the issue in their own informed way. Students should use the following guidelines as well as the marking criteria when composing their presentations.

* The appropriate medium for the presentation should be negotiated with the teacher, but must include the student’s audio and/or visual presence, and direct address to its audience.
* This presentation must include at least two expressive language modes (any combination of writing, speaking and representing).
* The presentation must be no longer than 5 minutes in duration.
* As a part of their presentation, students must reflect on their own process of learning, using the following questions as a guide:
  + Which resource was the most useful in your research of this topic and why?
  + Evaluate how effectively your presentation has explored the current issue you have researched.

**Multimodal Presentation**

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| Marking criteria | Mark |
| * Demonstrates a sophisticated understanding of a current issue, including consistent evidence of substantial research. * Delivers an engaging multimodal presentation with skilful control of expression and a range of highly effective and appropriate language forms and features. * Skillfully evaluates the presentation and its exploration of the complexity of the current issue, including analysis of a wide range of language forms and features. | 20  19  18  17 |
| * Demonstrates a well-developed understanding of a current issue, including evidence of substantial research. * Delivers a clear multimodal presentation with well-developed control of expression and a range of appropriate language forms and features. * Effectively evaluates the presentation and its exploration of the complexity of the current issue, including analysis of a range of language forms and features. | 16  15  14  13 |
| * Demonstrates a sound understanding of a current issue, including evidence of research. * Delivers a multimodal presentation with sound control of expression and multiple appropriate language forms and features. * Evaluates the presentation and its exploration of the complexity of the current issue, including analysis of multiple language forms and features. | 12  11  10  9 |
| * Attempts to demonstrate an understanding of a current issue, including some evidence of research. * Attempts to deliver a multimodal presentation with some control of expression and some use of simplistic language forms and features. * Attempts to evaluate the presentation and its exploration the complexity of the current issue, possibly with general reference to aspects of the presentation. | 8  7  6  5 |
| * Makes little to no attempt to demonstrate an understanding of a current issue. Possibly no evidence of research. * Makes little to no attempt to deliver a multimodal presentation. Possibly demonstrates significant difficulty with expression of ideas. * Makes little to no attempt to evaluate the presentation. | 4  3  2  1 |
| * Presents nothing of relevance to the task/non-submission. | 0 |