



## NARRATIVES THAT SHAPE OUR WORLD:

### Multimodal TED Talk

<b>Task Number</b>	2	<b>Task Name</b>	Multi-modal TED talk
<b>Course</b>	Preliminary Advanced English	<b>Faculty</b>	English
<b>Teacher</b>	C Wheeler	<b>Head Teacher</b>	C Wheeler
<b>Issue date</b>	At least two-weeks before the assessment task	<b>Due date</b>	In class, Week 6
<b>Focus (Topic)</b>	<b>Appropriation, Re-imagination, Re-conceptualisation</b>	<b>Task Weighting</b>	35%

**Outcomes:**

**A student:**

EN11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical 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

EN11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EN11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EN11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**Context:** This project provides opportunities for students to develop skills in identifying how and why composers transform characters, themes and narratives for different audiences in different contexts. It allows students to consider the purpose, significance and impact of such tropes over time.

**Nature of the task:**

**Part A** – Create a multi-modal presentation in which you address the question:

*How and why is one of the texts you have studied an appropriation, a reimagining or a reconceptualization of Shakespeare’s “Othello”?*

- Refer to either: *The New Boy*, novella by Tracey Chevalier OR *Porphyria’s Lover*, monologue poem by Robert Browning.

**Part B** – Incorporate into your presentation your own creative “pitch” in which you demonstrate and outline your own reimagining, reconceptualisation or appropriation of “Othello” **and** sell your idea.

## Marking guidelines for Multimodal TED Talk

A student:	Mark range
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of how and why their chosen text is a reappropriation, re-imagination and reconceptualization of 'Othello'.</li> <li>• Composes an analysis grounded in a highly developed analysis of textual evidence from set texts</li> <li>• Displays highly developed control of language and multi-modal features to communicate complex ideas and to engage the audience.</li> <li>• Effectively persuades and engages the audience with a creative, unique and relevant "pitch" that effectively reimagines, reconceptualises or appropriates "Othello"</li> </ul>	35-40
<ul style="list-style-type: none"> <li>• Demonstrates a effective understanding of how and why their chosen text is a reappropriation, re-imagination and reconceptualization of 'Othello'.</li> <li>• Composes an analysis grounded in a well developed analysis of textual evidence from set texts</li> <li>• Displays well developed control of language and multi-modal features to communicate complex ideas and to engage the audience.</li> <li>• Persuades and engages the audience with a creative and relevant "pitch" that adequately reimagines, reconceptualises or appropriates "Othello"</li> </ul>	29-34
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how and why their chosen text is a reappropriation, re-imagination and reconceptualization of 'Othello'.</li> <li>• Composes an analysis grounded in an adequate analysis of textual evidence from set texts</li> <li>• Displays a sound control of language and multi-modal features to communicate complex ideas and to engage the audience.</li> <li>• Persuades and engages the audience with a "pitch", varying in creativity and relevance, that reimagines, reconceptualises or appropriates "Othello"</li> </ul>	20-28
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of how and why their chosen text is a reappropriation, re-imagination and reconceptualization of 'Othello'.</li> <li>• Composes an analysis grounded in a basic analysis of textual evidence from set texts</li> <li>• Displays a basic control of language and multi-modal features to communicate complex ideas and to engage the audience.</li> <li>• Attempts to persuades and engage the audience with a "pitch" that reimagines, reconceptualises or appropriates "Othello"</li> </ul>	11-19
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of how and why their chosen text is a reappropriation, re-imagination and reconceptualization of 'Othello'.</li> <li>• Composes a limited analysis grounded in minimal analysis of textual evidence from set texts</li> <li>• Displays limited control of language and multi-modal features to communicate complex ideas and to engage the audience.</li> <li>• "Pitch" is limited in engagement, relevance and in its transformation.</li> </ul>	0-10

### Areas of Strength:

### Areas to Improve: