



STANDARD ENGLISH – Year 11
Assessment task no: 2
ASSESSMENT TASK NOTIFICATION

MODULE A: *Multimodal Presentation - Contemporary Possibilities*

Stage: 6 (Preliminary)

Weighting: 35%

Due Date: Friday 8th March 2019 (Week 6)

Teacher: Tiffany Wiblen

Date Issued: 15/2/19

Teacher Signature: _____

Outcomes:

See attached document

Topics:

See attached document

Description of activity:

See attached document

Students must sign the Assessment Register when this letter is received.



Subject: Standard English

Teacher: T. Wiblen

Due Date: Friday 8th March 2019 (Week 6)

Weighting: 35%

Please email your task to tiffany.mcgann@det.nsw.edu.au

OUTCOMES: A student:

- 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

Module A: Contemporary Possibilities – Multimodal Task Description

Introduction:

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

- Your 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 you
- The story of a public figure
- The story of a fictional character, such as an adult character from Kenny other than Kenny himself

You will choose one of the following forms of Multimodal Presentations in completing your task:

- **OPTION 1**

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>

- **OPTION 2**

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>

- **OPTION 3**

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>

- **OPTION 4**

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=PLq4p3q2fmMYXKSXEmIWBZJb6lnDYudtTd>

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

- **OPTION 5**

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 |
|---|-------|
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 | 7-12 |

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|--|-----|
| <ul style="list-style-type: none"> • May demonstrate an understanding of the ways contemporary communication technologies can blur the lines between private and public worlds | |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Presents nothing of relevance to the task. | 0 |

Comments: