

## Task 3: Module A- Multimodal Task

**Due Date:** Thursday 27<sup>th</sup> of June 2024 (by 8:40am)

**Task Distributed:** Thursday, 13th of June, 2024    **Unit:** Module A- Contemporary Possibilities

**Task Type:** Multimodal Extended Response    **Task Weighting:** 30%

**Outcomes:** EN11-2, EN11-6, EN11-7 and EN11-8

### Task Description

In class, students are studying the film Searching in terms of the module 'Contemporary Possibilities'. Students are to construct a multimodal extended response that addresses the following;

*'As technology evolves, composers can produce texts that effectively immerse audiences in the storytelling.'*

*Explain how Aneesh Chaganty employs unique cinematography to explore universal ideas in Searching.*

#### Multimodal Presentation (30 marks)

Students are to write an extended response to the above question. Their response should be **600-800** words in length and use appropriate paragraphing and overall structure.

In creating this multimodal response, students will need to develop a Google Slides presentation and **SCREEN RECORD** a video (**4 minutes in length**) in which they present their extended response. In their video, they should use **AT LEAST TWO** semiotic systems in order to engage the audience. Students may choose whether they include voice over narration, a video of themselves presenting, or a combination of the two.

The recommended semiotic systems include (but are not limited to):

- Sound – sounds effects in addition to your spoken voice
- Visual – key images that help to represent the ideas in the film
- Linguistic – quotes + extracts from the text

Students may also use iMovie, movavi (PC) or other relevant software to edit their video. They will also need to submit a **TRANSCRIPT** of their response on the due date. Students need to keep in mind that the Google Slides Presentation is to be a support to the extended response.

*Class time will also be allocated to assist students with preparing for this part of the assessment and a sample of this task will be issued in class.*

### NESA Glossary of Key Words

Understand the verbs associated with the task. These verbs will provide an understanding of the detail needed to successfully answer the question.

- **EXPLAIN-** Relate cause and effect; make the relationships between things evident; provide why and/or how.
- **CONSTRUCT-** Make; build; put together items or arguments

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission-

This assessment task must be uploaded and submitted through the specific assignment post on Google Classroom on **Thursday, 27<sup>th</sup> of June, 2024 by 8:40AM**. You should be attaching THREE files to submit this task. They should be;

1. The transcript of your written response (Word, Google doc or PDF)
2. The Google Slides or PowerPoint Presentation
3. The video file of your multimodal response, saved preferably as an .mp4 or .avi file.

Use the following checklist to guide your preparation, completion and submission of this task.

### WRITING THE DRAFT

- I have reviewed my class notes for 'Contemporary Possibilities', particularly my analysis of Searching.
- I have written a draft of my extended response, proofread my work and made appropriate edits.
- I have sought appropriate feedback on ONE written draft based on the timeline posted by my classroom teacher on Google Classroom.

### FINAL SUBMISSION

- I have created a multimodal presentation that uses at least TWO semiotic systems on GoogleSlides, and recorded my extended response.
- I have used either iMovie, movavi or relevant software to construct, edit and convert the video file of my multimodal response.
- I have uploaded and submitted BOTH the transcript and video file of my multimodal response to Google Classroom by **8:40AM on Thursday, 27<sup>th</sup> of June, 2024**.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within TWO SCHOOL WEEKS of the due date. For this task, this will be early Term 3.
- At this time, feedback including information on how to improve will be provided through an explicit marking criterion and marker feedback/comments.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker/s.

Students will be required to complete a self-reflection worksheet at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

## How does this link to my learning?

This task will provide students the opportunity to engage with the process of writing an extended response appropriate at this level of study. In addition to this, the task helps to explore aspects of multimodality from both analytical and practical contexts. This task will also assess the following reporting outcome;

- *Analyses and explains composers' manipulation of a variety of aural, visual and language devices in a digital text through the construction of their own multimodal response.*

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures. Failure to submit this task by the time and date specified can result in a zero mark. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this guide for more information.

# Year 11 Standard English

## Assessment Task 3- Module A Multimodal Task

### MARKING GUIDELINES

#### Extended Response-

Criteria	Marks
<ul style="list-style-type: none"><li>Effectively explains how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.</li><li>Demonstrates a perceptive understanding of how semiotics and film devices shape meaning, using a wide range of well-selected and detailed textual references.</li><li>Composes an effective response using language and structures appropriate to form.</li></ul>	17-20
<ul style="list-style-type: none"><li>Explains how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.</li><li>Demonstrates a clear understanding of how semiotics and film devices shape meaning, using a wide range of detailed textual references.</li><li>Composes a clear response using language and structures appropriate to form.</li></ul>	13-16
<ul style="list-style-type: none"><li>Discusses how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.</li><li>Demonstrates a sound understanding of how semiotics and film devices shape meaning, using some textual references and/or examples.</li><li>Composes a sound response using language and structures appropriate to form.</li></ul>	9-12
<ul style="list-style-type: none"><li>Attempts to discuss/describe how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.</li><li>Demonstrates a limited understanding of how semiotics and/or film devices shape meaning with limited textual references.</li><li>Attempts to compose a response using basic language and/or structures.</li></ul>	5-8
<ul style="list-style-type: none"><li>Attempts to describe aspects of the text.</li><li>Demonstrates minimal understanding of how semiotics or film devices shape meaning.</li><li>Attempts to compose a response in an elementary way.</li></ul>	1-4

#### Multimodal Video-

Criteria	Marks
<ul style="list-style-type: none"><li>Effectively uses a wide variety of multimodal elements appropriate to audience, purpose and context.</li><li>Judiciously selects and uses multimodal elements in order to organise, sustain and reinforce their response.</li></ul>	9-10
<ul style="list-style-type: none"><li>Uses a variety of multimodal elements appropriate to audience, purpose and context.</li><li>Selects and uses multimodal elements in order to organise and sustain their response.</li></ul>	7-8
<ul style="list-style-type: none"><li>Uses some multimodal elements appropriate to audience, purpose and context.</li><li>Selects and uses some multimodal elements in order to organise their response.</li></ul>	5-6
<ul style="list-style-type: none"><li>Attempts to use multimodal elements appropriate to audience, purpose and/or context.</li><li>Attempts to select and/or use multimodal elements in order to compose their response.</li></ul>	3-4
<ul style="list-style-type: none"><li>Minimal engagement with multimodality appropriate to audience, purpose or context.</li><li>Laboured use of multimodality to compose their response.</li></ul>	1-2