

Task 3: Module A- Multimodal Task

Due Date: Friday 27th June 2025, Period 3 (in class)

Task Distributed: Friday 6th June 2025

Unit: Module A - Contemporary Possibilities

Task Type: Multimodal and In-class 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'.

For this task, you will be required to develop an extended analytical response under examination conditions. Your response should reflect your understanding of the module and addresses the following question:

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

*Analyse how Aneesh Chaganty employs unique cinematography to explore universal ideas in *Searching* using the extract* and your broader understanding of the film.*

***As part of this assessment, on the day of the task students will view an extract from *Searching*. In developing their response to the above statement, students will be required to make close reference to the chosen extract as well as integrating evidence from their broader study of the film.**

Students will view the extract TWICE and will be permitted to take notes. After listening to the extract, students will have 40 minutes writing time.

In your response, you must:

- *Develop a well-structured analytical response that addresses all parts of the question*
- *Refer in detail to the film extract and your broader knowledge of the film*
- *Reflect understanding of Module A: Contemporary Possibilities*

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.

- **ANALYSE-** Identify components and the relationship between them; draw out and relate implications

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 task will be completed in exam conditions during the designated period on **Friday 27th June in Period 3**.

Students must bring the required equipment, which is a blue or black pen. A writing booklet, a copy of the examination question and the transcript of the extract will be provided on the day of the exam.

When students arrive into the exam, they will view the film extract TWICE and will be permitted to take notes. After viewing the extract, students will have 40 minutes writing time to complete their response.

DRAFTS

- Students will be permitted to submit ONE draft for this task. All drafts are to be submitted on **Google Classroom** by **Tuesday 17th of June, by 5PM** at the relevant dropbox. Feedback on drafts WILL NOT be provided on work given to the teacher after the date/time specified. *Since this is a known question, additional drafts will not be permitted.*
- Students are encouraged to use teacher feedback to thoroughly edit their writing in preparation for the in-class component of this response.

To help prepare for this task, use the following checklist:

- I have revised the Module A syllabus rubric and understand the key concerns of the module.
- I have studied all the class notes, Google Classroom activities and other resources for this module.
- I have revised both the structure of an extended response and relevant PETAR paragraphing, and developed a clear and sustained thesis
- I have considered and implemented the feedback from my teacher through both formative homework tasks and ONE assessment draft in the development of my paragraphs for the body of my extended response.

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

Criteria	Marks
<ul style="list-style-type: none">Effectively analyses how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.Effectively incorporates analysis of the unseen film extract, making clear reference to language forms, features, and structures to enhance the overall argumentDemonstrates a perceptive understanding of distinctive features AND film devices shape meaning, using a wide range of well-selected and detailed textual references.Composes an effective response using language and structures appropriate to form.	21-25
<ul style="list-style-type: none">Analyses how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.Incorporates analysis of the unseen film extract, making reference to language forms, features, and structures to link to the overall argumentDemonstrates a clear understanding of how distinctive features AND film devices shape meaning, using a wide range of detailed textual references.Composes a clear response using language and structures appropriate to form.	16-20
<ul style="list-style-type: none">Attempts to analyse how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.Sound discussion to the unseen film extract, with some reference language forms, features, and structures.Demonstrates a sound understanding of how distinctive features AND/OR film devices shape meaning, using some textual references and/or examples.Composes a sound response using language and structures appropriate to form.	11-15
<ul style="list-style-type: none">Describes how Aneesh Chaganty employs unique cinematography to explore universal ideas in the prescribed text.Limited reference to the unseen film extractDemonstrates a limited understanding of how distinctive features and/or film devices shape meaning with limited textual references.Attempts to compose a response using basic language and/or structures.	6-10
<ul style="list-style-type: none">Attempts to describe aspects of the text.Minimal or no reference to the unseen film extract.Demonstrates minimal understanding of how distinctive features or film devices shape meaning.Attempts to compose a response.	1-5