

Task 2: Multimodal Task

Due Date: Tuesday 30th June 2026, Period 3 (in class)

Task Distributed: Thursday 11th June 2026

Unit: Focus Area - Contemporary Possibilities

Task Type: Multimodal and In-class Response

Task Weighting: 30%

Outcomes:

EST-11-01 analyses the ways an author's choice of language, form and structure shape meaning in texts of different modes and mediums

EST-11-03 explains the ways context and values influence composition and audience response

EST-11-05 composes critical and creative texts for a range of audiences and purposes

Task Description

In class, students are studying the film *Searching* in terms of the focus area '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:

Analyse how evolving technologies and multimodal forms expand the creative possibilities of storytelling.

In your response you must refer to your prescribed text 'Searching' with close analysis of Chaganty's use of distinctive features and cinematography.

***As part of this assessment, students will view an extract from 'Searching' on the day of the task. In developing their response to the above statement, students will be required to make specific 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 during this time. After viewing the extract, students will have **45 minutes writing time**. No outside notes will be permitted.

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*
- *Demonstrate your understanding of the Focus Area: 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 **Tuesday 30th 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 45 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 Tuesday 23rd 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 Contemporary Possibilities syllabus rubric and understand the key concerns of the unit.
- 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 extended 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 Marking Guidelines

Assessment Task 2- Contemporary Possibilities Multimodal Task

Analyse how evolving technologies and multimodal forms expand the creative possibilities of storytelling.

In your response you must refer to your prescribed text 'Searching' with close analysis of Chaganty's use of distinctive features and cinematography.

Criteria	Marks
<ul style="list-style-type: none"> Effectively analyses how evolving technologies and multimodal forms expand the creative possibilities of storytelling. Effectively incorporates detailed analysis of the specific extract and the film as a whole. Effectively demonstrates a perceptive understanding of distinctive features and cinematography shape meaning, using a wide range of well-selected and detailed textual references. Composes a comprehensive response using language and structures appropriate to form. 	21-25
<ul style="list-style-type: none"> Analyses how evolving technologies and multimodal forms expand the creative possibilities of storytelling. Incorporates clear analysis of the specific extract and the film as a whole. Demonstrates a clear understanding of distinctive features and cinematography shape meaning, using a wide range of consistent 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 evolving technologies and multimodal forms expand the creative possibilities of storytelling. Includes sound analysis of the specific extract and the film as a whole. Demonstrates a sound understanding of distinctive features and cinematography shape meaning, using textual references. Composes a sound response using language and structures appropriate to form. 	11-15
<ul style="list-style-type: none"> Describes how evolving technologies and multimodal forms expand the creative possibilities of storytelling. Limited attempt at analysis of the specific extract and/or the film as a whole. Demonstrates a limited understanding of distinctive features or film devices shape meaning, using textual recount. 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; discusses film in vague terms. Demonstrates a minimal understanding of film devices. Attempts to compose a response. 	1-5