



Year 11 English Advanced

Task 2: Multimodal Task

Due Date: Tuesday, 30th June, 3pm 2026

Task Distributed: Thursday 4th June 2026

Unit: Focus Area: Narratives That Shape our World

Task Type: Multimodal Presentation

Task Weighting: 30%

Outcomes:

EAV-11-02 analyses the relationships between texts through context, form and language

EAV-11-03 analyses the ways context and values influence composition and audience response

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

Task Description

As a literary academic, you have been asked to **deliver a 5-6 minute presentation** to a conference called *'Powerful Narratives that Shaped Our World'*. The audience for this event are a group of academics who have a keen interest in literature and film. The contents of your presentation must **evaluate** the following statement:

"Narratives have the power to provide us with insights into societal attitudes and values across time".

In your presentation, you must evaluate the above statement with close reference to both prescribed Focus area: 'Narratives that Shape Our World' texts, including *at least two of* Rupert Brooke's poems: *'The Soldier'*, *'The Dead'*, and *'Peace'* (Poetry) and Christopher Nolan's *'Dunkirk'* (Film). You should develop a clear, overarching thesis to guide and shape your response to the statement, ensuring that you select the most relevant evidence from both texts.

Your presentation should be creative and engaging, and should use a variety of multimodal elements, including but not limited to; visuals, audio and written text. Your multimodal must feature a **voice-over**, using your own recorded narration layered onto the presentation.

(Note: You will also be assessed on your speaking skills. You must NOT simply read from your transcript, rather, use tone and pace to engage with your audience and present/communicate your ideas in a manner that is clear, sophisticated and controlled).

In your response, you must:

- Develop a well-structured evaluative response that addresses all parts of the question
- Refer in detail to both prescribed texts and their corresponding "narratives"
- Demonstrate an understanding of the Focus area: Narratives that Shape our World

NESA Glossary of Key Words

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

- **Evaluate:** Make a judgement based on criteria; determine the value of

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

At the commencement of drafting your presentation, you must, through your Student Department Portal, use Google Slides (for your PowerPoint) and Google Docs (for your transcript).

You must upload the following documentation onto Google Classroom by **Tuesday 30th June 3pm**:

There are THREE aspects to your submission:

1. You will download your final Google Doc transcript as a Word Doc and submit to Google Classroom
2. You will download your final Google Slide as a PowerPoint and submit to Google Classroom
3. You will also include BOTH links to your Google Doc and Google Slide and ensure you have enabled "Share access" to "NSW Department of Education"

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

- I have revised the Focus Area syllabus rubric and understand the key concerns of the module.
- I have created a thesis to frame my overall response.
- I have studied all the class notes, Google Classroom activities and other resources for this module.
- I have considered and implemented the feedback from my teacher through both formative homework tasks and ONE assessment draft in the development of my transcript.

Please note, if your submission is missing any of these components, you may be at risk of not meeting the required outcomes for this assessment task.

Teacher Feedback and Student Self-Reflection

- As part of the drafting process, a draft of your transcript is due **Friday 19th June, 3pm, week 9**. Feedback on the draft will be given back to you by Wednesday 24th June.
- The final task will typically be returned to students within two 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 the marking criteria as well as markers comments.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.
- Upon return of the task, students will also be expected to complete a self-reflection.

How does this link to my learning?

This task builds the analytical and evaluative skills essential for **Focus Area: Narratives that Shape Our World**. By developing a clear thesis, selecting purposeful evidence, and comparing how different composers shape societal values, you strengthen the extended-response writing skills needed for senior English. Engaging closely with both texts also deepens your understanding of how narratives influence cultural attitudes and how to communicate complex ideas with clarity and control.

This task also addresses the following Yearly Reporting Outcome:

2. Develops a sustained and synthesised personal response that communicates contextual values, cultural assumptions and ideas within the prescribed texts, while communicating complex ideas and arguments through a multimodal text.

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.

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Task 2: Multimodal Presentation - MARKING GUIDELINES

Response - 25 marks	Marks
<ul style="list-style-type: none"> ● Demonstrates a sophisticated evaluation of the way narratives have the power to provide us with insights into societal attitudes and values across time. ● Skilfully analyses the way language, forms and features are used to shape meaning in both prescribed texts. ● Skilful use of language features appropriate to audience, purpose and context. ● Utilises a skilful range of multimodal elements to create an engaging PowerPoint that perceptively supports the ideas and insights made in the presentation. ● Embedded audio contains sophisticated manipulation of tone and pace which cohesively supports the presentation. 	21-25
<ul style="list-style-type: none"> ● Demonstrates an effective evaluation of the way narratives have the power to provide us with insights into societal attitudes and values across time. ● Effectively analyses the way language, forms and features are used to shape meaning in both prescribed texts. ● Effective use of language features appropriate to audience, purpose and context. ● Utilises an effective range of multimodal elements to create a generally engaging PowerPoint that effectively supports the ideas and insights made in the presentation. ● Embedded audio contains effective use of tone and pace which mostly supports the presentation. 	16-20
<ul style="list-style-type: none"> ● Demonstrates an evaluation of the way narratives have the power to provide us with insights into societal attitudes and values across time. ● Soundly analyses the way language, forms and features are used to shape meaning in both prescribed texts. ● Sound use of language features appropriate to audience, purpose and context. ● Utilises multimodal elements to create an adequate PowerPoint that supports the ideas and insights made in the presentation. ● Embedded audio contains some use of tone and pace which somewhat supports the presentation. 	11-15
<ul style="list-style-type: none"> ● Demonstrates a basic understanding of the way narratives have the power to provide us with insights into societal attitudes and values across time. ● Describes the way language, forms and features are used to shape meaning in one or both prescribed texts. ● Basic use of language features. ● Attempts to utilise multimodal elements to create a PowerPoint that provides a basic insight into the ideas made in the presentation. ● Attempts to control pace and tone to support the presentation. 	6-10
<ul style="list-style-type: none"> ● Demonstrates little to no attempt in responding to the statement. ● Refers to the texts in an elementary way. ● Limited use of language features. ● Creates a limited PowerPoint that provides little to no insight into the ideas made in the presentation. ● Limited control over pace and/or tone. 	1-5