



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 2– Year 12 English Advanced

Course:	English Advanced	Year:	12
Topic:	Module A: Textual Conversations (20%) Module C: The Craft of Writing (5%)		
Assessment Name:	Task 2 Multimodal Presentation		
DATE DUE:		Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Incorporate more suitable textual evidence from both texts</i> <input type="checkbox"/> <i>Include more academic English</i> <input type="checkbox"/> <i>Analyse a wider variety of techniques</i> <input type="checkbox"/> <i>Provide a more balanced evaluation of the texts</i> <input type="checkbox"/> <i>Provide more evaluation of context / values / themes / purpose and how these shape meaning</i> <input type="checkbox"/> <i>Increase sophistication of multimodal component</i>		
Progress Check Date:			

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	The comparative study provides a deeper understanding of the elements which shape meaning within each text.
Skills, Knowledge and understanding being demonstrated:	<p>Using the skills developed in Module C, compose and present a multimodal presentation that explores the requirements and prescribed texts from Module A.</p> <p>Module A prescribed texts: _____</p> <p>_____</p>
Task Requirements:	<p>Compose and present a multimodal presentation to demonstrate your understanding of the prescribed texts that you have studied in class for Module A: Textual Conversations. You need to evaluate and discuss how the comparison of texts develops understanding of the influence of context, value and themes, and how these shape meaning for an audience. In your presentation you must also incorporate analysis of the textual features and purpose of the texts studied, as well as provide justification for the elements that you have included in the multimodal component.</p> <p>Your presentation must be 5 to 6 minutes in duration. Students must submit a transcript of their speech and the multimodal component of the presentation on the due date.</p> <p>Students are strongly encouraged not to spend a disproportionate amount of time and effort on the visual aspects of the multimodal presentation as the focus is on demonstrating understanding of the topic. (Some multimodal presentation possibilities could be: Diorama, Prezi, Power Point, and Collage.)</p>
Syllabus Outcomes:	<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>
<p>All English assessment tasks are due at the beginning of the English period on the due date. Students are responsible for ensuring that the task is ready to be submitted and/or completed at the beginning of the period. Students are strongly advised to hand write or print the task (where applicable) the day before the task is due. Students are strongly advised to email their teacher a copy of any task with an ICT component (where applicable) the day before the task is due. A transcript of any oral presentation must be submitted on the due date at the beginning of the English period.</p> <p>Tasks will not be accepted without a completed Cover Sheet attached.</p> <p>Any student who is absent from the English period on the due date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and task must be submitted to the Head Teacher of English on the first day back from absence and the student must complete the task as directed.</p>	

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *English* is _____

Learning in *English* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Composes and presents a multimodal presentation that uses the skills of Module C and demonstrates understanding of Module A.					
Literacy / Numeracy skills assessed	Appropriate use of academic English, including evaluative language, grammar and pronunciation.					
Processes	Composes a multimedia presentation that uses the skills of Module C					
Demonstrates Skills	Composes a multimedia presentation that demonstrates understanding of Module A and how context, values and themes shape meaning.					
Knowledge	Presents a multimedia presentation using relevant speaking skills					
Understanding	Demonstrates understanding of both texts through textual evidence and analysis of textual features and purpose.					
	Justifies the inclusion of elements in the multimodal component.					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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