



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 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 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 speech must be 1000 words. You must submit a transcript of your speech and 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 any 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 or Collage.</p> <p>Please ensure if any electronic files are submitted that it is accessible on school devices. It is your responsibility to check or test this prior to the submission date. Documents that fail to open will result in a penalty.</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 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 and grammar.					
Processes	Composes a multimodal presentation that uses the skills of Module C					
Demonstrates Skills	Composes a multimodal presentation that demonstrates understanding of Module A and how context, values and themes shape meaning.					
Knowledge	Demonstrates understanding of both texts through textual evidence and analysis of textual features and purpose.					
Understanding	Justifies the inclusion of elements in the multimodal component.					

Explanation of Marking Criteria

A 25, 26, 27, 28, 29, 30	<ul style="list-style-type: none"> • Perceptively analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C. • Insightfully demonstrates understanding and evaluation of textual form, structure, language and mode to shape meaning • Compares and/or contrasts and evaluates context, value and themes from the core texts with outstanding skill and flair • Provides analysis in a speech format in a highly developed manner • Uses spelling, punctuation and grammar with outstanding skill and flair
B 19, 20, 21, 22, 23, 24	<ul style="list-style-type: none"> • Effectively analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation. • Successfully demonstrates understanding and evaluation of textual form, structure, language and mode to shape meaning

	<ul style="list-style-type: none"> • Compares and/or contrasts and evaluates ideas, attitudes and values from the core texts with skill and flair • Provides analysis in a speech format in a well developed manner • Uses spelling, punctuation and grammar with skill and flair
C 13, 14, 15, 16, 17, 18	<ul style="list-style-type: none"> • Competently analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C. • Capably demonstrates understanding and evaluation of textual form, structure, language and mode to shape meaning • Compares and/or contrasts and evaluates context, value and themes from the core texts with some flair • Provides analysis in a speech format in a developed manner • Uses spelling, punctuation and grammar with some flair
D 7, 8,9,10,11, 12	<ul style="list-style-type: none"> • Inconsistently analyses and evaluates context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C. • Demonstrates some understanding and evaluation textual form, structure, language and mode to shape meaning • Compares and/or contrasts and evaluates context, value and themes from the core texts inconsistently • Provides analysis in a speech format in a developing manner • Uses spelling, punctuation and grammar inconsistently
E 1,2,3,4,5, 6	<ul style="list-style-type: none"> • Analyses and evaluates in an elementary manner context, value and themes of core texts for Textual Conversations in a multimodal presentation using skills of Module C. • Demonstrates limited understanding and evaluation of textual form, structure, language and mode to shape meaning • Compares and/or contrasts and evaluates context, value and themes from the core texts in a basic manner • Provides analysis in a speech format in a basic manner • Uses basic spelling, punctuation and grammar

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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