



YEAR 11 English Standard Module A: Contemporary Possibilities

| | |
|---|---|
| Due Date: Term 2, Week 9, Friday 26th June 2020 Students must submit their task via google classroom using the following classroom code: nmjdijx This must be submitted by 3:20pm on the due date. | Assessment Name: Multimodal Presentation |
| Mark: x/30 | Weighting: 30% |

SYLLABUS OUTCOMES TO BE ASSESSED:

EN11-02 Uses and evaluates processes, skills and knowledge required to effectively respond to and **compose** texts in different modes, media and technologies.

EN11-07 understands and explains the diverse ways texts can represent personal and public worlds

EN11-08 identifies and **explains** cultural assumptions in texts and their effects on meaning

DIRECTIVES TO BE ASSESSED:

Compose: Create

Understands: Interpret meaning

Explains: Describes

Task Description

You are to **compose** a digital essay on Microsoft SWAY that explores and **explains** your **understanding** of the prescribed text **Serial: Season 1** through a detailed response to the statement below:

Throughout *Serial: Season 1* Sarah Koenig positions the responder to believe Adnan Syed is innocent.

Throughout your digital essay you should evaluate and justify how Sarah Koenig builds a relationship between the subject and responder through the use of rhetorical appeals (ethos, pathos, logos).

Your digital essay should make detailed links to:

- Reading pathways
- Textual authority
- Textual forms and features

Your digital essay you should -

- include images, personal response, sound, embedded clips, hyperlinks and creative expression
- Must use complete sentences, as part of ALARM paragraphs

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Evaluate the prescribed text
- Provide specific examples from the text to support your ideas
- **Explain** and **understand** the text, relating the composition of the assessment task to the statement provided.
- Make clear links to the statement provided relating your understanding to key forms and features of the podcast
- Reference rhetorical appeals; ethos, pathos and logos to support your ideas and opinions about the formation of the text.
- Explore the composers use of reading pathways and their authority over the text to form and shape meaning for the responder.
- **Compose** an engaging and cohesive digital essay
- Submit your task on the google classroom

Marking Guidelines

| Outcome | Mark/ Grade | Criteria |
|--|----------------|--|
| EN11-2 - Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies. | 9-10 | <ul style="list-style-type: none"> • Outstanding use of technology to compose a clear and concise presentation, which adheres to all the elements of a digital essay • Demonstrates an effective ability to assess and use the technology to create an intriguing and engaging presentation |
| | 7-8 | <ul style="list-style-type: none"> • High use of technology to compose a clear and concise presentation, which adheres to mostly all elements of a digital essay • Demonstrates a well-developed ability to assess and use technology to create an engaging presentation |
| | 5-6 | <ul style="list-style-type: none"> • Sound use of technology to compose a clear presentation, which adheres to most elements of a digital essay • Demonstrates a competent ability to assess and use technology to create an engaging presentation |
| | 3-4 | <ul style="list-style-type: none"> • Limited use of technology to compose a presentation, which adheres to some elements of a digital essay • Demonstrates a limited ability to assess and use technology to create a presentation |
| | 1-2 | <ul style="list-style-type: none"> • Elementary use of technology to compose a presentation, which may not follow the elements of a digital essay • Demonstrates elementary use of technology to create a presentation. |
| EN11-7 - understands and explains the diverse ways texts can represent personal and public worlds | 9-10 | <ul style="list-style-type: none"> • Responds effectively to the statement demonstrating a detailed understanding of how the composer’s authority over the text shapes the responder’s reading pathway and their position on the delivered content. • Evaluates and justifies effectively the composer’s ability to build relationships with texts’ subjects to shape meaning. |
| | 7-8 | <ul style="list-style-type: none"> • Responds competently to the statement demonstrating an understanding of how the composer’s authority over the text shapes the responder’s reading pathway and their position on the delivered content. • Evaluates and justifies competently the composer’s ability to build relationships with texts’ subjects to shape meaning. |
| | 5-6 | <ul style="list-style-type: none"> • Responds to the statement demonstrating some understanding of how the composer’s authority over the text shapes the responder’s reading pathway and their position on the delivered content. • Explains and justifies the composer’s ability to build relationships with text’s subject to shape meaning. |
| | 3-4 | <ul style="list-style-type: none"> • Responds to the statement in a limited manner demonstrating basic understanding which, at times, comments on features of the text which may influence the responder to take a side on the content delivered. • Describes the composers ability of how relationships are formed between subject is presented and the responder and or the presenter. |
| | 1-2 | <ul style="list-style-type: none"> • Attempts to respond to the statement. • Attempts to describe the composers ability of the relationships formed within the text. |

| | | |
|---|------|--|
| EN11-8 - identifies and explains cultural assumptions in texts and their effects on meaning | 9-10 | <ul style="list-style-type: none"> Explains effectively how the composer uses rhetorical appeals to develop assumptions and understanding of the texts' subjects. Skilful use of relevant and well-chosen textual evidence. |
| | 7-8 | <ul style="list-style-type: none"> Explains competently how the composer uses rhetorical appeals to develop assumptions and understanding of the texts' subjects. Well-developed use of relevant and well-chosen textual evidence. |
| | 5-6 | <ul style="list-style-type: none"> Some explanation of how the composer uses rhetorical appeals to develop assumptions and understanding of the texts' subjects. Sound use of textual evidence |
| | 3-4 | <ul style="list-style-type: none"> Describes rhetorical appeals, they may be identified and listed rather than used to support understanding. Some use of textual evidence |
| | 1-2 | <ul style="list-style-type: none"> Attempts to describe rhetorical appeals. They are identified but not used to support understanding OR may not be used at all. Elementary use of textual evidence |
| Total Mark | | |