

# Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



<b>Faculty:</b> English	<b>Course:</b> English Advanced.	<b>Time allowed:</b> 4-6 Minutes.
<b>Teacher:</b> Mr Andrews.	<b>Email:</b> <a href="mailto:Ryan.Andrews24@det.nsw.edu.au">Ryan.Andrews24@det.nsw.edu.au</a>	
<b>Task number:</b> 2.	<b>Title:</b> Multimodal Presentation	<b>Weighting:</b> 40%
<b>Year:</b> 11.	<b>Due date:</b> Monday, 19 <sup>th</sup> June (Week 9). Submit via library by 8.15am. Students will be allocated a time and will present their speech in front of a small group of peers. The time will be given to students prior to the due date.	

## Syllabus outcomes assessed:

- **EA11-2** - Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- **EA11-5** - Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesize complex information, ideas and arguments.
- **EA11-6** - Investigates and evaluates the relationships between texts.
- **EA11-7** - Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.

## 21<sup>st</sup> Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

## Task description:

You are a lecturer from the University of Newcastle and you have been invited to perform a 4 to 6 minute TED Talk at the TEDx Conference to be held in Newcastle. The theme for the conference is Narratives that Shape Our World. In your TED Talk, you are asked to explore how narratives act as windows into past and contemporary cultures and societies, by responding to the following statement:

*"The modernisation of timeless characters illuminates shifting contextual values and beliefs."*

To what extent is this true for *Othello* by William Shakespeare and *New Boy* by Tracey Chevalier?

As an influential speaker you need to engage the audience with a visual presentation that enhances your TED Talk. The visual presentation should outline the key points of your TED Talk, as well as visuals that deepen the audience engagement with your talk.

**The feedback policy is as follows:**

1. You are allowed ONE piece of written feedback provided by your classroom teacher.
2. You are allowed ONE verbal discussion with the classroom teacher to clarify any further questions.

Feedback can be given up until 5pm, Wednesday 14<sup>th</sup> June.

**Assessment criteria:**

*Marking Guidelines attached.*

**Assessment of this task is based on the study of:**

Play: *Othello*.

Novel: *New Boy*.

**Method of task submission:**

- Task to be submitted to the library on the due date.

**Marking guidelines:**

A 17-20	<ul style="list-style-type: none"><li>▪ Evaluates skilfully how characters illuminate shifting contextual values and beliefs.</li><li>▪ Skilfully incorporates well-selected and detailed textual references</li><li>▪ Composes a perceptive response using language and visual aids appropriate to audience, purpose and form</li></ul>
B 13-16	<ul style="list-style-type: none"><li>▪ Evaluates competently how characters illuminate shifting contextual values and beliefs.</li><li>▪ Effectively incorporates well-selected and detailed textual references</li><li>▪ Composes an effective response using language and visual aids appropriate to audience, purpose and form</li></ul>
C 9-12	<ul style="list-style-type: none"><li>▪ Analyses adequately how characters illuminate shifting contextual values and beliefs.</li><li>▪ Incorporates well-selected textual references</li><li>▪ Composes a sound response using language and visual aids appropriate to audience, purpose and form</li></ul>
D 5-8	<ul style="list-style-type: none"><li>▪ Explains how characters illuminate shifting contextual values and beliefs.</li><li>▪ Makes limited reference to the texts</li><li>▪ Composes a limited response using language appropriate to audience, purpose and form</li></ul>
E 1-4	<ul style="list-style-type: none"><li>▪ Describes how characters illuminate shifting contextual values and beliefs. May attempt to describe aspects of the text/s</li><li>▪ Attempts to compose a response to the question</li></ul>
N	<ul style="list-style-type: none"><li>▪ <b>Non-attempt or non-serious attempt</b></li></ul>