



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Assessment Task Notification

Teacher: Miss Anna Armstrong	Course: Year 11 English Standard
Task and Number: #2 Multimodal	Task Weighting: 25%
Date Issued: Wednesday 03/06/20	Date Due: Thursday 25/06/20
Syllabus component: Module A: Contemporary Possibilities – Sherlock In this module, students have developed the knowledge and skills to appreciate and understand the ways that different communication technologies shape the ways we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. The focus text for this unit is the BBC TV series <i>Sherlock</i> (Season 1). Students have also studied and reflected on a variety of texts around Sir Arthur Conan Doyle’s literary figure of Sherlock Holmes in different contexts. Students have considered the contemporary possibilities for storytelling across multiple platforms and media and have also analysed their own engagement as readers and active participants in the creation of meaning.	
Syllabus outcomes being assessed: EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments EN11-7 understands and explains the diverse ways texts can represent personal and public worlds	
Description of task: Create a ‘TED-Ed’ style mini lesson on the topic, ‘Multimodal murder mysteries: reader as detective’. Present your mini lesson using a medium of your choice, such as Keynote, Powerpoint, Prezi, iMovie or other appropriate tools. Voice recordings need to be included to accompany the visuals used in the mini lesson. In your mini lesson, you should explore how new technologies enable readers to engage in murder mystery texts in new and more active ways. You must use evidence from <i>Sherlock</i> Series 1 (BBC), and one other related multimodal or digital text of your own choosing, such as: <ul style="list-style-type: none">• the official BBC website• John Watson’s blog• a computer game relating to Sherlock Holmes• the official BBC app ‘Sherlock: The Network’• another crime fiction multimodal text of your choosing. In your response, you may like to consider: <ul style="list-style-type: none">• the way in which ‘old’ texts can be made ‘new’ through new multimodal media• the use and adaptation of the generic conventions of murder mystery/crime fiction• how audiences are engaged in traditional written texts vs. new multimodal texts• how the online world and reading of webpages changes and deepens the experience of the reader. Your presentation should be 4-5 minutes in duration and should be submitted as a digital file.	
Submission of Task requirements: <i>Presentation submitted as a digital file on the due date.</i>	
Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.	



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Assessment Task - Marking Criteria

A student:	Mark range
<ul style="list-style-type: none">• composes a presentation that demonstrates a comprehensive understanding of how technology affects engagement with texts• provides a highly developed analysis of the textual evidence from both texts to support ideas• demonstrates highly effective control of language to communicate ideas.	20-25
<ul style="list-style-type: none">• composes a presentation that demonstrates a detailed understanding of how technology affects engagement with texts• provides a well-developed analysis of textual evidence from both texts to support ideas• demonstrates effective control of language to communicate ideas.	15-20
<ul style="list-style-type: none">• composes a presentation that demonstrates a sound understanding of how technology affects engagement with texts• provides a sound analysis of textual evidence from both texts to support ideas• demonstrates satisfactory control of language to communicate ideas.	10-15
<ul style="list-style-type: none">• composes a presentation that demonstrates a basic understanding of how technology affects engagement with texts• provides some textual evidence from both texts to support ideas• demonstrates variable control of language to communicate ideas.	5-10
<ul style="list-style-type: none">• attempts to compose a presentation that demonstrates a limited understanding of how technology affects engagement with texts• provides limited textual evidence from one or both texts to support ideas• demonstrates minimal control of language to communicate ideas.	0-5