

Faculty: English	Course: English Studies	Time allowed: You will be given a minimum of 4 lessons to research and prepare your presentation. Additional lessons will be at the discretion of your teacher.
Teacher: Kylie Sutherland	Email: kylie.sheaves@det.nsw.edu.au	
Task number: 2	Title: Multimodal Research Task (and survey)	
Year: 11	Due date: 20.6.25	Weighting: 40%

Syllabus Outcomes Assessed	ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES11-4 composes a range of texts with increasing accuracy and clarity in different forms ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
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21 st 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 checked="" type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

Academic Rigour: The task that you submit must be an original composition that reflects your own thoughts, ideas, skills and creativity. This means your submission must be entirely created by you.

We value your individual perspective, critical thinking, and unique voice in this assignment.

Year 11 Assessment Feedback Policy: Feedback is essential for your performance and enhancing the learning process. To ensure all students benefit equitably from our feedback resources, the following policy outlines how and when feedback can be accessed.

General Guidelines:

- Feedback will only be provided by your classroom teacher to ensure consistency and alignment with course objectives.
- To maintain fairness feedback will not be available for assessments submitted past the designated deadlines.
- Please allow up to three school days for the turnaround of written feedback. Plan your submissions accordingly to accommodate this timeframe.

Task Specific Guidelines:

- The deadline for all feedback is 3pm on Friday 13th June 2025.
- Students may request formal verbal feedback ONCE for the task.
- Students may request written feedback ONCE for the entire task.

Submission Instructions

You are required to submit a hardcopy and digital copy of your task. The hardcopy is to be submitted to the library **prior** to 8.15am on the due date - Friday 20.6.25. The digital copy is to be submitted via *Google Classroom* prior to 8.15am on the due date. If you have not already done so, you will need to join the Year 11 English Studies Google Classroom: **mxziqup**

You are expected to use **Google Slides** to complete **and** submit the electronic version of your task in the portal set up in for this task Google Classroom: **mxziqup**

Task Description

As a representative of a multi-national travel agency, you are presenting at a conference that is aimed at encouraging 'schoolies' to choose an overseas city for their end of Year 12 holiday. You need to use relevant data to plan and create a multimodal presentation that shows what can be experienced during a seven (7) night vacation.

You may choose from the list of overseas destinations or you may choose a different destination (you will need to have your destination approved by your teacher BEFORE you start your research):

<i>New York, USA</i>	<i>Rome, Italy</i>	<i>Beijing, China</i>	<i>Suva, Fiji</i>
<i>Lima, Peru</i>	<i>Paris, France</i>	<i>Cancun, Mexico</i>	<i>Tokyo, Japan</i>
<i>Bangkok, Thailand</i>	<i>Rio de Janeiro, Brazil</i>	<i>Auckland, New Zealand</i>	<i>London, England</i>

Part 1: Survey (10 marks)

Your teacher will provide a survey that you will complete prior to choosing your destination. The survey responses should be used as a guide when deciding what the holiday will look like. An annotated copy of your survey results should be included in the last slide (slide 11) of your presentation - this slide *does not* count towards the total number of slides.

Part 2: Presentation (30 marks)

You are to create a 10 slide presentation about your chosen destination using **Google Slides**. An overview for each slide is provided.

Once you have completed the survey and chosen your destination city, start to collect information about:

<i>Reasons for wanting to visit this place - what makes it special?</i>	<i>Experiences that they might come across during a 7-night visit.</i>	<i>The location of the destination - country and closest major city (if it is not one), including an annotated map.</i>
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Other information/items that you will need to include in your presentation:

<i>Things to Do</i>	<i>Accommodation Options</i>	<i>A brief itinerary of the day-to-day activities.</i>	<i>Relevant images and photographs</i>
<i>A budget for all items and contingency plans for emergencies or additional activities.</i>	<i>Transport (getting there and transport that will be needed during the stay)</i>	<i>Cultural Experiences</i>	<i>Essential Travel Prep (official documents, safety concerns, vaccinations etc)</i>

The following is a list of slides that you should use to plan and complete your assessment task. You are expected to use **Google Slides** to complete **and** submit the electronic version of your task in the portal set up in for this task Google Classroom: **mxziqup**

Slide 1: Title page that includes the destination city. Where is the destination located? Include the name of the country and closest major city (if it is not one) and an annotated map.
Slide 2: Why would 'schoolies' want to visit this destination city? What makes the destination special?
Slide 3: How will the travellers get to the destination city? Once the travellers get to their destination city, what transport options are there?
Slide 4: Describe accommodation options? Why is this a good choice for 'schoolies'?
Slide 5: What things might travellers experience in a 7-day visit? Provide a list of things to do during the visit.
Slide 6: What are some cultural experiences that travellers could encounter during your visit?
Slide 7: What essential preparation needs to be done before the trip?
Slide 8: How much will the trip cost? This slide outlines costs that need to be paid BEFORE the trip.
Slide 9: How much additional money will be needed? This slide outlines and possible additional costs and contingency plans for emergencies or additional expenses that might arise.
Slide 10: Provide an itinerary for the proposed trip.
Slide 11: Annotated Survey Responses (not included in 10 slide limit)

Sample (slide 7) - this slide would fit within the 'C' range.

The information is excellent but there are very few other strategies, language devices, structure and visual features that influence, engage and persuade an audience.

Before you go essentials - travelling to bali

Make sure you book in advance especially during peak seasons.

You will need the following:

Passport

Visa

Travel Insurance

Health & Safety info

Some vaccines recommended: Hep A & Typhoid

Avoid tap water

Watch out for Bali Belly! Drink bottled water and be careful eating street food.

Beware of strong currents when swimming

Packing essentials

Clothing: lightweight, breathable clothes, modest attire for temples, swimwear, and a rain jacket.

Health items: mosquito repellent, hand sanitiser, sunscreen, and any prescription medication.

Electronics: Indonesia uses Type C and F plugs. A universal adaptor and power bank are useful.

Connectivity: buy a local SIM card for cheap and reliable data.

Wi-Fi is widely available in hotels and cafes but speeds vary.

Marking Guidelines - Part 1: Survey	Grade	Mark
<ul style="list-style-type: none"> Perceptive understanding of how data can be used to make informed decisions. 	A	9-10
<ul style="list-style-type: none"> Competent understanding of how data can be used to make informed decisions. 	B	7-8
<ul style="list-style-type: none"> Satisfactory understanding of how data can be used to make informed decisions. 	C	5-6
<ul style="list-style-type: none"> Basic understanding of how data can be used to make informed decisions. 	D	3-4
<ul style="list-style-type: none"> Limited understanding of how data can be used to make informed decisions. 	E	1-2
<ul style="list-style-type: none"> Non or Non-Serious Attempt 	N	0

Marking Guidelines - Part 2: Presentation	Grade	Mark
<ul style="list-style-type: none"> Outstanding use of a diverse and highly appropriate range of strategies, language devices, structure and visual features to influence, engage and persuade an audience. Demonstrates a perceptive understanding of the ideas, values, points of view and attitudes relating to the nature of travel. Uses form, including layout, grammar, punctuation and spelling, that is always accurate and highly appropriate for purpose and audience. 	A	25-30
<ul style="list-style-type: none"> Well-developed use of an appropriate range of strategies, language devices, structure and visual features to influence, engage and persuade an audience. Demonstrates a competent understanding of the ideas, values, points of view and attitudes relating to the nature of travel. Uses form, including layout, grammar, punctuation and spelling, that is mostly accurate and appropriate for purpose and audience. 	B	19-24
<ul style="list-style-type: none"> Sound use of strategies, language devices, structure and visual features that attempt to influence, engage and persuade an audience. Demonstrates a satisfactory understanding of the ideas, values, points of view and attitudes relating to the nature of travel. Uses form, including layout, grammar, punctuation and spelling, that is somewhat accurate and adequate for purpose and audience. 	C	13-20
<ul style="list-style-type: none"> Basic use of strategies, language devices, structure and visual features to attempt to influence, engage and persuade an audience. Demonstrates a basic understanding of the ideas, values, points of view and attitudes relating to the nature of travel. Minimal use of form, including layout, grammar, punctuation and spelling, that is generally not adequate for purpose and/or audience. 	D	7-12
<ul style="list-style-type: none"> Limited use of strategies, language devices, structure and visual features to attempt to influence, engage and persuade an audience. Demonstrates a little understanding of the ideas, values, points of view and attitudes relating to the nature of travel. Limited use of form, including layout, grammar, punctuation and spelling, that is not adequate for purpose and/or audience. 	E	1-6
<ul style="list-style-type: none"> Non or Non-Serious Attempt 	N	0