



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	ENGLISH		COURSE	ADVANCED ENGLISH	YEAR	12
TASK NUMBER	1	TASK NAME	COMMON MODULE: TEXTS AND HUMAN EXPERIENCES – MULTIMODAL			
TASK WEIGHT	20%			MARKS AWARDED	20	
DATE OF NOTIFICATION	FRIDAY 7 th NOVEMBER 2025, WEEK 4					
DUE DATE	FRIDAY, 5 th DECEMBER 2025, WEEK 8					

TASK DESCRIPTION / INSTRUCTIONS

What do I need to do?

You have been asked to recommend **TWO** texts to be included in an anthology for a study of '**Texts and Human Experiences**'. Your recommendation **MUST** take the form of a **multimodal presentation** in which you address the following questions:

- What ideas about texts and human experiences are being explored by each text?
- How do the texts deal with these ideas in similar or different ways?
- How has the composer represented these ideas using language forms and features?
- Why is this text worthy of study at the HSC level?

How do I do this?

To successfully complete the task, you must adhere to the following criteria:

- One of the texts **MUST** be your prescribed text, *The Merchant of Venice*, by William Shakespeare.
- Your self-selected related text must present ideas that relate to the common module. Your related text may be sourced from the texts studied in class.
- DO NOT resort to recount. You must analyse and evaluate the ideas about human experiences explored by each text.
- Your presentation must be **6-8 minutes** in length.
- Must be submitted on the Google Classroom by 9am on the due date.
- You **MUST** include a voiceover (or video) of your own voice in your multimodal presentation.

Draft submissions

You may submit ONE draft by **9am, Monday 24th November, Week 7** via your Google Classroom page.

OUTCOMES

- **EA12-1:** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EA12-2:** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- **EA12-3:** critically analyses and uses language forms, features and structures of texts, justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- **EA12-5:** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- **EA12-6:** investigates and evaluates the relationships between texts
- **EA12-7:** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EXTRA INFORMATION: MULTIMODAL PRESENTATION

A multimodal presentation is a presentation that includes at least one other mode, alongside reading and writing. This may include listening, speaking, viewing, and/or representing.

To complete your multimodal presentation, you may choose from one of the options below:

- TED Talk: TED talks are multimodal and are designed to be informative, educational and persuasive. To complete a TED talk, you must write and rehearse a script before filming and editing it to a publishable quality. In your TED talk, to successfully address the multimodal component, you must include visual aids that contain both text and images to support your presentation. If you are intending on submitting a TED talk, the script should be submitted alongside your recording on the assessment task due date.
- YouTube video (one that doesn't go live)
- Stop-start movie with recorded voice over
- Prezi presentation with hyperlinks and interactive elements
- Google Slides presentation with recorded voice over
- Canva presentation with recorded voice over
- PowerPoint presentation with hyperlinks and interactive elements
- Microsoft Sway presentation with hyperlinks and interactive elements
- Website: This may include the designing of an interactive website (one that doesn't go live). On your website, you may choose to integrate recorded parts of a speech to accompany the visuals and written text.

Please note, you are not restricted to the options above. You may submit your assessment task in a format of your own choosing if it has been negotiated with your teacher.

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person, you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Tasks completed at home, you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school, you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete the task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in-person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice**, which includes plagiarism, will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-schedules.html>

Tear this off and submit with your completed task.

Statement of Authenticity and Academic Integrity

In signing this statement, you are certifying that:

- The planning, development, content and presentation of this assessment is your own work in every respect
- This assessment task has not been copied from another person's work, from books, the internet, or any other source
- You have not misused AI in the creation of this task, its contents and presented it as your own work or intellectual property.
- You have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development

Malpractice procedures will be followed if you are found to be contravening the above statement

Name: _____

Signed: _____

Date: _____

MARKING CRITERIA	Mark
• Demonstrates a sophisticated understanding of the key ideas of the module as they are represented in the prescribed text and related text. <i>EN12-6 (Skilfully investigates and explains the complex relationships between texts to demonstrate a sophisticated understanding). EN12-7 (Demonstrates a refined explanation and evaluation of the diverse ways texts can represent personal and public worlds.)</i> • Clearly articulates how ideas are represented with reference to a wide range of detailed examples of language forms and features across the texts. <i>EN12-4 (Skilfully adapts and applies knowledge, skills and understanding of language concepts and literary devices into an engaging multimodal presentation). EN12-2 (uses, evaluates and justifies processes, skills and knowledge required to skilfully respond to and compose texts in different modes, media and technologies.)</i> • Delivers an engaging multimodal presentation with skilful control of expression, integrating relevant modes to deliver a sustained and cohesive presentation. <i>EN12-3 (Thinks analytically and perceptively to compose a multimodal presentation that includes well-selected evidence and coherent arguments about Texts and Human Experiences.) EN12-1 (Independently responds to and composes a complex multimodal presentation for understanding, interpretation and critical analysis.)</i>	17-20
• Demonstrates a well-developed understanding of key ideas of the module as they are represented in the prescribed text and related text. <i>EN12-6 (Effectively investigates and explains the relationships between texts to demonstrate a critical understanding). EN12-7 (Demonstrates a complex explanation and evaluation of the diverse ways texts can represent personal and public worlds.)</i> • Explains how ideas are represented with reference to a range of detailed examples of language forms and features in the prescribed text and related text. <i>EN12-4 (Effectively adapts and applies knowledge, skills and understanding of language concepts and literary devices into a multimodal presentation). EN12-2 (uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.)</i> • Delivers a clear presentation with skilful control of expression, integrating relevant modes to deliver a cohesive presentation. <i>EN12-3 (Thinks analytically to compose a multimodal presentation that includes well-selected evidence and coherent arguments about Texts and Human Experiences.) EN12-1 (Independently responds to and composes a coherent multimodal presentation for understanding, interpretation and critical analysis.)</i>	13-16

● Demonstrates an as expected understanding of key ideas of the module as they are represented in the prescribed text and related text. <i>EN12-6 (Investigates and explains the relationships between texts to demonstrate an understanding). EN12-7 (Demonstrates an explanation and evaluation of the diverse ways texts can represent personal and public worlds.)</i> ● Explains how ideas are represented with reference to multiple examples of language forms and features in both texts. <i>EN12-4 (Soundly adapts and applies knowledge, skills and understanding of language concepts and literary devices into a multimodal presentation). EN12-2 (uses, evaluates and justifies processes, skills and knowledge required to respond to and compose texts in different modes, media and technologies.)</i> ● Delivers a presentation with appropriate control of expression, integrating relevant modes to deliver a sound presentation. <i>EN12-3 (Composes a multimodal presentation that incorporates relevant information. May have issues with cohesion in places.) EN12-1 (Independently responds to and composes a sound multimodal presentation for understanding and interpretation.)</i>	9-12
● Attempts to describe at least one aspect of the module as it is represented in the prescribed text and related text. <i>EN12-6 (Attempts to explain the relationships between texts to demonstrate an understanding). EN12-7 (Attempts to demonstrate an explanation of the ways texts can represent personal and public worlds.)</i> ● Attempts to describe a link between aspects of language and their intended meaning in at least one text. <i>EN12-4 (Attempts to adapt and apply skills and understanding of language concepts and literary devices into a multimodal presentation). EN12-2 (uses processes, skills and knowledge required to respond to and compose texts in different modes, media and technologies.)</i> ● Attempts to present with some control of expression, with attempts to integrate relevant modes to deliver a presentation. <i>EN12-3 (Compose a basic response that incorporates limited information and examples.) EN12-1 (Responds to and composes a basic multimodal presentation for understanding.)</i>	5-8
● Makes little to no attempt to describe relevant aspects of the module and/or texts. <i>EN12-6 (References the relationships between texts to demonstrate an understanding) EN12-7 (Little to no attempt to demonstrate an explanation of the ways texts can represent personal and public worlds.)</i> ● Possibly describes general and/or simplistic aspects of texts. <i>EN12-4 (Attempts to apply an understanding into a multimodal presentation). EN12-2 (Attempts to respond and compose texts in different modes, media and technologies.)</i> ● Makes little to no attempt to present a presentation that integrates relevant modes. <i>EN12-3 (Compose a response that incorporates basic information.) EN12-1 (Responds to and composes a presentation.)</i>	1-4
● Task not attempted ● Assessment malpractice	0

English Standard Common Module: Texts and Human Experiences - Multimodal Task

Name: _____ Class: _____ Mark: **/20**

Criteria	17 – 20	13 – 16	9 – 12	5 – 8	1 – 4
17-20: Demonstrates a sophisticated understanding of the key ideas of the module as they are represented in the prescribed text and related text 13-16: Demonstrates a well-developed understanding of key ideas of the module as they are represented in the prescribed text and related text. 9-12: Demonstrates a sound understanding of key ideas of the module as they are represented in the prescribed text and related text. 5-8: Attempts to describe at least one aspect of the module as it is represented in the prescribed text and related text. 1-4: Makes little to no attempt to describe relevant aspects of the module and/or texts.	● Demonstrates a sophisticated understanding of the key ideas of the module, articulating these ideas with clarity and depth in both their prescribed and related text. ● Provides an insightful and sustained analysis of the complex relationships between texts, effectively exploring how these relationships enhance the representation of the module's key ideas. ● Offers a compelling explanation and evaluation of how the texts explore human experiences, showcasing originality and critical thought.	● Demonstrates a well-developed understanding of the key ideas of the module, with clear and thoughtful articulation of these ideas in both their prescribed and related text. ● Provides a considered analysis of the relationships between texts, supported by logical connections that highlight their relevance to the module's ideas. This has been mostly sustained throughout the presentation; however, there were lapses at times. ● Effectively explains how the texts explore human experiences, showing clarity and purpose in the analysis.	● Demonstrates an as expected understanding of the key ideas of the module, identifying their representation in the prescribed and related text. ● Provides a clear analysis of the relationships between texts, addressing some connections but lacking depth or complexity. This could have been more purposefully sustained throughout the presentation. Next time, ensure you are consistently addressing your ideas. ● Discusses how the texts explore human experiences, though the explanation may be generalised or underdeveloped.	● Demonstrates a basic understanding of the key ideas of the module, with an incomplete or superficial exploration of their representation in the prescribed and/or related text. ● Attempts to analyse the relationships between texts, but the discussion may be unclear or too generalised. ● Mentions how the text/s explore human experiences, but the ideas may be vague, incomplete, or poorly expressed.	● Demonstrates little to no understanding of the key ideas of the module, failing to explore their representation in the prescribed and/or related text. ● Limited analysis of the relationships between texts, or attempt is irrelevant or lacks coherence. ● Little to no attempt to address how the texts explore human experiences, or any attempt is unclear and unrelated to the task.
17-20: Clearly articulates how ideas are represented with reference to a wide range of detailed examples of language forms and features across the texts. 13-16: Explains how ideas are represented with reference to a range of detailed examples of language forms and features in the prescribed text and related text. 9-12: Explains how ideas are represented with reference to multiple examples of language forms and features in the texts. 5-8: Attempts to describe a link between aspects of language and their intended meaning in at least one text. 1-4: Possibly describes general and/or simplistic aspects of texts.	● Clearly and insightfully articulates how ideas are represented in the prescribed and related text with a high level of sophistication and precision. ● Provides a wide range of detailed and well-chosen examples of language forms and features, demonstrating an insightful understanding of their role in shaping meaning. This has been purposefully addressed in both texts. ● Highly detailed analysis of how language forms and features contribute to the representation of the module's ideas. The analysis is correct and aligns with the purpose of the presentation.	● Clearly and effectively articulates how ideas are represented in the prescribed and related text with detail and cohesion. ● Provides a variety of detailed and relevant examples of language forms and features, showing a strong understanding of their role in shaping meaning. This has been addressed in both texts for the most part. ● Effectively analyses how language forms and features contribute to the representation of the module's ideas. There needed to be a more critical and purposeful approach to the analysis.	● Articulates how ideas are represented in the prescribed and related texts in a sound manner. ● Provides sound examples of language forms and features, though these may lack depth, specificity, or variety. Next time, ensure examples suit the purpose of the presentation and both texts have been addressed. ● Discusses how these language forms and features contribute to the representation of the module's ideas, though the analysis may be generalised or lacking depth. Further development of these ideas were needed in order to demonstrate a critical perspective.	● Demonstrates a basic ability to articulate how ideas are represented in the prescribed and/or related text. ● Provides few or vague examples of language forms and features, with minimal understanding of how they shape meaning. ● Attempts to discuss how these techniques contribute to the representation of the module's ideas, but the analysis may be unclear or poorly supported.	● Demonstrates a limited ability to articulate how ideas are represented in the prescribed and related text. ● Provides no or irrelevant examples of language forms and features, showing little to no understanding of their role in shaping meaning. ● Little to no discussion of how these techniques contribute to the representation of the module's ideas.

17-20: Delivers an engaging multimodal presentation with skilful control of expression, integrating relevant modes to deliver a sustained and cohesive presentation. 13-16: Delivers a clear presentation with skilful control of expression, integrating relevant modes to deliver a cohesive presentation. 9-12: Delivers a presentation with sound control of expression, integrating relevant modes to deliver a sound presentation. 5-8: Attempts to present with some control of expression with attempts to integrate relevant modes to deliver a presentation. 1-4: Makes little to no attempt to present a presentation that integrates relevant modes.	• Delivers a skilful and engaging multimodal presentation, capturing and sustaining audience interest with confidence and precision. • Demonstrates skilful control of expression, ensuring clarity, fluency, and precision throughout the presentation. The integration of audio is seamless and the delivery of tone was engaging and purposeful. • Shows innovation and highly skilled proficiency in the use of relevant modes, design, style, and delivery, achieving a professional and impactful result.	• Delivers an engaging multimodal presentation that holds audience attention and is delivered with confidence and clarity. • Demonstrates effective control of expression, using clear and purposeful communication that enhances the overall delivery. The integration of audio was seamless for the most part, however, further refinement was needed to ensure the use of tone was engaging and purposeful. • Shows skilled proficiency in the use of relevant modes, design, style, and delivery, achieving a professional and impactful result. There were minor lapses in cohesion which impacted the end result.	• Delivers an adequate engaging multimodal presentation that communicates ideas clearly. Greater clarity and connection was needed in the development of ideas alongside the presentation. • Demonstrates sound control of expression, though there may be occasional lapses in fluency or precision. The integration of audio was evident but could have been used more effectively to add to the engagement and purpose of the presentation. • Shows proficiency in the use of relevant modes, design, style, and/or delivery, achieving a sound result. Some areas needed further refinement to ensure a seamless delivery.	• Delivers a partially engaging multimodal presentation that attempts to sustain audience interest. There are some lapses in the continuity or cohesion of the presentation. • Demonstrates basic control of expression, with frequent lapses in clarity, fluency, or coherence. There were issues with the integration of the audio, impacting the engagement and purpose of the presentation. • Shows limited proficiency in the use of modes, design, style, and/or delivery. A more purposeful approach to integrating these elements in order to achieve a cohesive presentation.	• Delivers a limited multimodal presentation that fails to capture or sustain audience interest. May not include more than one mode. • Limited to no audio embedded within the presentation. • Demonstrates little or no control of expression, leading to unclear or disjointed communication. • Shows a lack of proficiency in the use of modes, design, style, and/or delivery. The presentation was cohesive, however, key elements were missing which has impacted the purpose of the presentation.
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