

Year 11 - 2024
Standard English
Ferguson



Task Number: 2
Weight: 40%

Notification Date: 27/5/24 Term 2 WK 5
Due Date: 19/6/24 Period 3 Term 2 Week 8

OUTCOMES ASSESSE

Syllabus outcomes being assessed:

- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

TASK DESCRIPTION

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 Sherlock (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.

TASK INSTRUCTIONS

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 Sherlock Series 1 (BBC), and one other related multimodal or digital text of your own choosing, such as:

- 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.

And 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:

Presentation submitted as a digital file on the due date in class, Period 3 Wednesday 19/6/24 (Week B). The Digital file must be cited by the teacher before signing for submission.

Feedback provided:

- Annotations on marking guidelines
- Written comments addressing areas of strength and areas for improvement.
- Total Marks 25

Teacher's signature: _____

HT Admin signature: _____

Deputy Principal's signature: _____

Criteria for assessment and marking/rubric:
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 	15-19
<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 	10-14
<ul style="list-style-type: none"> Composes a presentation that demonstrates a basic understanding of how technology affects engagement with texts Provides a sound textual evidence from both texts to support ideas Demonstrates variable control of language to communicate ideas 	5-9
<ul style="list-style-type: none"> Attempts to compose a presentation that demonstrates limited understanding of how technology affects engagement with texts Provides limited textual evidence from both texts to support ideas Demonstrates minimal control of language to communicate ideas 	1-4
<ul style="list-style-type: none"> Task not submitted or does not meet minimum requirements 	0

Comments:

Teachers signature

Date

Task Mark

Task Rank

Cumulative Rank