 Assessment task: Multimodal presentation podcast (option 2)

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Multimodal presentation | 20 | 6 |

Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Values and attitudes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Knowledge and understanding

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

General capabilities

Critical and creative thinking

Ethical understanding

Information and communication technology capability

Intercultural understanding

Literacy

Numeracy

Personal and social capability

Other areas of learning

Civics and citizenship

Difference and diversity

Work and enterprise

Teacher notes

The task can be adapted to a direct oral presentation if an option without technology is preferred. While most students will manage selecting and using available recording software, the submission of podcasts needs to be outlined in a method suitable to your context. Options might include USB, share in Google Drive, upload to Google classroom, upload through other online, school based platforms or online public platforms that provide security and privacy.

It is also useful to explicitly outline procedures to ensure podcasts are submitted by due dates and times successfully. Such as test loading several days before due date to check compatibility of software and platforms used for submission.

Teachers may also wish to direct students to support on recording and podcasting as a form. An example is [Lifehacker – How to start your own podcast](https://www.lifehacker.com.au/2015/06/how-to-start-your-own-podcast/).

Task Description

In this task you will create a 6-8 minute segment for a podcast exploring the role of storytelling throughout time to express and reflect particular lives and cultures. Your audience are people who are interested in books and authors, such as those who might listen to [Words and Nerds](https://www.wordsandnerds.com/), or [The Bookshelf](http://www.abc.net.au/radionational/programs/the-bookshelf/)

Choose a related text that demonstrates the power of storytelling to invite your personal reflection on human behaviour and motivations. Compare your chosen text to the play, considering the role of storytelling in illuminating human experience.

Prepare a script for the podcast and submit the script with the audio.

In developing your podcasts use the structure and style of the podcasts referred to above as a guide.

Podcast marking guideline

| Marking criteria | Marks |
| --- | --- |
| * Demonstrates a sophisticated understanding of the key ideas of the module as they are represented in the play and related text. * Clearly articulates how ideas are represented with reference to detailed examples of language forms and features in the play and related text. * Delivers an engaging presentation with skilful control of expression and a range of highly effective and appropriate language forms and features. | 17-20 |
| * Demonstrates a well-developed understanding of key ideas of the module as they are represented across the play and related text. * Explains how ideas are represented with reference to a range of detailed examples of language forms and features in the play and related texts. * Delivers a clear presentation with skilful control of expression and a range of appropriate language forms and features. | 13-16 |
| * Demonstrates a sound understanding of key ideas of the module as they are represented in the play and related text. * Explains how ideas are represented with reference to multiple examples of language forms and features in the texts. * Delivers a presentation with sound control of expression and some language forms and features. | 9-12 |
| * Attempts to describe at least one aspect of the module as it is represented in the play and related text. * Attempts to describe a link between aspects of language and their intended meaning in at least one text. * Attempts to present with some control of expression. Use of language forms and/or features is possibly simplistic. | 5-8 |
| * Makes little to no attempt to describe relevant aspects of the module and/or texts. * Possibly describes general and/or simplistic aspects of texts. * Makes little to no attempt to present, demonstrating limited control of expression. Significant issues with clarity. Extremely brief. | 1-4 |
| * Task not attempted | 0 |