



Notice of Assessment Task
Year 11 English Studies
Mitunes and Text

Date of notification: Term 2, Week 6 Monday 2 June 2025	Date of submission and presentation: Term 2, Week 10 Monday 30 June 2025 Presentation to be submitted to Google classroom	
Time allowed: 4 Weeks.	Task Number: 2	Weighting: 30%

Course component/focus areas/topic/module:
Mitunes and Text: English and the language of song

Task Description:

You are required to create a **multimodal presentation**. Your presentation should include an audio, visual and text component. You will need to **record yourself (audio only)** and embed this into your multimodal presentation.

You are required to compose a presentation on the topic of “Personal Story” and choose TWO (2) songs that reflect the themes discussed in class (search for identity, chasing dreams and overcoming challenges). You may choose 2 different artists/composers and can present a song that has been covered in class. However, you cannot present the core text (Lose Yourself – Eminem).

The presentation needs to include a minimum of SIX (6) and a maximum of TWELVE (12) slides of information and images. You must answer the following questions for each song you select.

1. Name the song title, artist and date of release of your chosen song.
2. What is the purpose of the song (e.g. persuade, entertain, inform) and who is the audience for the song? (Who is your song aimed at? There may be more than one audience)
3. What is the message of the song and how does it reflect the topic of ‘personal story’? Does it raise any issues or concerns? (What does the composer want you to take away from the song?)
4. Identify and provide an example of two language techniques used in your song. What effect does this have in the song? How does this link to the themes taught in class?
5. Write a personal response about the song. Do you agree or disagree with what is being said? Do you feel like the song effectively conveys its message?

Students will be given a model of what is expected in the teaching and learning cycle.

Students are to submit all components electronically to the Google Classroom. Laptops will be provided. If you are unable to submit using the Google Classroom please negotiate another method with your teacher.

Outcomes:

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative ways.

ES11-8 identifies and describes relationships between texts

Marking Criteria:

You will be assessed on how well you:

- Explain the ideas, meaning and use of techniques in song lyrics.
- Identify elements of a song, such as purpose, audience, and techniques.
- Reflect on how effective songs are and how they explore personal stories.
- Construct a presentation for the purpose of engaging an audience

Feedback

During the teaching and learning cycle students can expect to receive personalised peer and teacher feedback on their work samples to help shape their understanding of the requirements of the task. During the assessment period students will receive generalised feedback as a class to guide students to identify their own strengths and weaknesses. After submission of the task students will receive their assessment response annotated with feedback, a copy of the marking criteria with relevant ticks to indicate their level of achievement that will align with their assessment mark and rank for the task and a personalised comment within 10 school days of completing the task.

☐ Written

☐ Verbal

☐ Whole class

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *A 20% loss will incur each day that the assessment submission is late*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*



- ☐ Individual
- ☐ Other

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Assessment Marking Guidelines:	
<p><i>Demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p> <ul style="list-style-type: none"> Extensively explains the ideas, meaning and techniques used within song lyrics (provides highly detailed and relevant answers that clearly link to the themes, responses are sophisticated and have flair) Demonstrates an extensive understanding of how to identify elements of a song (correctly identifies at least 2 techniques for each song and explains in extensive detail the links to the themes, accurately identifies the audience and purpose in extensive detail). Presents an extensive response on the effectiveness of two songs and how they explore personal stories (explains their own personal reflections in significant detail for both songs, response is insightful, original and sophisticated). Demonstrates an extensive understanding of how to create a presentation for an audience (Adheres to the word limit and slide requirements, always engaging and aesthetically pleasing). 	<p style="text-align: center;">A</p> <p style="text-align: center;">Extensive</p> <p style="text-align: center;">25-30</p>
<p><i>Demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts</i></p> <ul style="list-style-type: none"> Effectively explains the ideas, meaning and techniques used within song lyrics. (provides detailed and relevant answers that clearly link to the themes, responses are thorough) Demonstrates a detailed understanding of how to identify elements of a song (correctly identifies at least 2 techniques for each song and explains in detail the links to the themes, accurately identifies the audience and purpose in detail). Presents a detailed on the effectiveness of two songs and how they explore personal stories (explains their own personal reflections in detail for both songs, response is original and detailed). Demonstrates a detailed understanding of how to create a presentation for an audience (Adheres to the word limit and slide requirements, mostly engaging and aesthetically pleasing). 	<p style="text-align: center;">B</p> <p style="text-align: center;">Thorough</p> <p style="text-align: center;">19-24</p>
<p><i>Demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p>	<p style="text-align: center;">C</p>

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- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
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<ul style="list-style-type: none"> Adequately explains the ideas, meaning and techniques used within song lyrics. (provides relevant answers that clearly link to the themes, responses contain some detail) Demonstrates a sound understanding of how to identify elements of a song (correctly identifies 2 techniques for each song and explains the links to the themes, accurately identifies the audience and purpose). Presents a sound response on the effectiveness of two songs and how they explore personal stories (explains their own personal reflections in for both songs, response has original elements). Demonstrates a sound understanding of how to create a presentation for an audience (Adheres to the word limit and slide requirements, at times engaging). 	<p>Sound</p> <p>13-18</p>
<p><i>Demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p> <ul style="list-style-type: none"> Explains the ideas, meaning and techniques used within song lyrics in a limited way. (provides answers that can do not always link to the themes in a relevant manner, responses may be brief) Demonstrates a generalised understanding of how to identify elements of a song. (identifies 1 technique for each song or incorrectly identifies techniques, the audience and purpose, answers may have incorrect elements or not always link to the themes). Presents a response with generalized analysis on the effectiveness of songs and how they explore personal stories (explains their own personal reflections for 1 -2 songs, response is general and brief). Demonstrates a generalised understanding of how to create a presentation for an audience (Doesn't adhere to the word limit and slide requirements, may lack engaging elements and interesting aesthetics). 	<p>D</p> <p>Basic</p> <p>7-12</p>
<p><i>Demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed:</i></p> <ul style="list-style-type: none"> Attempts to compose a response. (provides answers that do not link to the themes, responses brief) Elementary understanding of how to identify elements of a song (unable to identify techniques, audience and/or purpose and link to themes is incorrect). Presents an elementary response that does not include at least 2 songs. (Does not explain their own personal reflections in the songs). Demonstrates an elementary ability to create a presentation for an audience (Does not meet word limit and slide requirements). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Non-serious attempt. 	<p>E</p> <p>Elementary</p> <p>0-6</p>

Teachers Feedback:

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