



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Words as Weapons
Class Teachers	Miss Forsyth, Mr Boyle, Ms Luchetti, Mrs Carrusca, Mrs Munro, and Miss Peasley
Head Teacher	Miss Peasley
Year	8
Date Given	05.06.23 (8.1 ONLY) 06.06.23 (All other classes) Week 7, Monday/Tuesday
Date Due	19.06.23 (8.1 ONLY) 20.06.23 (All other classes) Week 9, Monday/Tuesday
Weighting	25%

Assessment Outline

Task Description:

You are an expert in spoken texts and have been tasked with **convincing the English faculty** that **one** of the texts below **should be** included in this unit next year.

- Text 1 Monologue: *Black Diggers* by Tom Wright
- Text 2 Speech: *Racism is destroying the Australian Dream* by Stan Grant
- Text 3 Spoken Word Poem: *My Australia* by Sara Mansour

You have **2-4 minutes** to deliver a spoken text using **persuasive language** to sway the faculty to choose your text. You may present this live or pre-record and submit through google classroom.

To present the strongest case, you should address the questions below;

- Who is the **speaker**?
- Who is their **target audience** and how does the speaker attempt to connect with them?
- Explain the **context** and **significance** of the text. You will need to conduct additional research for this.
- How has the composer used **rhetorical devices** to **engage** their audience? Give **three** examples and explain their intended impact.
- Describe the **essential message** of the text. How **effectively** does the speaker communicate this with their audience?

You may utilise visual aids to help illustrate your ideas. Your aids can include a maximum of 2 sentences of text on each slide. You may have one slide per guiding question. The challenge is to choose images that represent what you are discussing and explain this in your speech.

Submitting Your Task:

You may submit your presentation live or via recording. All students need to submit a copy of their transcript to their classes Google Classroom by **9:00 am on the due date**. **Recorded presentations are also due at this time**. Failure to submit recorded presentations by the due time and date will result in you presenting live during class. **Technological issues will not be accepted as an appropriate reason for late submission.**

Two scaffolds have been attached to this notification to assist you in preparing your spoken presentation. Your classroom teacher will show you a model of a recorded presentation and assist you to navigate recording software. **You are responsible for ensuring that your transcript and/or recording are submitted on time.**

To prepare for this task you should...

- View each text and **choose** the **one** you find most interesting to analyse.
- Read the transcript of the text to make sure you fully understand it.
- Review both scaffolds for the speaking part of the task and **choose** the one you think will be **most helpful for you**.
- Research the speaker and the speech** to better understand its purpose, message, structure and use of rhetorical devices.
- Fill in** your chosen scaffold to plan **what you will say** in your presentation.
- View the model presentation, taking note of the tone, pace, clarity and style of the speaker.
- Upload and submit a copy of your visual aids to your google classroom.
- Practise, practise, practise** your speech and using your visual aids (if you are using them) whilst speaking.
- (Optional)** Create vibrant and engaging visual aids - 1 per question with a maximum of 2 sentences on each.

If you are recording your presentation...

- View and read the instructions for how to record your presentation.
- Find a quiet moment and space to **record your presentation**.
- Playback** your recording to make sure it can be heard and seen clearly.
- Edit or re-record** until you have the **best version of your presentation**.
- Name your file with your **full name and class**.
- Upload and submit your recording to the google classroom before the due time/date.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

The expectation of this task is that you are prepared to present to your English class on the due date. If, for some reason, you cannot present to your class, you will be required to provide a medical certificate and arrangements will be made for you to present to your class teacher at an alternative time.

Failure to follow the above procedures may result in a zero award.

Plagiarism:

Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Outcomes Assessed

EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-7D: demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Presentation ____ / 20

Weight	Criteria	Outstanding	Developed	Sound	Developing	Limited
5	Textual analysis Demonstrates understanding of how textual features shape meaning	Provides deep analysis of techniques used in the text Careful selection of textual evidence	Provides effective analysis of techniques used in the text Thoughtful selection of textual evidence	Provides some analysis of techniques used in the text Provides specific textual evidence	Describes examples from the text with no attempt to analyse the use of techniques	Refers to the text in general terms
5	Language of persuasion Uses a range of language and rhetorical devices to engage and persuade responders	Effective use of a broad range of devices to persuade and engage responders	Strong use of multiple devices throughout speech, some relied on heavily	Intentional use of some devices, could be cliché or simple	Attempted use of a small number of devices, may be ineffective or irrelevant	No attempt to use of language devices
10	Delivery of presentation Speaks with clarity, at a consistent volume with appropriate variations to tone and pace	Articulate delivery with effective variations to tone, pace and volume to persuade responders	Engaging delivery with some well-placed variations to tone, pace and volume	Sound delivery, some issues with clarity and/or ineffective variations to pace and tone	Inconsistent delivery, attempted variations to pace and tone	Ineffective delivery with significant issues with clarity, pace and tone

Comment:

Integrated scaffold

Introduction – make a strong statement about why your text should be studied, introduce the speaker and the subject, summarise the audience and message, restate your opinion on the value of the text.

Body paragraphs

Topic sentence 1: Introduce the historical/social context of the text

What is the context of the text?

Why is the text significant?

Summarise the research you've conducted on the speaker, the essential message of the text and explain why it's significant.

Topic sentence 2: Introduce the three techniques you feel had the greatest impact on the text.

Example/s and techniques: quote the text and explain the impact of each technique quoted

Which rhetorical devices have the biggest impact on the message of the text?

Give an example of each.

1

2

3

Conclusion - Describe the overall tone of the speaker, explain its impact on the audience, restate the essential message and why the text should be studied next year.

Step by step Scaffold

Introduction

_____ is a _____ whose text _____ should be studied in this unit next year. _____'s monologue/speech/poem shares a message of _____ with its target audience of _____. This should be included in this unit because _____.

P1 _____'s monologue/speech/poem was most influenced by _____. This connects with the essential message by _____. The text is relevant to their target audience because _____. _____ wants the audience to _____. The _____ influences on the text and its message are what make it _____ to study in this unit next year.

P2 Three important rhetorical devices used by _____ are _____, _____, and _____. The first example of _____ is seen in the text when it says, "_____". By using the technique of _____, the speaker is trying to show the audience that _____. The second important rhetorical device used in the monologue/speech/poem is _____. This is used in the text when, "_____". Including a _____ in the text tries to help the audience to understand that _____. The final rhetorical device used effectively is _____. An example from the text is, "_____". This impacts the audience by _____. The combined effects of _____, _____, and _____, make this text _____ to study for future year 8 students.

Conclusion

Through their delivery, _____ shares their feelings of _____ and _____ about _____. The use of _____, _____, and _____ reinforce the message of _____. It is for these reasons that this text should be studied as part of this unit next year.