



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Words as Weapons
<b>Class Teacher</b>	Burfitt, Carrusca, Jones, Lapich, Livingstone, Velk and Ward
<b>Head Teacher</b>	Peasley
<b>Year</b>	8
<b>Date Given</b>	Week 7
<b>Date Due</b>	Monday Week 9
<b>Weighting</b>	25%

### Assessment Outline

- You will compose and present a persuasive spoken text on a topic of your choice. You may choose whether you present a speech, a monologue or a spoken-word poem.
- Your target audience is Year 8 students at Orange High School.
- Your presentation should be 2-3 minutes in length.
- You may choose a topic that relates to a broad social issue or one that is more closely connected to your specific audience.

*You may come up with your own idea for a topic, but you must check it with your teacher before you start working on your speech.*

In your presentation, you need to:

- 1) Present a clear point of view that you will persuade your audience to agree with
  - 2) Support your statement with research and/or arguments
  - 3) Use persuasive techniques to influence your audience to agree with you
  - 4) Present clearly and effectively – voice (pitch, volume, pace, pause) and body language (eye contact, facial expression, gesture)
- In your first lesson in Week 9, you will **submit a typed transcript** of your speech to your teacher.
  - You will then **present** to your class in one of your Week 9 lessons.

### 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 will 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 using 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

**EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

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

**EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

<b>Criteria</b>	<b>Outstanding</b>	<b>Developed</b>	<b>Sound</b>	<b>Developing</b>	<b>Limited</b>
<b>Speaking /5</b> Delivery of a speech that makes appropriate use of volume, pace, articulation, pauses, body language and facial expression.	Speaks clearly and confidently in a manner that engages the audience.  5	Speaks clearly in a manner that is moderately engaging to the audience.  4	Speaks in a moderately engaging manner with one aspect of delivery lacking.  3	Speaks in a manner that lacks in one or more aspects of delivery beginning to impact engagement.  2	Speaks in a manner that lacks in a number of aspects of delivery that significantly impacts engagement.  1
<b>Control of language and cohesion /5</b> Uses spelling, tense, point of view, punctuation and sentence structure to communicate clearly  Utilises the form and features of the chosen text type (speech, monologue or spoken-word poem)	Sophisticated language use – consistent spelling, punctuation and other grammatical features.  A diverse range of sentence structures enhance meaning and engagement.  Sophisticated use of elements of the chosen text type to present a cohesive argument.  5	Effective language use – some minor issues with spelling, punctuation & grammar.  A range of sentence structures enhance meaning and engagement.  Effective use of elements of the chosen text type to present a cohesive argument.  4	Sound use of language – increasing issues with language, maybe focused on one area (e.g. spelling)  A range of sentence structures but with little impact on meaning and engagement.  Sound use of elements of the chosen text type to present a cohesive argument.  3	Variable use of language – increasing issues with language, maybe focused on one or more areas (e.g. spelling & punctuation)  Simple sentence structures used repetitively; little impact on meaning and impedes engagement  Some use of elements of the chosen text type to present a cohesive argument.  2	Inconsistent use of language across multiple areas which dramatically impedes meaning.  Limited ability to control sentence structure.  Limited awareness of elements of the chosen text type to present a cohesive argument.  1
<b>Supporting arguments or research /5</b> Uses supporting examples or research appropriate to the topic and the chosen text type	Judicious use of research or other appropriate examples in a manner appropriate to the chosen text type  5	Effective use of research or other appropriate examples in a manner appropriate to the chosen text type  4	Some use of research or other appropriate examples in a manner appropriate to the chosen text type  3	Attempts to use research or other examples but may not be appropriate to the chosen text type  2	Limited use of research or other appropriate examples; may be irrelevant to argument  1
<b>Persuasive Devices /10</b> Utilizes persuasive language devices to convince the audience (e.g. modality, rhetorical questions, hypotheticals, figurative language, anaphora, repetition, inclusive or exclusive language, imperative voice, anecdotes, etc.)	Sophisticated use of persuasive language devices to convince the audience.  9-10	Effective use of persuasive language devices to convince the audience.  7-8	Sound use of persuasive language devices to convince the audience.  5-6	Attempts to use persuasive language devices to convince the audience.  3-4	Limited attempt to use persuasive devices.  1-2