

Area of Study: Speaking Task

Due Date: MONDAY 23TH MARCH 2020, by 11:59pm

Date Distributed: MONDAY 9TH MARCH 2020

Task Weighting: 20%

Outcomes

- EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding and interpretation, critical analysis, imaginative expression and pleasure.
- EN5-2A: Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
- EN5-6C: Investigates the relationship between and among texts.

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

Students will develop their skills in public speaking and presentation and have the opportunity to demonstrate their ability to use rhetorical devices. Students are able to deliver their point of view whilst synthesising their knowledge of at least TWO distinct texts. Students will engage personally with their texts to critically respond to the concept of power. The National Literacy Learning Progressions are also reflected in this task, specifically as students need to use language to present an extended evaluation of complex ideas and texts. Students are to use personal voice and specific language features to deliver their presentation, taking purpose and audience into consideration.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

Public speaking is a key life skill that is required from students in the senior school, further education, social skills and the work place. Students will be able to voice their ideas, opinions and values with confidence and an authentic voice. They will make connections with the real world and reflect on how these may influence their own values, and how these values may change over time.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

You have been asked to create and deliver a 4-5 minute TED TALK presentation on the topic of 'Power and People' at the Festival of Dangerous Ideas at the Sydney Town Hall. Senior students from all over N.S.W will participate in the forum. Presenters will be examining the representation of power in our TWO texts by responding to the following:

QUESTION:

"A waterfall begins from only one drop of water, Sir. Look what comes from that" - PK

To what extent is the above statement reflected in the film, Power of One and ONE related text that you have studied in class.

N.B. The related text that you choose cannot be another film.

This speech will not be presented in front of an audience – you are to create a video recording, filming yourself delivering the speech.

You are to begin your presentation by introducing yourself and your purpose for this presentation.

E.g. Hello. My name is (insert your name) and I am presenting a TED Talk in response to the idea that one person has the power to make great change. Today I will discuss this statement by referring to the film The Power of One and my chosen related text which is (insert the name of your related text) ...

In preparation for your presentation, you need to ensure that you use appropriate language features and personal voice in order to inform your audience. You will need to consider how you use inflection, eye-contact, pace, projection, gestures, as well as personal voice to engage listeners.

Details for Submission

Students must follow the below instructions to correctly submit their speaking task.

- Electronically record yourself delivering your speech (which should last 4-5 minutes)
- Save your file in one of the following formats - .wmv, .mpeg2, .mov, or .mp4.
- Name your file with your first name and your surname with an underscore in between.

E.g. Jane_Smith.mp4

- Using your DEC student portal login, access your **Google Drive** and upload your video file to your drive. You should upload submit a typed transcript of your speech in addition to your video file.
- Share the link to your class teacher:

10ENG.G - sarah.forsyth3@det.nsw.edu.au

10ENG.Y – kristy.petrevski@det.nsw.edu.au

10ENG.M – henry.fang5@det.nsw.edu.au

10ENG.E – kristen.smith17@det.nsw.edu.au

10ENG.A - sonia.giannas@det.nsw.edu.au

- Your file should be uploaded and shared with the designated teacher **no later than 11:59pm** on the date of submission.
- Make sure you leave enough time to upload the file into your **Google Drive**. If you leave it to the last minute and you experience difficulties, there will be little time to fix the problem and you may miss the deadline.
- In the lead up to the assessment task, there will be kiosks during lunchtime and/or class time to assist with converting file types and to assist with uploading to your Google Drive. Your classroom teacher will inform you when these are scheduled.
- **It is highly recommended that you keep a backup of your video file and written transcript on a USB.**

Use the following checklist to guide your preparation, completion and submission of this task.

- I have composed a TED TALK presentation that examines the given question.
- I have used the film I have studied and one other text of my own choosing to discuss my point of view.
- I have ensured my presentation is between 4-5 minutes long.
- I have used appropriate rhetorical devices in my presentation to engage the audience.
- I have used the conventions of public speaking including voice modulation and body language.
- I have rehearsed my presentation.
- I have uploaded a transcript of my presentation by the due date.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

The assessment criteria are provided on the next page.

Year 10 English Area of Study Speaking Task

25 marks

Question: "A waterfall begins from only one drop of water, Sir. Look what comes from that" - PK

To what extent is the above statement reflected in the film, *Power of One* and ONE related text that you have studied in class.

LITERACY MARKING CRITERIA	Descriptors				
	0	0.25	0.5	0.75	1
<p>Vocabulary</p> <p>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</p>	- Symbols or drawings or utterances	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
<p>Punctuation</p> <p>Use of correct and appropriate punctuation for effect and to aid in reading of the text</p>	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<p>Sentences</p> <p>Intentionally constructs a variety of sentences to match purpose and audience</p>	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
<p>Paragraphs</p> <p>Paragraphs are used to effectively structure information and partition events and ideas</p>	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas -Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
<p>Text Structure</p> <p>Uses features of the appropriate text type</p>	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

Content Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
EN5-2A: Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies	Basic attempt to use rhetorical and/or persuasive devices.	Made limited use (2-3) of rhetorical and persuasive devices.	Used rhetorical and persuasive devices to demonstrate the concept of power.	Used a variety of rhetorical and persuasive devices to strengthen your presentation on power.	Used a variety of sophisticated rhetorical and persuasive devices with confidence to effectively strengthen your presentation on power.
	1	2	3	4	5
EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning	Student read their speaking task with little audience engagement.	Made limited use of tone of voice or eye contact and body language.	Delivered a sound persuasive speech using voice, eye contact and/or body language with consideration of audience engagement.	Confidently delivered a persuasive speech using public speaking conventions with some audience engagement.	Skillfully and with a powerful presence, delivered a persuasive speech using a variety of effective public speaking conventions (eye contact, stance, voice, etc.) with a responsive audience.
	1	2	3	4	5
EN5-1A: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	Summarises an understanding of power in their prescribed text.	Attempts to discuss representations of power in their prescribed text.	Conveys a conceptual understanding of representations of power with reference to key scenes in their prescribed text.	Conveys a conceptual understanding of representations of power with reference to techniques used by the composer in the key scenes of their prescribed text.	Conveys a complex and sophisticated conceptual understanding of representation of power with reference to a well-considered variety of techniques used by the composer in the key scenes of their prescribed text.
	1	2	3	4	5
EN5-6C: Investigates the relationship between and among texts.	Selected related text may or may not allow for comparison with regards to the representation of power.	Selected a relevant related text and attempted to draw comparisons between the prescribed and related text and representations of power.	Selected a sound related text and draws some comparisons between the prescribed and related text in regards to the representation of power	Selected a considered related text and drawn sound connections between prescribed and related text in regards to the representation of power.	Selected a well-considered related text and drawn sophisticated and complex connections between prescribed and related text with thorough consideration of representation of power.
	1	2	3	4	5

Marker's comments:

Mark /25