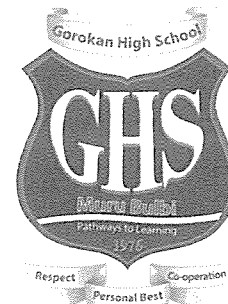


# Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: English	Course: English	Time allowed: 3-5minutes
Teacher: Miss Glynn	Email: anne.glynn3@det.nsw.edu.au	
Task number: 1	Title: Oral Presentation	
Year: 10	Due date: Term 1, Week 8	Weighting: 25%

## Syllabus outcomes assessed:

**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 technology.

**EN5 – 6C** Investigates the relationship between and among texts.

## 21<sup>st</sup> Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input checked="" type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

## Task description:

**Oral Presentation:** Students are required to research a chosen issue and then present a **three to five minute speech**, defining the issue and providing evidence to support their informed personal opinion. Students may be given time in class to research, however, it is recommended that they undertake independent research on their chosen issue.

**Please Note:** Students may choose to present their speech via a video recording. **A USB copy must be handed in with a printed version of the text.** Check the marking criteria for the details of this form of presentation.

## Assessment criteria:

You will be assessed on your ability to: Compose and present a speech.

## Method of task submission:

Hard copy due Friday (Wk8) to your classroomteacher. Presentations in Week 9-10.

NAME	TOPIC				Grade
CLASS					
	OUTSTANDING ACHIEVEMENT 5	HIGH ACHIEVEMENT 4	SOUND ACHIEVEMENT 3	BASIC ACHIEVEMENT 2	LIMITED ACHIEVEMENT 1
Exposition Structure: Thesis, Arguments Reinforcement of Thesis <b>(Matter)</b>	<ul style="list-style-type: none"><li>Thesis clearly established</li><li>Well developed and supported</li><li>Concludes with strong reinforcement</li></ul>	<ul style="list-style-type: none"><li>Thesis established</li><li>Developed and supported</li><li>Reinforced in conclusion</li></ul>	<ul style="list-style-type: none"><li>Thesis established</li><li>Attempts to develop and support</li><li>Thesis partly reinforced in conclusion</li><li>Presentation of class-based issue</li></ul>	<ul style="list-style-type: none"><li>Thesis established</li><li>Poor attempt to develop and support</li><li>Poor reinforcement</li></ul>	<ul style="list-style-type: none"><li>Thesis not clearly established</li><li>Little or no attempt to develop and support</li><li>No reinforcement</li><li>No formal speech handed in, use of research notes to present speech</li></ul>
Language Features: Emotive, qualifiers, linking phrases <b>(Matter)</b>	<ul style="list-style-type: none"><li>Excellent use of emotive language</li><li>Contentious arguments appropriate qualified</li><li>Sustained flow of logic by linking arguments</li></ul>	<ul style="list-style-type: none"><li>Emotive language</li><li>Contentious arguments generally qualified</li><li>Logical by linking arguments</li></ul>	<ul style="list-style-type: none"><li>Some emotive language</li><li>Attempts to qualify some contentious arguments</li><li>Some linking arguments</li></ul>	<ul style="list-style-type: none"><li>Little use of emotive language</li><li>Little or no qualification of contentious arguments</li><li>Little or no attempt to link arguments</li></ul>	<ul style="list-style-type: none"><li>Poor or token use of persuasive language</li><li>Does not qualify contentious arguments</li><li>No linked arguments</li></ul>
Flair and Creativity <b>(Matter)</b>	<ul style="list-style-type: none"><li>Highly persuasive</li><li>Audience appeal and engagement</li><li>Original and stimulating</li></ul>	<ul style="list-style-type: none"><li>Persuasive</li><li>Mostly appealing and engaging</li><li>Original and interesting in theme and exposition</li></ul>	<ul style="list-style-type: none"><li>Somewhat persuasive</li><li>Some appeal and somewhat engaging</li><li>Typical theme and a routine exposition</li></ul>	<ul style="list-style-type: none"><li>Ineffectual persuasion</li><li>Little appeal and not very engaging</li><li>Typical theme and a routine exposition</li></ul>	<ul style="list-style-type: none"><li>Poor or not persuasive</li><li>Did not appeal or engage audience</li><li>Uninteresting theme and a poor exposition</li><li>May answer questions on the issue</li></ul>
Delivery: Body Language, posture/ stance, eye-contact, gestures <b>(Manner)</b>	<ul style="list-style-type: none"><li>Confident and controlled</li><li>Effective and meaningful</li><li>Controlled</li><li>Used for emphasis or dramatic effect/rehearsed</li><li>Videoed and presented in class</li><li>Not presented in class with medical documentation</li></ul>	<ul style="list-style-type: none"><li>Mostly confident and controlled</li><li>Mostly effective</li><li>Well rehearsed</li><li>Videoed and presented in class</li><li>Not presented in class with medical documentation</li></ul>	<ul style="list-style-type: none"><li>Generally confident with little distracting movement</li><li>Attempted eye-contact on a regular basis</li><li>Heavily reliant on palm cards</li></ul>	<ul style="list-style-type: none"><li>Not confident with some distracting movement</li><li>Limited eye contact</li><li>Few gestures</li><li>Videoed but not presented to class</li><li>Not presented to class</li></ul>	<ul style="list-style-type: none"><li>Poor stance</li><li>No eye-contact</li><li>No gestures</li><li>Read from desk</li><li>Videoed but not presented to class</li><li>Not presented to class</li></ul>
Delivery: Voice, audibility, clarity <b>(Manner)</b>	<ul style="list-style-type: none"><li>Confident</li><li>Articulate</li><li>Well paced and varied pitch</li><li>Speaks with flair and emphasis</li><li>Appropriate volume</li></ul>	<ul style="list-style-type: none"><li>Clearly and largely confident</li><li>Well-paced</li><li>Appropriate pitch and volume</li></ul>	<ul style="list-style-type: none"><li>Mostly clear and somewhat confident</li><li>Generally appropriately paced</li><li>Pitch and volume is generally appropriate</li></ul>	<ul style="list-style-type: none"><li>May not be clearly &amp;/or confidently expressed</li><li>Generally not appropriately paced</li><li>Pitch and volume generally not appropriate</li></ul>	<ul style="list-style-type: none"><li>Not clearly expressed</li><li>Mumbles or loses place frequently</li><li>Pitch and volume minimal</li></ul>
Matter /15	15-13 = A 12-10 = B 9-7 = C 6-4 = D 3-1 = E				
	Manner /10 10-9 = A 8-7 = B 6-5 = C 4-3 = D 2-1 = E O = Non Attempt				