Assessment Task for Stage 6: HSC

Subject: English Studies

THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Assessment Task No. 2  
Due Date: Term 1, Week 8  
16th March 2015  
Weighting 25%

Submission Instructions

- This is an in-class task, which will be completed during Period 4 on the due date.
- You must submit a transcript of your speech in class on the due date. This cover sheet must be attached to the task.
- Times New Roman, 12 point font must be used.
- You are also required to submit a draft version of your speech for viewing in class the week before the due date. This should be included with your final transcript and will contribute to your mark.
- Penalty for non attendance on day of assessment or late submission
  - Assessments submitted after 9.00am on the due date will immediately receive a 50% mark penalty of the achieved mark pending Illness/Misadventure certification.
  - Assessments submitted after 9.00am on the next day will receive a zero mark pending Illness/Misadventure certification.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being assessed:

2.1 - comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

2.2 - demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

3.1 - recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

3.2 - recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

Student Confirmation

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ________________________________ Date: ________________
1. Description of the Task

You are asked to:

Prepare a detailed 3-4 minute oral presentation that conveys your understanding of the key ideas of the Module. Your speech is to be based on ONE of the following topics:

1. What makes a good Australian citizen?

2. Australia - land of the ‘fair go.’

3. All Australians should swear an oath of allegiance to Australia.

In your speech you should:

• discuss the topic with specific reference to a variety of other texts covered in the Module, using quotes and examples to support your ideas
• discuss Australian values and the rights and responsibilities of Australian citizens
• relate the topic to your own experiences and ideas about Australian citizenship

NOTE: You must submit a draft version of your speech in class the week before the due date. On the due date, you must also have YOUR OWN COPY of the speech (not the transcript) on PALM CARDS to present your speech. You must submit a copy of your transcript on the due date.

Glossary
Citizenship: is the state of being a citizen of a particular social, political, national, or human resource community
Australian values: Values important to Australian society
Allegiance: loyalty or commitment of an individual to a group or cause

2. Classroom Learning

Students have been effectively prepared to complete this task through:

Learning to:

• Write and structure a speech
• Gather evidence and examples from texts
• Plan, organize and implement projects individually and in groups.

Learning about:

• Australian citizenship and values
• Australian diversity, identity and experience through a variety of texts
## Speech Scaffold

Use this scaffold to help you write your speech.

### Construction of the speech

- There are **3 main parts** to a speech – the introduction, body and conclusion.
- The **introduction** should be gripping and immediately hold the audience’s attention. This may be achieved by using a relevant quotation, an anecdote (personal story), a rhetorical question or a contentious (arguable/controversial) statement that focuses on the purpose and subject.
- Introduce the topic and the texts you will be discussing and outline your understanding of the topic. Remember to target your audience.
- The **body** of your speech should be a logical series of points (paragraphs) that cover the main ideas on the topic (and your text).
- You must include evidence and examples to support your points.
- Each point should follow the PEEL formula: Point, Example, Explanation, Link to the topic.
- The **conclusion** should have impact and resonate (stay) with the audience. It should sum up your ideas as well as giving a personal opinion or understanding of the topic. A suitable and insightful quotation could be used to add emphasis to your conclusion.

### Presenting your speech

- The most important aspect of speech making is sincerity – **be yourself**. A **poised and relaxed stance** allows you as the speaker, to **look confident** and as a result, the listeners feel comfortable.
- **Moderate your pace** and avoid racing through your speech. Your content deserves to be heard.
- Clear **articulation and voice projection** are essential. If listeners can’t understand what is being said, then the ideas and opinions are worthless.
- Avoid ‘ers’ and ‘ums’ which detract from fluency and the sense of what is being said.
- **Vary your volume, tone, pace, pause and inflection** to enhance what you are saying.
- **Use pauses** to: give listener’s time to absorb information, achieve contact between the speaker and listener and springboard into change of tone, pace and volume.
- Use **natural gestures and facial expression** (no need for dramatics) to help emphasize meaning.
- **Effective eye contact** is essential. **Remember it is a SPEAKING task NOT a reading task.** Try to look at the audience for extended periods and when pausing to create a visual connection with your listeners.
- **Use numbered palm cards** to present your speech. Try to use the cards unobtrusively (i.e. don’t hold them in front of face or throw them away as you speak).
- Finally, **practice and time your speech** in front of a mirror AND in front of friends or family members to perfect your delivery. Practice will also give you confidence and lessen the chance that you will revert to reading in a dull, flat tone.
**SPEECH PLAN**
Use this space to plan your speech in point form before writing

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Greeting that targets audience</td>
</tr>
<tr>
<td>• Attention-grabber</td>
</tr>
<tr>
<td>• Introduce your topic and the areas to be discussed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Logical order of points</td>
</tr>
<tr>
<td>• For each point use PEEL (explanation of how your example demonstrates your point and links to the topic)</td>
</tr>
<tr>
<td>• Discuss the topic with specific reference to a variety of other texts covered in the Module, using quotes and examples to support your ideas</td>
</tr>
<tr>
<td>• Discuss Australian values and the rights and responsibilities of Australian citizens</td>
</tr>
<tr>
<td>• Relate the topic to your own experiences and ideas about Australian citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sum up your ideas in a strong and confident manner</td>
</tr>
<tr>
<td>• Leave your listeners with a lasting impression about the points you have made.</td>
</tr>
</tbody>
</table>
## Marking Criteria

### Part A: Oral Presentation

Through the completion of this assessment task, you have demonstrated the ability to:

<table>
<thead>
<tr>
<th>E (1-5)</th>
<th>D (6-10)</th>
<th>C (11-15)</th>
<th>B (16-20)</th>
<th>A (21-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>BASIC ACHIEVEMENT</td>
<td>SOUND ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
</tr>
<tr>
<td>• Read aloud to the audience.</td>
<td>• Read aloud with use of some appropriate volume, pace and expression.</td>
<td>• Engage the audience through some use of appropriate volume, pace, expression, body language and eye contact.</td>
<td>• Engage the audience through the use of appropriate volume, pace, expression, body language and eye contact within the specified time.</td>
<td>• Effectively and confidently engage the audience through the use of appropriate volume, pace, expression, body language and eye contact within the specified time.</td>
</tr>
<tr>
<td>• Write a response that refers to the topic.</td>
<td>• Write a speech with some structural elements that refers to the topic</td>
<td>• Write a speech with most structural elements that responds to the topic</td>
<td>• Write a structured speech with a sustained response to the topic</td>
<td>• Write an effectively structured speech with a sustained and insightful response to the topic</td>
</tr>
<tr>
<td>• Variable control of language.</td>
<td>• Use language with some control.</td>
<td>• Use language appropriate to the purpose, audience and context with sound control.</td>
<td>• Use language appropriate to the purpose, audience and context with consistent control.</td>
<td>• Use language appropriate to the purpose, audience and context with clarity and control.</td>
</tr>
<tr>
<td>• Refer to some class texts and your own experiences.</td>
<td>• Draw general links to some class texts and your own experiences.</td>
<td>• Use some evidence and examples from class texts and your own experiences.</td>
<td>• Use appropriate evidence and examples from a range of class texts and your own experiences.</td>
<td>• Use appropriate and detailed evidence and examples from a range of class texts and your own experiences.</td>
</tr>
<tr>
<td>• Submit a draft speech.</td>
<td>• Show some evidence of drafting and editing</td>
<td>• Draft and edit your speech with some competence.</td>
<td>• Sufficiently plan, draft and edit your speech</td>
<td>• Thoroughly plan, draft and edit your speech</td>
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