



ASSESSMENT TASK

Year 8 English
The Power of Voice

Task Number:	3	Task Type:	Video Presentation/Assessment
Task Weighting:	35%	Due Date:	Thursday 21 November 2019 - Week 6, Term 4 Line 4,P1. Line 7, P4

Outcomes Assessed:

Syllabus Outcomes:

A Student:

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

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

TASK

You will compose and present an oral **persuasive** text. Your purpose is to inform and persuade your audience of an idea, ideal or value.

You may choose from the following forms:

- Radio Drama
- Performance Poetry
- Speech- this can be filmed in a dramatised version, think a political or protest rally, or it can be presented to the class
- Podcast

You are to **record and/or perform one of the above forms** which you will **hand in/perform** on the due date.

- Your text should be approximately 3-5 minutes in length
- **All tasks will be presented to the class, regardless of form**
- Your presentation must be accompanied by a printed script or transcript on the due date
- Electronic submissions must be in a recognisable format. These include: .mp3, .mp4, .wav, .mov. Test it on a school computer *before* you hand it in. Electronic submissions must be clearly marked with your name on the USB, file or submitted via your teacher's 'work hand-in' area

You will be assessed on how well you:

- Demonstrate an understanding and use of rhetoric and persuasive techniques,
- Demonstrate effective voice modulation,
- Compose and edit your chosen textual form,
- Demonstrate planning processes for your chosen form.

Aspect	0-1	2	3	4	5
Structural Elements How well students demonstrate knowledge of and ability to use chosen form	Limited or no attempt to utilise features of selected form	Student utilises at least one-two features of selected form, demonstrating some basic understanding of purpose and effect	Student appropriately utilises two different aspects of selected form, with some understanding of purpose and effect	Student effectively utilises more than two different aspects of selected form, demonstrating sound understanding of purpose and effect	Student skilfully utilises textual form, demonstrating insightful understanding of purpose and effect
The Power of Voice How well students display and apply understanding of speaking, rhetoric and persuasive devices to convey an idea, ideal or value	Student demonstrates a limited understanding of the ways speaking, rhetoric and persuasive devices can be used to position an audience	Student attempts to utilise speaking, rhetoric and persuasive devices to position an audience	Student employs speaking, rhetoric and persuasive devices to position an audience, demonstrating an understanding of the ways ideas, ideals and values can be presented	Student effectively employs speaking, rhetoric and persuasive devices to position an audience, demonstrating a well-developed understanding of the ways ideas, ideals and values can be presented to inform and persuade	Student skilfully employs speaking, rhetoric and persuasive devices to position an audience, demonstrating an insightful understanding of the ways ideas, ideals and values can be presented to inform and persuade
Ideas Organisation of ideas	No clear sense of arrangement of ideas	Developing sense of logical arrangement of ideas, demonstrating basic awareness of the ways in which an argument can be shaped for purpose and effect	Sense of logical arrangement of ideas, demonstrating understanding of the ways in which an argument can be shaped for purpose and effect	Effective arrangement of ideas, demonstrating a well-developed understanding of the ways in which an argument can be shaped for purpose and effect	Skilful arrangement of ideas, demonstrating an insightful understanding of the ways in which an argument can be shaped for purpose and effect
Conventions: the extent to which the text exhibits conventional spelling, punctuation, paragraphing, and grammar Sentence structure and Cohesion Vocabulary Punctuation and spelling	Elementary control of sentence construction with frequent faults in grammar Vocabulary is very limited and language may be inappropriate to audience and purpose Elementary use of conventions Frequent faults affect meaning	Limited control of sentence construction Variable control of grammar Variable textual cohesion achieved through limited use of referring words, text connectives and conjunctions Vocabulary is limited or uses words repetitively or incorrectly Limited use of conventions Frequent faults in applying conventions	Satisfactory control of sentence construction Meaning created through satisfactory control of grammar Satisfactory textual cohesion achieved through some use of referring words, text connectives and conjunctions Response comprises mainly common/everyday vocabulary used appropriately Inconsistent use of conventions (ability to apply conventions varies)	Controlled and varied sentence construction Meaning created through mostly consistent use of correct grammar Competent textual cohesion achieved through effective use of referring words, text connectives and conjunctions Response uses appropriate vocabulary and language Demonstrates control of language Competent use of most of the conventions (almost always correct, allowing for a lapse in ONE area)	Controlled and deliberately varied sentence construction Clear meaning created through consistent use of correct grammar Strong textual cohesion achieved through highly effective use of referring words, text connectives and conjunction Uses a range of precise and appropriate vocabulary and language which goes beyond the everyday Demonstrates effective control of language Competent use of ALL conventions Complex and varied vocabulary spelt accurately and less common punctuation marks used effectively