



Aspley State High School
Year 11 - English Communication
Spoken Response

Due Date:

Name: Teacher:

UNIT: Music Videos

LENGTH: 3 minutes (*minimum*)

TASK: Instructions: Your assessment item for this unit is a spoken task where you are required to deliver a review of a music video. Comment on the points below in your review. Your speech should be 3 minutes in length so you should aim to write approximately 300 words.

Paragraph 1

Introduction:

- Provide some background information on the artist/band
- Name the song you're reviewing
- If possible identify the director/writer/performer who has created the video
- Write a sentence or two on what occurs in the video
- Write a sentence or two giving your opinion of the video.

Paragraph 2

- Supply information about the artist/s

Paragraph 3

- Comment on the structure and plot (if one exists) of the video.

Paragraph 4

- Identify dominant camera angles and special effects used. How effective are they in creating meaning?

Paragraph 5

- Comment on the dominant attitudes, values and beliefs (messages) promoted by the video. Are they appropriate, original, inspirational, moving?

Paragraph 6

- Comment on whether the video enhances or detracts from the music.

Paragraph 7

- Provide a recommendation on whether the video is worth watching.

Rating

- Conclude your review by giving the video a star rating out of 5.

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an 'E' standard. An incomplete in-class item will be awarded an 'E-' unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a "NR- not rated" at the end of the semester.

ENGLISH COMMUNICATION

CRITERIA AND STANDARDS SHEET

Genre:

A	B	C	D	E
Knowledge of Contextual Features				
<ul style="list-style-type: none"> • Consistently using patterns and conventions of performance to achieve particular purposes. • Selecting and synthesising relevant subject matter. • Explaining information ideas and arguments with analysis and evaluation. • Substantiating opinions with relevant evidence. • Controlling appropriate roles and relationships. <p>Selecting and integrating modes and media where appropriate.</p>	<ul style="list-style-type: none"> • Using patterns and conventions of performance to achieve particular purposes. • Selecting sufficient, relevant subject matter • Explaining information, ideas, and arguments with some analysis and evaluation • Supporting opinions with relevant evidence. • Using appropriate roles and relationships • Selecting and combining modes and media, where appropriate. 	<ul style="list-style-type: none"> • In the main, using patterns and conventions of performance to achieve particular purposes. • Selecting relevant subject matter • Explaining information, ideas and arguments with some analysis • Supporting opinions with some evidence • In the main, using appropriate roles and relationships • Using designated modes and media. 	<ul style="list-style-type: none"> • Unevenly using patterns and conventions of performance to achieve some purposes • Selecting some relevant subject matter • Explaining some information, ideas and arguments • Supporting opinions with a little evidence • Sometimes using appropriate roles and relationships • Using some designated modes and media. 	<ul style="list-style-type: none"> • Using some conventions of performance • Selecting some subject matter • Stating opinions • Occasionally using appropriate roles and relationships <p>Using some modes and media</p>

Knowledge of textual features

- Consistently sequencing and organising subject matter
- Controlling visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of oral.
- controlling spoken/signed and nonverbal features that contribute to meaning:
- Pronunciation, audibility and clarity, pace, volume, phrasing and pausing for emphasis
- Facial expression, stance, movement, gestures, proximity.

- Using with some success, visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of oral.
- Using spoken/signed and nonverbal features that contribute to meaning:
- Pronunciation, audibility and clarity, pace, volume, pausing for emphasis
- Facial expression, stance, movement, gestures

- In the main, sequencing and organising subject matter
- Sometimes linking ideas with cohesive ties
- In the main, using suitable vocabulary
- Using visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features that in the main contribute to the layout or presentation of oral
- Using spoken/signed and nonverbal features that in the main, contribute to meaning;
- Pronunciation, audibility and clarity, volume
- Facial expression, stance, movement

- Unevenly sequencing and organising subject matter
- Making lapses in linking ideas
- Using basic vocabulary
- Using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features
- Using some spoken/signed and nonverbal features:
- Pronunciation, audibility, volume
- Stance, movement

- Linking some ideas with conjunctions
- Using a narrow range of basic vocabulary
- understanding
- Using a narrow range of spoken/signed and nonverbal features:
- Pronunciation, audibility, volume
- Stance, movement

Knowledge and understanding of texts

<ul style="list-style-type: none"> • Explaining/ purposefully shaping representations of people, places, events and concepts in texts • Explaining/ effectively using cultural assumptions, attitudes, values and beliefs in texts • Explaining ways readers, listeners and viewers take up position in relation to texts • Making language choices to invite readers, listeners and viewers to take up positions in relation to texts 	<ul style="list-style-type: none"> • Describing/shaping representations of people, places, events and concepts in texts • Describing/using cultural assumptions, attitudes, values and beliefs in texts • Describing ways readers, listeners and viewers take up positions in relation to texts • Making language choices that generally invite readers, listeners and viewers to take up positions in relation to texts 	<ul style="list-style-type: none"> • Identifying/unevenly shaping representations of people, places, events and concepts in texts • Identifying/unevenly using cultural assumptions, attitudes, values and beliefs in texts • Identifying some ways readers, listeners and viewers take up positions in relation to texts • Making language choices that sometimes invite readers, listeners and viewers to take up positions in relation to texts 	<ul style="list-style-type: none"> • Sometimes identifying/shaping representations of people, places, events and concepts in texts • Sometimes identifying/using attitudes and beliefs in texts • Recognising that texts influence readers, listeners and viewers 	<ul style="list-style-type: none"> • Occasionally recognising /shaping representations of people, places, events and concepts in texts • Occasionally identifying some attitudes and beliefs in texts
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COMMENTS: _____

TEACHER'S SIGNATURE: _____ DATE: _____ RESULT