



Aspley State High School
Key Learning Area: YEAR 11 ENGLISH
Assessment Task Sheet
Spoken Expository Text

Unit Title: The Big Picture – Global Issues **Class:** _____

Student Name: _____ **Date of issue:** _____

In September 2000, 147 heads of State and Government, and 189 nations in total, came together and adopted the Millennium Declaration. This declaration is a call for "freedom from want," "freedom from fear" and "sustaining our future." The objective of the Millennium Declaration is to promote "a comprehensive approach and a coordinated strategy, tackling many of our world's most pressing problems simultaneously across a broad front".

To achieve this, the declaration offers a set of measurable goals and targets to combat the world's most pressing challenges. These targets are the Millennium Development Goals. World leaders have promised to reach these goals by 2015. "The stakes are high: If the Millennium Development Goals are met, an estimated 500 million people will escape poverty by 2015, 250 million will be spared from hunger; and 30 million children, who would not have lived past their fifth birthday, will survive." –UNICEF

Your Task:

You work for an organisation that advocates for a global issue such as *World Vision* (child poverty). In working towards achieving the millenium goals that relate to your organisation, your job is to monitor how your global issue is currently being represented by both your organisation and by other agents. Having been asked to deliver a powerpoint presentation, you will examine at least three texts for your findings. Of those texts, one should be internet based.

Genre: Multi-media presentation

Audience: The Marketing Department of your chosen organisation.

Purpose: To analyse and explain; to deconstruct representations of a global issue;

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.

Draft Due Date: _____ **Final Due Date** _____

Conditions:

Prepared or unseen task	<ul style="list-style-type: none"> • Prepared
Prior notice of task <ul style="list-style-type: none"> ❑ First draft (monitoring): ❑ Final draft (due date): 	<ul style="list-style-type: none"> • 1 week • 2 weeks
Time allowed for drafting	<ul style="list-style-type: none"> • 3 lessons minimum
Familiarity with: <ul style="list-style-type: none"> ❑ Subject matter 	<ul style="list-style-type: none"> • Conventions of multi-media presentation taught in class. • Notes gathered in class about different representations of various global issues.
Access to resources during drafting: Access to resources during final draft:	<ul style="list-style-type: none"> • Open access to resources. One draft to be checked by teacher. • OHP, video and television, computer, power point presentation, data projector where required.
Layout conventions:	<ul style="list-style-type: none"> • Multi-media – must include 1 internet site. • Presentation to be videotaped.
Referencing conventions:	<ul style="list-style-type: none"> • Bibliography attached to notes.

Length: 5 – 7 minutes.

<p style="margin: 0;"><u>Declaration of Authenticity</u></p> <p style="margin: 0; font-size: small;">I, _____, hereby declare that the submitted assignment is my own original work, that is, the ideas are mine and I have not copied any material from other sources, including tutors or other teachers, nor has the work been <u>substantially</u> edited by another person or persons.</p>		
<p style="margin: 0;">_____</p> <p style="margin: 0; font-size: x-small;">Signature of student</p>	<p style="margin: 0;">_____</p> <p style="margin: 0; font-size: x-small;">Signature of Parent / Guardian</p>	<p style="margin: 0;">_____</p> <p style="margin: 0; font-size: x-small;">Date</p>

Student Documentation of Drafting Process

Material Resources	<i>Stages of Text Production</i>		
	<i>Original ideas</i>	<i>Rough drafts</i>	<i>Final copy</i>
*Internet *School/Outside Library *Magazine *Other			
Human Resources			
Teacher Peers Member of family Tutor Other:			
Signed:	Date:		

TASK SPECIFIC CRITERIA AND STANDARDS SHEET
Presentation)

(Expository Spoken: Multimedia

A	B	C	D	E
Knowledge and control of texts in their contexts				
<p><i>Student consistently shows discriminating control of texts in their contexts by:</i></p> <ul style="list-style-type: none"> • Selecting and synthesising substantial, relevant subject matter from a range of texts about a global issue. • Using a well-balanced range of relevant texts to substantiate the representations of a global issue. • Exploiting your role as expert presenting a construction of a global issue to small group of interested people, seeking accurate information. • Exploiting and integrating a range of modes and texts to demonstrate a construction of a global issue. 	<p><i>Student consistently shows control of texts in their contexts by:</i></p> <ul style="list-style-type: none"> • Selecting and usually synthesising considerable relevant subject matter from a range of texts about a global issue. • Using a range of relevant texts (to substantiate the construction of the global issue presented. • Establishing and controlling your role as the expert presenting a construction of a global issue to small group of interested people, seeking accurate information. • Exploiting and integrating a range of modes and texts, to demonstrate a construction of a global issue. 	<p><i>Student shows reasonable control of texts in their contexts by:</i></p> <ul style="list-style-type: none"> • Selecting sufficient relevant subject matter from a range of texts about your global issue. • Using a range of texts (poem/song, visual and other written text) to support the construction of the global issue presented. • Establishing and maintaining yourself as the expert presenting a construction of a global issue to small group of interested people, seeking accurate information. • Usually making effective use of a range of modes and texts, in combination, to demonstrate a construction of a global issue. 	<p><i>Student shows some control of texts in their contexts by:</i></p> <ul style="list-style-type: none"> • Selecting some relevant subject matter. • Using a restricted range of texts to construct a global issue. • Generally establishing your role as the expert and sometimes maintaining this relationship with the audience. • Using some modes and texts with occasional effectiveness. 	<p><i>Student shows restricted control of texts in their contexts by:</i></p> <ul style="list-style-type: none"> • Selecting some subject matter about The global issue. • Presenting an idea about a global issue. • Using a range of texts (poem/song, visual and other written text) to support the construction of the global issue presented. • Making some use of your role as a speaker to an audience. • Using some modes and texts in presentation.
Knowledge and control of textual features				
<p><i>Student consistently shapes and interprets textual features effectively according to purpose, genre and register by:</i></p>	<p><i>Student shapes and interprets textual features effectively according to purpose, genre and register by:</i></p>	<p><i>Student shapes textual features taking account of purpose, genre and register by:</i></p>	<p><i>Student uses textual features taking some account of purpose, genre and register by:</i></p>	<p><i>Student demonstrates inadequate control of textual features by:</i></p>

<ul style="list-style-type: none"> Exploiting the sequencing and organization of subject matter according to generic structure: <ul style="list-style-type: none"> Introduction – introduce self and the group you are representing. Briefly outline how your group typically sees The global issue. Body – Elaborate on your group’s construction of The global issue. Use a range of texts to demonstrate this and to shape the committee’s understandings. Explain, analyse and evaluate the reasons behind your group’s construction of The global issue. Conclusion – summarise your group’s construction and reasons behind it. Appeal to committee to take this construction on board when developing new promotional campaign. <ul style="list-style-type: none"> Making discerning use of cohesive ties in your speech to emphasise ideas and connect parts of texts. Exploiting an extensive range of apt vocabulary, including figurative language. Sustaining use of a wide range of spoken and non-verbal features that contribute to meaning: <ul style="list-style-type: none"> pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace facial expressions, gestures, proximity, stance, movement 	<ul style="list-style-type: none"> Sequencing and organizing subject matter logically according to generic structure: <ul style="list-style-type: none"> Introduction – introduce self and the group you are representing. Briefly outline how your group typically sees The global issue. Body – Elaborate on your group’s construction of The global issue. Use a range of texts to demonstrate this and to shape the committee’s understandings. Explain, analyse and evaluate the reasons behind your group’s construction of The global issue. Conclusion – summarise your group’s construction and reasons behind it. Appeal to committee to take this construction on board when developing new promotional campaign. <ul style="list-style-type: none"> Controlling use of cohesive ties in your to connect ideas and parts of texts. Selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses.. Using a wide range of spoken and non-verbal features that contribute to meaning: <ul style="list-style-type: none"> pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace facial expressions, gestures, proximity, stance, movement 	<ul style="list-style-type: none"> In the main, sequencing and organizing subject matter according to generic structure: <ul style="list-style-type: none"> Introduction – introduce self and the group you are representing. Briefly outline how your group typically sees The global issue. Body – Elaborate on your group’s construction of The global issue. Use a range of texts to demonstrate this and to shape the committee’s understandings. Explain, analyse and evaluate the reasons behind your group’s construction of The global issue. Conclusion – summarise your group’s construction and reasons behind it. Appeal to committee to take this construction on board when developing new promotional campaign. <ul style="list-style-type: none"> Usually linking ideas in your speech cohesively and logically. Using suitable vocabulary. Using a range of spoken and non-verbal features that contribute to meaning: <ul style="list-style-type: none"> pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace facial expressions, gestures, proximity, stance, movement 	<ul style="list-style-type: none"> Occasionally sequencing and organizing subject matter according to generic structure: <ul style="list-style-type: none"> Introduction – introduce self and the group you are representing. Briefly outline how your group typically sees The global issue. Body – Elaborate on your group’s construction of The global issue. Use a range of texts to demonstrate this and to shape the committee’s understandings. Explain, analyse and evaluate the reasons behind your group’s construction of The global issue. Conclusion – summarise your group’s construction and reasons behind it. Appeal to committee to take this construction on board when developing new promotional campaign. <ul style="list-style-type: none"> Making lapses in linking ideas in your speech. Using basic vocabulary. Using some spoken and non-verbal features that contribute to meaning: <ul style="list-style-type: none"> Pronunciation with some lapses, audibility and clarity, volume. Facial expressions, gestures, proximity, stance, movement. 	<ul style="list-style-type: none"> Organizing subject matter unevenly with some reference to elements of generic structure. <ul style="list-style-type: none"> Linking some ideas. Using a narrow range of basic vocabulary. Using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding. Using some spoken and non-verbal features: <ul style="list-style-type: none"> Pronunciation with some lapses, audibility and clarity. facial expressions, gestures and movement
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Knowledge and application of the constructedness of texts				
<i>Student has made complex distinctions in the ways discourses shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has made broad distinctions in the ways discourses shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has made general distinctions in the way discourses shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has inconsistently recognised the ways discourses shape and are shaped by individuals in cultural contexts and social situations by:</i>	<i>Student has demonstrated an inadequate understanding of discourses and identified some cultural contexts and social situations by:</i>
<ul style="list-style-type: none"> Exploiting the discourse of this group and drawing on the discursive backgrounds of listeners where possible, to shape how The global issue is represented. Making subtle and complex distinctions when shaping representations of The global issue and of the relationships and identities of individuals and groups within the city. Making purposeful and discerning choices in language and the selection of material that very effectively invites Council to see the global issue as your group does. 	<ul style="list-style-type: none"> Making effective use of the discourses of this group and drawing on the discursive backgrounds of listeners where possible, to shape how The global issue is represented. Making fine distinctions when shaping representations of The global issue and of the relationships and identities of individuals and groups within the city. Making purposeful choices in language and the selection of material that effectively invites Council to see the global issue as your group does. 	<ul style="list-style-type: none"> Using the discourse of this group and drawing on the discursive backgrounds of listeners where possible, to shape how The global issue is represented. Making broad distinctions when shaping representations of the global issue and of the relationships and identities of individuals and groups within the city. In the main, making purposeful choices in language and the selection of material that invites Council to see the global issue as your group does. 	<ul style="list-style-type: none"> Identifying some of the discourses of this group to shape how The global issue is represented. Making some distinctions and unevenly shaping representations of the global issue. Making choices in language and the selection of material that sometimes invites Council to see the global issue as your group does. 	<ul style="list-style-type: none"> Making very general distinctions when identifying how The global issue is constructed. Occasionally shaping some representations of the global issue.

COMMENTS: _____

TEACHER'S SIGNATURE: _____

DATE: _____ **RESULT:**

