



**Aspley English Department
Key Learning Area: YEAR 12 ENGLISH
Assessment Task Sheet**

**Reflective Text for Public Audience
Spoken**

Date of issue: _____

Unit Title: “Hope you had the time of your life”

Teacher: _____

Student Name: _____

Class: _____

Context:

You’ve got the dress/suit, arranged the transport and planned the post-formal events carefully (and safely!). Before you can completely kick back, though, you have to deliver the valedictory speech at the graduation ceremony on behalf of all your peers and in front of staff, families and other invited dignitaries... AND YOU THOUGHT YEAR 12 WAS DIFFICULT!

A valedictory address is a formal, farewell speech delivered by a member of the graduating class. It is an inspirational and persuasive speech that aims to thank, farewell, affect, motivate and stimulate your audience to action.

Task:

You have been selected to represent the Year 12 cohort at this year’s graduation ceremony. It is your task to write and present the valedictory address to the graduates, school staff and families attending the ceremony.

Your valedictory address should:

- a) Represent your school experience, relationships and memories in a particular way that is appropriate for the context;
- b) Connect with your audience and invite them to share your representation of the last five years;
- c) Engage your audience through vivid images and reflections, and;
- d) Inspire, motivate, affect and stimulate your audience to action – to act on their past and present experiences to shape possible futures.

Genre: Valedictory address

Audience: Year 12 graduates, school staff, families and invited dignitaries.

Purpose: To reflect, inspire, motivate, affect and stimulate your audience to action.

Due Date: Week beginning _____

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.

Conditions:

Prepared or unseen task	<ul style="list-style-type: none"> Prepared task
Prior notice of task <input type="checkbox"/> Final draft (due date):	<ul style="list-style-type: none"> Two weeks
Time allowed for drafting	<ul style="list-style-type: none"> One week (monitoring week)
Familiarity with: <input type="checkbox"/> Subject matter	<ul style="list-style-type: none"> Valedictory address taught explicitly in class. Student's own knowledge of school experience.
Access to resources during drafting: Access to resources during final draft:	<ul style="list-style-type: none"> This is an <u>independent task</u>. Limited checking of drafts by the teacher.. Students are expected to memorise their speech in order to enhance their 'connection' with their audience. Brief palm cards, containing KEY WORDS may be used.
Layout conventions:	<ul style="list-style-type: none"> Spoken – copy of speech / notes must be submitted.
Referencing conventions:	<ul style="list-style-type: none"> Sources must be acknowledged.

Length: 5 - 6 minutes

Student Documentation of Drafting Process

Material Resources	Stages of Text Production		
	Original ideas	Rough drafts	Final copy
Internet School Library Outside Libraries Computer Magazine Other:			
Human Resources			
Teacher Peers Member of family Librarian Tutor Other:			
<p><i>I 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.</i></p> <p>Signed: _____ Date: _____</p>			

TASK SPECIFIC CRITERIA AND STANDARDS SHEET

Reflective Text for Public Audience – Spoken

A	B	C	D	E
Knowledge and control of texts in their contexts				
<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by -</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i></p>
<ul style="list-style-type: none"> • Exploiting the patterns and conventions of valedictory address to achieve purpose • Selecting and synthesizing substantial, relevant subject matter about cohort’s past, present experience of school life; integrating all quotes and references. • Exploiting the ways speaker/signers roles and their relationships with listeners are affected by power, distance and affect by establishing ‘connectedness’ with peers. 	<ul style="list-style-type: none"> • Employing the patterns and conventions of valedictory address to achieve purpose • Selecting and usually synthesizing considerable relevant subject matter about cohort’s past, present experience of school life; integrating all quotes and references. • Establishing speaker/signers’ roles and controlling the ways their relationships with listeners are influenced by power, distance and affect by establishing ‘connectedness’ with peers. 	<ul style="list-style-type: none"> • In the main, employing the patterns and conventions of valedictory address to achieve particular purpose • Selecting sufficient relevant subject matter about the cohort’s past, present experience of school life; integrating all quotes and references. • Establishing speaker/signers’ roles and maintaining the ways their relationships with listeners are influenced by power, distance and affect by establishing ‘connectedness’ with peers. 	<ul style="list-style-type: none"> • Unevenly using the patterns and conventions of valedictory address to achieve purpose • Selecting some relevant subject matter about the cohort’s past, present experience of school life; integrating all quotes and references. • Generally establishing, speaker/signers’ roles and sometimes maintaining the ways their relationships with listeners are influenced by power or distance or affect by establishing ‘connectedness’ with peers. 	<ul style="list-style-type: none"> • Occasionally using some conventions of valedictory address to achieve some purpose • Selecting some subject matter about the cohort’s past, present experience of school life; integrating all quotes and references. • Identifying roles of speaker/signers and making some use of their relationships with listeners in some texts by establishing ‘connectedness’ with peers.
Knowledge and control of textual features				
<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i></p>
<ul style="list-style-type: none"> • Exploiting the sequencing and organization of subject matter in stages – introduction, body and conclusion. • Making discerning use of cohesive ties to emphasise ideas and connect parts of valedictory address • Exploiting an extensive range of apt vocabulary, including figurative uses and 	<ul style="list-style-type: none"> • Sequencing and organizing subject matter logically in stages – introduction, body and conclusion. • Controlling the use of cohesive ties to connect ideas and parts of valedictory address • Selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses and 	<ul style="list-style-type: none"> • In the main, sequencing and organizing subject matter in stages – introduction, body and conclusion. • Usually linking ideas with cohesive ties • Using suitable vocabulary • Using a range of spoken/signed and non-verbal features that contribute to meaning: - pronunciation, phrasing 	<ul style="list-style-type: none"> • Occasionally sequencing and organizing subject matter in stages – introduction, body and conclusion. • Making lapses in linking ideas with cohesive ties • Using basic vocabulary • Using some spoken/signed and non-verbal features that contribute to meaning: - pronunciation with some 	<ul style="list-style-type: none"> • Linking some ideas with conjunctions • Using a narrow range of basic vocabulary • Using some spoken/signed and non-verbal features – - pronunciation with some lapses, audibility and clarity - facial expressions, gestures, movement

<p>invocative images in valedictory address</p> <ul style="list-style-type: none"> Sustaining use of a wide range of spoken/signed 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 	<p>invocative images in valedictory address</p> <ul style="list-style-type: none"> Using a wide range of spoken/signed 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 	<p>and pausing for emphasis, audibility and clarity, volume, pace</p> <ul style="list-style-type: none"> - facial expressions, gestures, proximity, stance, movement 	<p>lapses, audibility and clarity, volume</p> <ul style="list-style-type: none"> - facial expressions, gestures, proximity, stance, movement 	
Knowledge and application of the constructedness of texts				
<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>
<ul style="list-style-type: none"> Making subtle and complex distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places through valedictory address Making purposeful and discerning choices that very effectively invite audience to take up positions to share reference of school experience, to inspire and motivate to action. 	<ul style="list-style-type: none"> Making fine distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places through valedictory address Making purposeful choices that effectively invite audience to take up positions to share reference of school experience, to inspire and motivate to action. 	<ul style="list-style-type: none"> Making broad distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places through valedictory address Making purposeful choices that, in the main, invite audience to take up positions to share reference of school experience, to inspire and motivate to action. 	<ul style="list-style-type: none"> Unevenly shaping the representations of concepts and of the relationships and identities of individuals, groups, times and places through valedictory address Making choices that sometimes invite audience to take up positions to share reference of school experience, to inspire and motivate to action. 	<ul style="list-style-type: none"> Occasionally shaping some representations of concepts and of the relationships and identities of individuals, groups, times and places through valedictory address

COMMENTS: _____

TEACHER'S SIGNATURE: _____

DATE: _____

RESULT: