

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## YEAR 12 ENGLISH STANDARD MODULE A: EXPERIENCE THROUGH LANGUAGE – ELECTIVE 1: 'DISTINCTIVE VOICES'

<b>Due Date:</b> Term 1, Week 7, Friday, 16 <sup>th</sup> March 2018 (submit speech transcript) Monday, 19 <sup>th</sup> March 2018 (speech delivery)	<b>Assessment Name:</b> Experience Through Language – Elective 1 – Distinctive Voices
<b>Mark:</b> x/15	<b>Weighting:</b> 15%

### SYLLABUS OUTCOMES TO BE ASSESSED:

**Outcome 1:** A student **demonstrates** understanding of how relationships between composer, responder, text and context shape meaning

**Outcome 5:** A student **explains** and **evaluates** the effects of textual forms, technologies and their media of production on meaning

**Outcome 9:** A student **evaluates** the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas

### DIRECTIVES TO BE ASSESSED:

**Demonstrate:** Show by example

**Evaluate:** Make a judgement based on criteria; determine the value of

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

### TASK DESCRIPTION:

You are required to write and deliver a **5 minute speech** that is aimed at fellow HSC students. In your speech you are to address the following statement for your elective:

#### **Elective 1: Distinctive Voices**

*Evaluate the ways in which the composer employs language to shape audiences understanding of universal ideas through distinctive voices*

*In your speech, refer to your prescribed text and ONE other related text of your own choosing.*

Throughout your speech you will need to **demonstrate** and **explain** your understanding of your prescribed text and your related text. This will need to be supported with relevant and detailed textual references. You will need to **explain** the techniques used by the composers to present their ideas and **evaluate** their effect on your understanding of the distinctively visual.

You will be required to submit a transcript of your speech on 16<sup>th</sup> of March 2018 by 3:20pm and then you will need to present your speech on 19<sup>th</sup> of March 2018.

### ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- ✓ Write and deliver an effective 5 minute speech and does not exceed 5:30
- ✓ **Demonstrate** and **explain** your understanding of the universal ideas in your prescribed text and your related text
- ✓ **Explain** how the composer has used techniques throughout the prescribed text to present ideas
- ✓ **Explain** how the composer of your related text has used techniques appropriate to their medium to present ideas with relevant textual references
- ✓ **Evaluate** the effect of the techniques used by the composers to shape audience understanding of the texts' universal ideas.

**NOTE: You may submit a maximum of two drafts to your teacher for feedback**

## YEAR 12 ENGLISH STANDARD 'DISTINCTIVELY VOICES' SPEECH – MARKING CRITERIA

Name: \_\_\_\_\_

Marker: \_\_\_\_\_

Criteria	Mark:	
<p><b>PREPARED AND CONVINCING (x/5):</b> Limited use of palm cards demonstrates thorough planning and practice. Eye contact needs to engage the audience and palm cards should be used as prompts only. Body language, stance and an effective voice demonstrate a confident physical presence as a presenter.</p>	5	Eye contact effectively engages the whole audience. Palm cards used very minimally. Voice is strong and expression is effective. Gesture and stance are used effectively to engage the audience.
	4	Engaging eye contact – looking up from cards frequently. Voice is clear and uses variation in expression. Gesture is used occasionally.
	3	Sound eye contact. Looking up from cards regularly. Voice is clear with a steady pace. Sound expression.
	2	Occasionally looking up from palm cards. Voice may be quiet or lacking in expression.
	1	Totally reading speech from palm cards. Speaks in a monotone.
<p><b>EXPLANATION (x/5):</b> Speech content demonstrates knowledge of the universal ideas of the texts, supported with relevant and detailed textual references.</p> <p>(Outcome 1)</p>	5	<b>Demonstrates</b> an effective knowledge and understanding of the universal ideas of the texts. Ideas are supported with numerous relevant, detailed textual references.
	4	<b>Demonstrates</b> a competent knowledge and insightful understanding of the universal ideas of the texts. Ideas are supported with relevant textual references.
	3	<b>Demonstrates</b> a sound knowledge and understanding of the universal ideas of the texts. Ideas are supported with some textual references.
	2	<b>Demonstrates</b> a limited knowledge and insightful understanding of the universal ideas of the texts. Ideas are supported with limited textual references.
	1	<b>Demonstrates</b> an elementary knowledge and insightful understanding of the universal ideas of the texts. Demonstrates elementary textual knowledge.
<p><b>EVALUATION (x/5):</b> Speech content effectively explains and evaluates the techniques used by composers to shape meaning and understanding of the distinctive voices.</p> <p>(Outcome 5 and 9)</p>	5	<b>Explains</b> and <b>evaluates</b> the effect of the techniques used by the composers and how they shape audience understanding of the distinctive voices in an effective manner.
	4	<b>Explains</b> and <b>evaluates</b> the effect of the techniques used by the composers and how they shape audience understanding of the distinctive voices in a competent manner.
	3	<b>Explains</b> and <b>evaluates</b> the effect of the techniques used by the composers and how they shape audience understanding of the distinctive voices in a sound manner.
	2	Attempts to <b>explain</b> and <b>evaluate</b> the effect of the techniques used by the composers and how they shape audience understanding of the distinctive voices.
	1	Elementary <b>explanation</b> and little-to-no evaluation of the techniques used by the composers and how they shape audience understanding of the distinctive voices.
<p><b>Comment:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
RAW MARK:	TIME:	TOTAL(x/15):

**N.B: You will be asked to stop speaking if your speech exceeds 5 minutes and 30 seconds.**

**Check your assessment booklet for the PHS Assessment Policy**