



# MOUNT ANNAN HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>FACULTY</b>	English	<b>COURSE</b>	Stage 5	<b>YEAR</b>	9
<b>TASK NUMBER</b>	1	<b>TASK NAME</b>	Argument: Speech		
<b>TASK WEIGHT</b>	25%	<b>MARKS AWARDED</b>	20		
<b>DATE OF NOTIFICATION</b>	Week 5, Friday, 1st of March.				
<b>DUE DATE</b>	Week 8, Monday, 18th of March.				

### TASK DESCRIPTION / INSTRUCTIONS

#### What do I need to do?

You are to write and deliver a 3 minute speech about a topic you have researched. You are to persuade your classmates to adopt a particular point of view about your chosen topic through argument.

Your speech should reflect the understanding of argument that you have developed throughout this unit. As such you should:

- make use of the rhetorical appeals from the Aristotelian Triad (Ethos, Logos, Pathos)
- use a range of rhetorical devices that are appropriate to audience, purpose and form (see below)

#### Some rhetorical devices you *must* include:

anecdotes                  facts                  opinions                  rhetorical questions  
anaphora                  repetition                  emotive language                  statistics  
rule of three                  extended metaphor                  high modality language                  evidence

#### How do I do this?

You can choose your own topic OR choose one from the suggested list below. If you have chosen your topic, you **must** check with your teacher to ensure that it is appropriate. You should ensure that your topic is one about which people have different opinions.

You may choose ONE of the suggested topics:

- o experimentation on animals should be banned
- o video games are a danger to individuals and society
- o self-driving cars are better than those driven by humans
- o plastic is the biggest threat to the environment
- o Australia Day should not be on the 26<sup>th</sup> of January

You are to write a 3 minute speech and upload your transcript of your speech to your Google Classroom. You will use a designated Google Document that is assigned to you in your Google Classroom.

You need to practice your speech as you will be marked on your use of eye contact, body language, facial expressions, tone, pace and intonation. You may use palm cards.

### You will be assessed on:

- how you demonstrate understanding of your chosen topic
- how you structure and develop your ideas in order to express a point of view
- how you make use of rhetorical appeals and devices to persuade your audience
- how you make use of verbal and non-verbal skills to engage your audience

**You may submit ONE draft to your teacher no later than (Week 7) by 9am.**

### TASK SUBMISSION INSTRUCTIONS

You are to submit your transcript on your **Google Classroom** by **9am** on the due date. You must be prepared to deliver your speech in your English lesson when requested by your English Teacher.

### OUTCOMES

**EN5-RVL-01** uses a range of personal, creative and critical strategies to interpret complex texts

**EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

**EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

**EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

### FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>

MARKING CRITERIA						
A student:	A (5 marks)	B (4 marks)	C (3 marks)	D (2 marks)	E (1 mark)	0
demonstrates understanding of the chosen topic	demonstrates detailed and insightful understanding of the chosen topic; effective use of evidence; an effective understanding of counter-arguments	demonstrates accurate and detailed understanding of the chosen topic; appropriate use of evidence; some awareness of counter-arguments may be shown	demonstrates accurate understanding of the chosen topic; sound use of evidence; a limited understanding of counter-arguments may be shown	demonstrates a limited understanding of the chosen topic	shows very limited or incorrect understanding of the chosen issue	does not speak about a controversial topic
structures and develops ideas in order to express a point of view	point of view on a particular topic is effectively established in the introduction; ideas are appropriately grouped and well-sequenced, conclusion effectively reiterates main ideas	point of view on a particular topic is established in the introduction; ideas are appropriately grouped; conclusion reiterates main ideas	topic is established in the introduction; some attempt to group ideas is made; some attempt at concluding ideas is made	an attempt to introduce the topic is made in the introduction; point of view may not be established; limited attempt to group ideas is made; limited attempt at concluding ideas is made	topic and point of view may not be clearly established; there may be limited to no attempt to group and sequence ideas; there may be no attempt at a conclusion	no evidence of whole text structure and development of ideas
makes use of rhetorical appeals and devices to persuade the audience	effectively uses a range of rhetorical devices and all elements of the Aristotelian triad	uses a range of rhetorical devices and all elements of the Aristotelian triad	makes a sound attempt to use a range of rhetorical devices and some elements of the Aristotelian triad	makes limited attempt to use rhetorical devices or elements of the Aristotelian triad	makes very limited attempt to use rhetorical devices or elements of the Aristotelian triad	no use of rhetorical appeals or devices
makes use of verbal and non-verbal skills to engage the audience	consistently and effectively uses tone, pace and intonation throughout the performance to engage the audience ; consistently and effectively uses body language, including gestures and facial expression to engage the audience; eye-contact is maintained throughout	consistently uses tone, pace and intonation to engage the audience; there is very limited hesitation; consistently uses body language, including gestures and facial expression to engage the audience; limited use of palm cards is made	speaks clearly, with some attempts at the use of tone, pace and intonation to engage the audience; makes some attempt to use body language, including gestures and facial expression to engage the audience; frequent eye-contact is made with the audience	makes limited attempts to use tone, pace and intonation to engage the audience; there may be many instances of hesitation or lack of clarity; may make limited attempt to use body language to engage the audience; limited eye contact is made	makes very limited or no attempt to use tone, pace or intonation to engage the audience; may show consistent hesitation or lack of clarity; may make limited to no attempt to use body language to engage the audience; may be no attempt at eye contact	speech not delivered <i>Note: Only speeches that are delivered will be assessed</i>
<b>Non Attempt – Non Submission – Non Serious Attempt</b>	<b>0</b>					

