Homebush Boys’ High School
English Faculty

ASSESSMENT NOTIFICATION
Year 10, 2015

<table>
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<tr>
<th>Date</th>
<th>Weighting</th>
<th>Syllabus Component</th>
<th>Nature of Task</th>
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<td>Term 3 beginning Monday 31st August (Week 8).</td>
<td>20%</td>
<td>Speaking</td>
<td>4 minute Speech</td>
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**STAGE 5 OUTCOMES:**
- A student uses and critically assesses a range of processes for responding and composing.
- A student transfers understanding of language concepts into new and different contexts.

**TASK: Speaking Task**

You are to deliver a speech adopting the persona of one of the major characters in your Shakespearean play.

Choose a significant point in the play and use it either:
- to explain the motivations for your action
- explore your current state of mind
- reflect on the consequences of your behaviour
- a combination of the above.

Your purpose is to **convincingly portray that character** through an understanding of his/her psychology, fears and goals. **The depth of your knowledge of the play** should emerge from your immersion in the character’s reality.

You will be marked on your ability to:
- Structure and logically sequence your monologue
- Create a sophisticated examination of the character’s motivations/ state of mind/attitude
- Use relevant quotes to support your statements
- Use speech devices to engage - rhetorical questions, exaggeration, hyperbole, repetition or other figurative devices
- Engage the audience through the use of voice (intonation, tone, clarity, projection, pace, volume)
- Engage the audience through the use of manner (eye contact, gestures, stance, enthusiasm)

**The length of each speech should be between 3 ½ and 4 minutes. Students will be stopped at 4 minutes.**

**ASSESSMENT RULES:**
1. Students who are absent on the day of the assessment MUST see the Head Teacher of English with a doctor’s certificate the next day they are at school.
2. Issues of plagiarism may be resolved by asking the student to attempt another similar task at short notice.

**SPEAKING ASSESSMENT PROCEDURES:**
1. All students are to hand in a copy of their speech to the teacher on the first day of presentations. Therefore, students will need to have two copies of their speech – one for the student and one to hand in to the teacher.
2. You may use palm cards ONLY.
3. ANY student who does not submit a written copy of his speech will be given the opportunity to present a speech on the first day of marking only.
4. Refusal to present on this day will result in a ZERO mark and an ‘N’ warning notification.

Name ____________________  Teacher: ________________  Time: __________

Marking Guidelines
<table>
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<tr>
<th>Grade and Mark</th>
<th>Description of Criteria</th>
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| **A** 17-20   | - Well-structured, logically and effectively developed ideas  
               - Insightful examination of the character’s motivations / state of mind / reflections  
               - Sophisticated understanding of text demonstrated through the use of relevant and perceptive textual evidence to support characterisation.  
               - Excellent engagement through vocal delivery – (intonation, projection, volume, pace, clarity, tone)  
               - Excellent engagement of audience through manner of presentation – (credibility, eye contact, stance, gestures). |
| **B** 13-16   | - Clearly structured with soundly developed ideas  
               - Thorough examination of the character’s motivations / state of mind/ reflections  
               - Sound understanding of text demonstrated through the use of relevant textual evidence to support characterisation  
               - Effective engagement through vocal delivery – (intonation, projection, volume, pace, clarity, tone)  
               - Effective engagement of audience through manner of presentation – (credibility, eye contact, stance, gestures). |
| **C** 9-12    | - Satisfactory structure with adequately developed ideas  
               - Satisfactory examination of the character’s motivations / state of mind./ reflections  
               - Satisfactory understanding of text demonstrated through the use of textual evidence to support characterisation  
               - Attempted engagement through vocal delivery – (intonation, projection, volume, pace, clarity, tone)  
               - Attempted engagement of audience through manner of presentation – (credibility, eye contact, stance, gestures) |
| **D** 5-8     | - Inconsistent or illogical structure and/or ideas listed rather than developed.  
               - Some examination of the character’s motivations/ state of mind/ reflections  
               - Some understanding of text demonstrated through the use of textual evidence to support characterisation  
               - Inconsistent attempts at engagement through vocal delivery – (intonation, projection, volume, pace, clarity, tone)  
               - Inconsistent attempts at engagement of audience through manner of presentation – (credibility, eye contact, stance, gestures) |
| **E** 1-4     | - Confusing or illogical structure with little to no development of ideas  
               - Little understanding of the character’s motivations / state of mind/ reflections  
               - Limited understanding of text demonstrated through little / no textual evidence  
               - Limited engagement through vocal delivery – (intonation, projection, volume, pace, clarity, tone)  
               - Limited engagement of audience through manner of presentation – (credibility, eye contact, stance, gestures) |