## English Faculty

**ASSESSMENT NOTIFICATION**

**Year 12 Standard English 2015**

<table>
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<th>Date: Thursday and Friday 13th and 14th August.</th>
<th>Weighting</th>
<th>Syllabus Component: Speaking</th>
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<tr>
<td>Weighting</td>
<td>15%</td>
<td>Nature of Tasks: Oral presentation</td>
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**Module C: Texts and Society**

**Syllabus Component: Speaking**

**Nature of Tasks: Oral presentation**

In this task you will be assessed on how well you:
- demonstrate analysis of the ways texts and meaning are shaped by context and techniques
- organise, develop and express ideas using language appropriate to audience, purpose, context and form.

**STAGE 6 OUTCOMES:** A student:
1. demonstrates understanding of how relationships between composer, responder, text and context shape meaning
2. describes and analyses the ways language forms and features, and structures of text shape meaning and influence responses
3. articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives

**TASK:**
You are to present a FIVE minute speech for an HSC English students’ seminar titled - “Texts and Society.” In your presentation, explain the individual’s responses to the challenges faced during transitions and how these are presented by the composers using their respective textual forms (drama, prose, poetry, film). You must refer to your prescribed text (Educating Rita/ Billy Elliot) and **ONE** other text of your own choosing. More than half of your speech should analyse your prescribed text.

**Instructions to students:**
1. Presentations will begin on Thursday 13th August. Students need to make appointments on the sheets outside Room 13. Each student will be expected outside their allocated room 10 minutes before their starting time.
2. **All students must submit a copy of their speech before they present their speech.**
3. **STUDENTS CANNOT USE RELATED TEXTS STUDIED IN CLASS. THEY MUST COLLECT THEIR OWN RELATED TEXT. USING A RELATED TEXT STUDIED IN CLASS WILL RESULT IN A 0 MARK.**
4. Speeches are to be of approximately 5 minutes duration. Speeches substantially less than 5 minutes will lose significant marks in the ‘Content’ criteria. Speakers will be stopped at 5 minutes and 30 seconds.

**MARKING CRITERIA:** You will be assessed on your ability to:
- effectively communicate sophisticated ideas orally, using a range of appropriate textual features
- demonstrate use of language appropriate to audience and purpose
- structure ideas effectively
- demonstrate close knowledge and effective analysis of selected texts.

(A detailed marking criteria is on the back)

**ASSESSMENT RULES:**
1. Students who are absent from the assessment MUST see the Head Teacher of English with a doctor’s certificate the next day they are at school.
2. You MUST attend school the day before the task and **ALL DAY** of the task.
3. Issues of plagiarism may be resolved by asking the student to attempt another similar task at short notice.
## Marking Criteria

<table>
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<th>Band</th>
<th>Description</th>
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| A 21 – 25 | □ An excellent explanation of the challenges an individual faces using a range of appropriate textual features to reveal an individual’s response.  
□ An excellent, balanced analysis of the texts and the relationship between the texts.  
□ Extremely detailed knowledge of the texts with perceptive textual references.  
□ Excellent presentation skills which effectively address the appropriate audience and purpose: e.g. employs rhetorical devices, maintains eye-contact and uses appropriate gestures.  
□ Excellent speaking skills: clarity, fluency, expression (correct and appropriate), and voice – intonation, tone, projection. |
| B 16 – 20 | □ A proficient explanation of the challenges an individual faces using a range of appropriate textual features to reveal an individual’s response.  
□ A proficient analysis of the texts and the relationship between the texts.  
□ Detailed knowledge of texts with well-chosen textual references.  
□ Effective presentation skills which address the audience and purpose: rhetorical devices, maintains eye-contact and/or gestures, poise.  
□ Effective speaking skills: clarity, fluency, expression (correct and appropriate), and voice – intonation, tone, projection. |
| C 11 – 15 | □ A satisfactory explanation of the challenges an individual faces using some appropriate textual features to reveal an individual’s response.  
□ A satisfactory discussion of both texts and the relationship between the texts.  
□ Satisfactory knowledge of texts with some appropriate textual references.  
□ Satisfactory presentation skills: incorporates some speech devices, eye-contact, gestures, poise.  
□ Satisfactory speaking skills: clarity, fluency, expression (correct and appropriate), and voice – intonation, tone, projection. |
| D 6 – 10 | □ A limited identification of the challenges an individual faces using few appropriate textual features to reveal an individual’s response.  
□ A limited discussion of the texts and the relationship between the texts.  
□ Limited knowledge of texts with some textual references.  
□ Limited presentation skills: attempts eye-contact and/or gestures, poise.  
□ Limited speaking skills: clarity, fluency, expression (correct and appropriate), and voice – intonation, tone, projection. |
| E 0 – 5 | □ An elementary identification of the challenges an individual faces.  
□ An elementary discussion of texts and the relationship between the texts.  
□ An elementary knowledge of texts with few or inappropriate textual references.  
□ Elementary presentation skills: no eye-contact/gestures, lacks poise.  
□ Elementary speaking skills: clarity, fluency, expression (correct and appropriate), and voice – intonation, tone, projection. |