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| **What is the task?** | Perspectives of Youth Class Forum |
| **How much is it worth?** | 20% |
| **Syllabus Outcomes** | EN5-3B, EN5-4B, EN5-7D - *See your assessment schedule for further details* |
| **Task Date** | **Term One - Your first timetabled English lesson in Week 10** |
| **Can I prepare in class?** | * Class Forums will *begin* in your first timetabled English lesson in Week 10. * All students should prepare for the task by completing the Notes Sheet distributed with this notification in their preparation lessons. * Students are responsible for ensuring that they are prepared for the forum by this time. Unexplained absences *will be subjected to assessment policy penalties.* |

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| **Task Description:** |
| As part of this unit you have studied a range of texts exploring the concept Perspectives of Youth. For this task, you need to prepareanswers to a set of questions and be prepared to share your ideas at a Class Forum (group of approx. 6-8 students).  **The task has been broken into two phases:**   * **Phase 1 (5 marks):** Your teacher will provide you with **3 lessons to prepare for this task**. In this time, you are expected to complete the Notes Sheet (found over) which includes all of the set questions for the task and which you are permitted to bring in to the Forum. During these lessons, your teacher will make a judgment about your preparation for the task. It is YOUR RESPONSIBILITY to bring the Notes Sheet to the Forum. *PLEASE NOTE:* ***Bullet points only*** *on the Notes Sheet.* * **Phase 2 (15 marks):** The Forum will begin with directed informal conversation led by the teacher whereby you are encouraged to participate. You are then required to answer **ONE self-selected question** and **ONE question chosen at random by the teacher** from the Notes Sheet for which you have prepared for previously. You should aim to speak for approximately TWO minutes per answer. You should not read from your notes, but use them as a point of reference. After each student has answered their initial two questions, you will choose to answer Question 7 or 8 to conclude the forum.   **Note**: *You may only receive feedback on your work during your preparation lessons. You are also expected to prepare at home. If you are absent during the preparation period, you are responsible for negotiating a time with your teacher to receive feedback.* |

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| **Assessment Task Policy Notes:** |
| * *Penalties will apply for late submission, non-submission and plagiarism. Technology failures (e.g. unable to print/email, wrong email address, lost USB) will not be accepted as justification for late submission. Please refer to the Stage 5 English assessment procedures, available from your English teacher or Student SharePoint, for further information.* |

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| |  |  |  | | --- | --- | --- | | **MARKING GUIDELINES** | | | | Name: | Class/Teacher: | **Total Mark: /20** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Task Preparation** | | | | | | **1** | **2** | **3** | **4** | **5** | | Little to no **preparation** for the task. | Some **preparation** for the task. | Adequate **preparation** and some commitment to the task. | High level of **preparation** and commitment to the task. | Thorough **preparation** and high level of commitment to the task. | | **Notes Sheet** incomplete and not sighted by teacher. | **Notes Sheet** mostly completed and checked by teacher. | **Notes Sheet** completed by due date and checked by teacher. | **Notes Sheet** completed and feedback sought from teacher by due date. | **Notes Sheet** completed and feedback sought from teacher ahead of due date. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Contribution To Class Forum** | | | | | | **1-3** | **4-6** | **7-9** | **10-12** | **13-15** | | Very limited understanding of the **text/s**, its relevance to the **concepts** studied and/or the **author’s purpose**. | Basic understanding of the **text/**s, its relevance to the **concepts** studied and/or the **author’s purpose**. | Sound understanding of the **text/s**, its relevance to the **concepts** studied, and the **author’s purpose**. | Highly-developed understanding of the **text/s**, its relevance to the **concepts** studied, and the **author’s purpose**. | Perceptive and insightful understanding of the **text/s**, its relevance to the **concepts** studied, and the **author’s purpose.** | | Elementary **analysis** with little to no attempt to include **textual evidence**. | Limited conceptual and technical **analysis** supported by limited **textual evidence.** | Sound conceptual and technical **analysis** supported by some **textual evidence**. | Highly-developed conceptual and technical **analysis** supported by appropriate **textual evidence.** | Sophisticated conceptual and technical **analysis** supported by highly-appropriate **textual evidence.** | | Very limited **speaking skills** and very frequent use of notes (used as a script) OR no evidence of notes. | Limited **speaking skills** and reliance on notes. | Satisfactory **speaking skills** including eye contact, gestures, pace, pause, intonation, voice projection and regular use of notes. | Effective **speaking skills** including eye contact, gestures, pace, pause, intonation, voice projection and some use of notes. | Highly-effective **speaking skills** including eye contact, gestures, pace, pause, intonation, voice projection and minimal use of notes. | | Needs heavy prompting to **contribute** and very limited engagement and attentiveness. | Needs prompting to **contribute** and demonstrates limited engagement and attentiveness. | Makes some **contributions** and demonstrates sound levels of engagement and attentiveness. | Makes **contributions** and demonstrates engagement and attentiveness throughout. | Willingly **contributes** and demonstrates high levels of engagement and attentiveness throughout. | | Very limited ability to **evaluate** self and/or peer contributions to the task. | Basic ability to **evaluate** self and/or peer contributions to the task. | Sound ability to **evaluate** self and/or peer contributions to the task. | Competent ability to **evaluate** self and/or peer contributions to the task. | Highly developed ability to **evaluate** self and/or peer contributions to the task. |  |  |  | | --- | --- | | **FEEDBACK** | | | **Medals** | **Missions** | |  |  | | |
| **NOTES SHEET** | |
| Name: | Checked by Teacher: |

***\* BULLET POINTS ONLY! No full sentence/paragraph answers allowed.***

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| **Q1:** Of the texts studied in class, which do you believe presents the most **balanced** (objective) perspective  of youth? Explain your answer by making reference to specific quotes and/or examples from the text. | |
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| **Q2:** Of the texts studied in class, which do you believe presents the most **biased** (subjective) perspective of youth? Explain your answer by making reference to specific quotes and/or examples from the text. | |
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| **Q3:** Select a text which explores a particular perspective of youth and explain how the composer used technique/s to convey this representation.  *Techniques in visual texts could include colour, positioning, vector lines etc. Techniques in written texts could include inclusive language, direct quotes, emotive language etc.* | |
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| **Q4:** Explain how developing an understanding of the context of a text/s helps to shape our understanding of the author’s purpose. Make reference to one or more specific text/s in your response. | |
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| **Q5:** Compare two of the texts set for study. Explain which text you consider conveys a more influential perspective of youth. In your answer you should refer to both texts and include textual analysis and evidence. | |
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| **Q6:** Identify a related text which explores a contrasting OR similar perspective of youth to your core text. Using specific examples from both texts, outline and discuss how each composer has represented ideas of youth. *Perspectives could include identity, culture, maturity, belonging and acceptance.* | |
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| **After completing the forum, each student will choose one of the following questions to make a final contribution. You are not permitted to takes notes for this question.** |

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| **Q7:** What was something that one of your peers said in the forum that *made you really think* about this topic? In your answer you should include what was said (paraphrase) and explain why it had an impact on you. |

**OR**

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| **Q8:** If there was something *you could have added* to the Class Forum, what would it be? Explain your answer. Think about a missed opportunity, or a time when you didn’t quite convey what you wanted to. |