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| **What is the task?** | Perspectives of Youth Speaking Task  |
| **How much is it worth?** | 20% of your yearly result |
| **Syllabus Outcomes** | **ENLS-10B**: explores the ways in which language forms, features and structures of texts vary according to purpose, audience and context**ENLS-14D**: explores how the use of language affects personal roles and relationships with others**ENLS-15D**: responds to and composes texts that explore personal, social and world issues |
| **Task Date**  | **Term One, Week 10 -** To be negotiated with your teacher  |
| **Can I prepare in class?** | You should prepare for the task by completing the Notes Sheet distributed with this notification in the preparation lessons. You are responsible for ensuring that you are prepared for the speaking task by this time.  |

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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 in a discussion with your teacher.**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 which includes all of the set questions for the task.
* Your teacher will make a judgment about your preparation for the task.
* You may write in full sentences on the Notes Sheet.

**Phase 2 (15 marks):** * The speaking task will begin by your teacher making conversation and asking you questions about how you enjoyed the unit and texts.
* Your teacher will then ask you to answer the questions you have prepared for.
* You should aim to speak for approximately ONE minutes per answer.
* You should try to avoid reading directly from your notes, but you are allowed to use them if you need reminding of your answer.
* You will answer one final reflection question at the conclusion of the discussion.

**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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| **MARKING GUIDELINES** |
| Name:  | Class/Teacher: |

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| **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. |

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| **Contribution To Class Forum** |
| **1-3** | **4-7** | **8-11** | **12-15** |
| 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**. | Developed 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.** | Developed conceptual and technical **analysis** supported by 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. |
| 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. |
| 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. |

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| **FEEDBACK** |
| **Medals** | **Missions** |
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| **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 a positive perspective of youth? In your answer you should include specific quotes and examples from the text. |
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| **Q2:** Of the texts studied in class, which do you believe presents a very one-sided or negative perspective of youth? In your answer you should include specific quotes and examples from the text. |
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| **Q3:** What text did you personally like the most? Explain why. In your answer, you should talk about:* *What the text was about*
* *What background information we need to know to understand it better (this is called context)*
* *One technique (such as alliteration, use of an image, direct quotes, etc) used in the text*
* *An example of this technique*
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| **After completing the discussion with your teacher, you will answer the following question to make a final contribution. You do not need to take any notes.** |

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| **Q4:** Do you think you prepared effectively for this task? If you were to complete a similar task in the future, what would you do differently?  |