



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: English Advanced Year: 12

Assessment Task: Module A: Speech Transcript and Reflection

Assessment Weighting: 20% Due: Term 1 Week 9, Wednesday, March 27th, 2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA 12-9

Task Description/Overview

Students will compose a **SPEECH Transcript** in which they discuss and evaluate the textual conversation between their prescribed texts, *King Richard III* and *Looking For Richard*.

Students will **reflect on their composition** in an accompanying document.

Detailed Assessment Task Description

Part A) 600-800 words maximum = 20 Marks

Imagine that you will be giving a presentation to Y12 students at a Module A HSC forum, via a **discursive, persuasive, or formal speech** about your prescribed texts.

On the due date, you will devise the **transcript of your oration**, conveying your **substantiated** views, in response to **ONE UNSEEN** question.

NOTE: Students will be allowed to bring up to **2 A4 pages of HANDWRITTEN Dot-Point notes** to assist them with their **SPEECH TRANSCRIPT composition**. These will be submitted at the end of the lessons, along with the speech and reflection.

Part B) 400-500 words maximum =10 Marks

In your **reflection** you must identify and explain HOW you have used text form and features to craft an engaging, informative speech for the target audience. Through key examples/quotes from your own work, this should entail analysis of:

- Speech style ie Discursive / Persuasive/ Analytical
- Rhetorical features and the intended effect for the context
- Literary elements and their purpose for the audience

This task will be completed IN CLASS on Wednesday 27th March periods 1 & 2.

If for some reason you are not able to submit by the deadline, you must apply for illness/misadventure at the first available opportunity, with the provision of any appropriate documentation, as per the school assessment policy.

Assessment Criteria- Part A: Transcript

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none">• Skilfully demonstrates an understanding of how ideas are represented within the paired texts• Skilfully discusses and analyses BOTH texts and their contexts using effective, relevant and detailed textual knowledge• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form	17-20
High (H)	<ul style="list-style-type: none">• Competently demonstrates an understanding of how ideas are represented within the paired texts• Competently discusses and analyses BOTH texts and their contexts using effective and relevant detailed textual knowledge• Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form	13-16
Sound (S)	<ul style="list-style-type: none">• Demonstrates an understanding how ideas are represented within the paired texts• Presents a discussion of the texts and their contexts using relevant detailed textual knowledge• Organises, develops and expresses ideas in a sound manner using language appropriate to audience, purpose and form	9-12
Basic (B)	<ul style="list-style-type: none">• Demonstrates a basic understanding of how ideas are represented within the paired texts• Presents a basic response that describes and analyses each text and their contexts.• Attempts in a basic manner to organise, develop and express ideas using language appropriate to audience, purpose and form	5-8
Limited (L)	<ul style="list-style-type: none">• Demonstrates a limited understanding of how ideas are represented within the paired texts• Demonstrates limited textual knowledge of each text and their contexts• Attempts in a limited manner to organise, develop and express ideas using language appropriate to audience, purpose and form	1-4

Assessment Criteria- Part B: Reflection		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Skilfully evaluates their use of text form and structure with insightful assessment of own ideas, purpose and style • Provides details, textual references and elaboration within their skilful reflection statement • Writes with confidence and flair and a competent use of spelling, grammar and punctuation to shape meaning 	9-10
High (H)	<ul style="list-style-type: none"> • Evaluates their use of text form and structure with reasonable assessment of their own ideas, purpose and style • Provides details, textual references and elaboration within their competent reflection statement • Effective use of spelling, grammar and punctuation 	7-8
Sound (S)	<ul style="list-style-type: none"> • Assesses own text form and structure with some discussion of their own ideas, purpose and style • Provides adequate responses with references to own writing within their reflection statement / may be inconsistent • Sound use of language, spelling, punctuation and grammar 	5-6
Basic (B)	<ul style="list-style-type: none"> • Reflects on form and structure • Attempts to provide responses with basic references to own writing within their reflection statement, but may be inconsistent • Inconsistent use of language, spelling, punctuation and grammar 	3-4
Limited (L)	<ul style="list-style-type: none"> • Partial reflection that describes their composition • Limited attempts to provide textual references within their reflection statement • Limited/elementary use of language, spelling, punctuation and grammar 	1-2

Satisfactory completion of courses

A course has been satisfactorily completed when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes