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| **What is the task?** | Perspectives of Youth Class Forum |
| **How much is it worth?** | 15% |
| **Syllabus Outcomes** | EN5-3B, EN5-4B, EN5-7D - *See your assessment schedule for further details* |
| **Task Date**  | **Term One, Week 9 - Monday 23rd March 2015 (P1, P2, P3, P4, P5, Q1, Q3, Q4, Q5)** **- Tuesday 24th March (Q2)** |
| **Can I prepare in class?** | * Class Forums will *begin* on the dates listed above.
* All students should prepare for the task by completing the Notes Sheet distributed with this notification during Week 8. 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 three phases:*** **Phase 1 (5 marks):** Your teacher will provide you with **all lessons in Week 8 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. PLEASE NOTE: **Bullet points only** on the Notes Sheet. 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.
* **Phase 2 (10 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 an allocated question **chosen at random by the teacher** from the Notes Sheet and for which you have prepared for previously. You should aim to speak for approximately ONE to TWO minutes. You are encouraged not to read from your notes, but use them as a point of reference.
* **Phase 3 (5 marks):** After the forum, you will have 15 minutes in class to answer THREE reflection questions that ask you to consider the responses of your peers and your contribution to the forum. This *may* take place in the lesson following the Forum. Your reflection will be collected by your teacher for marking.

**Note**: You *may* only receive feedback on your work during Week 8 lessons. You are also expected to prepare at home. *If you are absent during this preparation period, you are responsible for negotiating a time with your teacher to receive feedback.* |

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| **Assessment Task Policy Notes:** |
| * If you know you will be absent on task due date it is ***your*** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
* If you are absent **on the day** of an assessment task and you have a **GENUINE** reason for your absence you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task *on your first day back*.
* If you are absent or do not make a genuine attempt at a task on the due date (and you do not have a genuine reason) you will receive a 10% penalty to your final result *for every day the task is late* (including weekends). A zero award will be recorded for not making a genuine attempt of an assessment task (following the penalty period).
* An N Award Warning Notification (Year 10) or Faculty Letter of Concern (Years 7-9) will be generated for failing to attempt a task.
* Students who plagiarise from other texts or the internet will receive zero marks for the task.
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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. Notes Sheet incomplete and not sighted by teacher.  | Some preparation for the task. Notes Sheet mostly completed and checked by teacher. | Adequate preparation and some commitment to the task. Notes Sheet completed by due date and checked by teacher. | High level of preparation and commitment to the task. Notes Sheet completed and feedback sought from teacher by due date. | Thorough preparation and high level of commitment to the task. Notes Sheet completed and feedback sought from teacher ahead of due date.  |

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| **Contribution To Class Forum** |
| **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| Very limited understanding of the text/s, its relevance to the concepts studied and/or the author’s purposeElementary analysis with little to no attempt to include textual evidenceVery limited speaking skills and very frequent use of notes (used as a script) OR no evidence of notes. Needs heavy prompting to contribute and very limited engagement and attentiveness | Basic understanding of the text/s, its relevance to the concepts studied and/or the author’s purposeLimited conceptual and technical analysis supported by limited textual evidenceLimited speaking skills and reliance on notesNeeds prompting to contribute and demonstrates limited engagement and attentiveness  | Sound understanding of the text/s, its relevance to the concepts studied, and the author’s purposeSound conceptual and technical analysis supported by some textual evidenceSatisfactory speaking skills including eye contact, gestures, pace, pause, intonation, voice projection and regular use of notesMakes some contributions and demonstrates sound levels of engagement and attentiveness | Highly developed understanding of the text/s, its relevance to the concepts studied, and the author’s purposeHighly developed conceptual and technical analysis supported by appropriate textual evidenceEffective speaking skills including eye contact, gestures, pace, pause, intonation, voice projection and some use of notesMakes contributions and demonstrates engagement and attentiveness throughout | Perceptive and insightful understanding of the text/s, its relevance to the concepts studied, and the author’s purposeSophisticated conceptual and technical analysis supported by highly appropriate textual evidenceHighly effective speaking skills including eye contact, gestures, pace, pause, intonation, voice projection and minimal use of notesWillingly contributes and demonstrates high levels of engagement and attentiveness throughout |

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| **Reflection** |
| **1** | **2** | **3** | **4** | **5** |
| Very limited reflection skills. Very limited ability to evaluate self and/or peer contributions to the task. | Limited reflection skills. Basic ability to evaluate self and/or peer contributions to the task. | Sound reflection skills. Sound ability to evaluate self and peer contributions to the task. | Well developed reflection skills. Competent ability to evaluate self and peer contributions to the task. | Perceptive reflection skills. Highly developed ability to evaluate self and peer contributions to the task.  |

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|  |  |  | **TOTAL MARK: /20** |

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| **FEEDBACK** |
| **Medals** | **Missions** |
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| **NOTES SHEET** |
| Name:  | Checked by Teacher: | Mark: /5 |

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

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| **Q1:** Of the texts studied in class, which do you believes 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:** Identify a text/s which you feel had a very strong *sense of voice*. Explain how the composer used technique/s to convey this voice. |
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| **Q4:** What text/s did you *connect with on a personal leve*l? Explain why. In your answer, you should make reference to the *subject matter, context* andthe composer’s *use of techniques.*  |
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| **Q5:** Share an example from one (or more) of the texts studied that had a significant impact on *you* (Eg. You may have found it shocking or confronting or meaningful or emotional). In your answer you should clearly identify the text/s, include a quote and/or example and link your ideas to the concept ‘Perspectives of Youth’.  |
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| **Q6:** 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 once or more specific text/s in your response. |
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| **Q7:** Compare two of the texts set for study. Explain which text you consider to be effective in conveying a *stronger* perspective of youth? Refer to both texts in your answer.  |
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| **Q8:** For one of the texts studied, outline and discuss how the composer has utilised technique/s to effectively convey **one or more perspectives** of youth. |
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| **POST-FORUM REFLECTION** |
| Name:  | Checked by Teacher: | Mark: /5 |

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| **Q1:** 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. **/1** |
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| **Q2:** 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. **/1** |
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| **Q3:** Evaluate your contribution to the Class Forum and give yourself a mark out of 10. In your answer you should consider:* your preparation for the task
* your level of participation and engagement throughout the Forum and WHAT YOU WOULD CHANGE OR IMPROVE NEXT TIME
* your speaking/discussion skills
* your understanding of the unit and connection to the texts studied. **/3**
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| *I would give myself ..….. out of 10 because* |