**Module A – Drama Unit**

**Standard English Assessment task 2**

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| **Task** | **Due date** | **Weighting** |
| The Club Speech | Monday 29 February 2016 (week 6, term 1) | 30% |

Submitted by 11:03 (end of recess) to the Front Office.

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| A student | |
| P1 | A student demonstrates understanding of how relationships between composer, responder text and context shape meaning |
| P4 | A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses |
| H7 | A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values |
| H9 | A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas |

Task: Compose and present a 3 (THREE) minute speech based on your knowledge of The Club and at least ONE other related text in which you answer the question below.

*“Voices of individuals can shape our understanding of other people and their worlds.”* Explain how this is achieved.

**Presentation Methods:** You may select 1 (ONE) of the following methods to present your speech:

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| Traditional speech presentation done live in front of class |
| Prerecording of speech to be played in front of class |
| Traditional speech presentation done live at an alternatively arranged time in front of teacher and 2 (TWO) other selected students |

In your answer, you will be assessed on how well you:

* Present your speech regarding clarity, confidence and body language, with the possible assistance of props and support material
* Show your understanding of both set and other related text(s) regarding character’s influence on each other
* Argue a coherent opinion/point of view of the importance of dialogue in shaping others and their worlds
* Incorporate evidence from your set and other related texts in to your opinion/point of view

Marks:

Marking criteria:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria/ Marks** | 1 | 2 | 3 | 4 | 5 |
| Quality of presentation and speech: body language, clarity of voice, engaging presence, etc |  |  |  |  |  |
| Accurate knowledge and understanding of set text and discussion of character’s influence on each other |  |  |  |  |  |
| Accurate discussion of at least ONE related text which supports arguments made for prescribed text. |  |  |  |  |  |
| Reference to the perceived opinions and understanding of other people and their worlds by certain individuals |  |  |  |  |  |

**Marks**: \_\_\_\_\_\_\_\_\_\_\_ /20

**Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_