



**BOSSLEY PARK HIGH SCHOOL  
ENGLISH FACULTY  
YEAR 9 ENGLISH 2014  
NOTIFICATION OF ASSESSMENT TASK**

**COURSE:** English

**UNIT:** Core Unit 4: Beyond Borders

**DATE:**

**WEIGHTING:** 25%

**TASK No AND TYPE:** 4. Speaking

**ASSESSMENT FOR, AS and OF LEARNING:**

You will be assessed on your ability to:

- Engage appropriately in class discussion activities
- Contribute thoughtful and relevant ideas to class discussion activities
- Speak confidently and clearly in class discussion activities
- Reflect on and assess your own and your peers' engagement in speaking activities

**OUTCOMES ASSESSED:**

A student:

EN5-1A - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-7D - understands and evaluates the diverse ways texts can represent personal and public worlds

ENG5-8D - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**THE TASK:**

You will be assessed on your speaking skills throughout this unit of work. During the unit you will demonstrate your speaking skills through a panel discussion, which will include self-assessment and assessment by your peers. Your teacher will then allocate you a mark for speaking, based on your efforts throughout the unit, and your self- and peer-assessment.

For the panel discussion activity, you will complete a self-assessment sheet, and a peer assessment sheet for a randomly-allocated member of your class. Your teacher will then use the following marking criteria to assess your speaking skills throughout the unit.

**Marking Criteria:**

<b>Criteria</b>	<b>Highly Developed</b>	<b>Well Developed</b>	<b>Sound</b>	<b>Developing</b>	<b>Basic</b>
<b>The student:</b>					
Engaged in class discussions at appropriate times	5	4	3	2	1
Contributed thoughtful and relevant ideas to the discussions	5	4	3	2	1
Spoke confidently and clearly in the discussions	5	4	3	2	1
Assessed, and provided constructive feedback for his/her peer	5	4	3	2	1
Reflected thoughtfully on his/her own engagement in speaking activities	5	4	3	2	1

### Speaking Activity: Panel Discussion – Presenting Different Voices

Students are to work in groups of five to create a TV Q&A style panel discussion based on the topic “Seeking asylum is a human right”. Members of the group should take on each of the following roles:

- Panel host
- Member of a humanitarian organisation
- Refugee/asylum seeker
- Immigration minister
- Detention centre worker

Students will need to read and research the views/policies/perspectives of their allocated role. Two periods should be allocated for research and preparation (the teacher has a resource lists of relevant websites for research), before panels are presented to the class in the third period.

10 minutes should be allocated to each panel, and each student should participate equally (except the host, who will play a larger role). Students on the floor should also develop questions to ask each panel, when called upon by the host. Students will complete a self-assessment and peer-assessment for a randomly allocated partner.

#### Self- and Peer-Assessment Sheet:

<b>Criteria I / my peer (tick the appropriate box):</b>	<b>Excellent</b>	<b>Good</b>	<b>OK</b>	<b>More effort needed</b>	<b>Very limited</b>
Engaged in the discussion at appropriate times					
Contributed thoughtful and relevant ideas to the discussion					
Spoke confidently and clearly in the discussion					
Comments:					