English Stage 4 (Year 7) – sample assessment notification

Speak the speech – speech – Term 4

This document contains a sample assessment notification and a student work sample. This accompanies the teaching and learning program ‘Speak the speech’.

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# About this resource

This sample assessment notification has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that are contextualised to their classroom. It is designed as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) could be implemented.

The content has been prepared by the English curriculum team, unless otherwise credited.

## Purpose of resource

This sample assessment task notification and student work sample are not a standalone resource. They have been designed for use by teachers in connection to the program ‘Speak the speech’ and the accompanying resources, including the teaching and learning program and resource booklet. The sample notification and student work sample are intended to support teachers to develop a consistent approach to formal assessment notifications, guide interpretation of the syllabus and provide a model of syllabus aligned assessment practice.

It is acknowledged that many schools have their own assessment templates. The content from the heading ‘Speak the speech’– speech’ to the heading ‘Assessment policy’ is student facing and could be copied and pasted into the school’s assessment template.

**Teacher note**: the text in the blue feature boxes are instructions for the classroom teacher engaging with the resource. This is to be deleted by the teacher before issuing the assessment to students.

## Target audience

A combination of teacher and student information is contained in this resource. The purpose of the content intended for teachers is educative. This is intended to support the teacher and their practice as they design formal assessment task notifications. Teachers must ensure they omit or delete information that is not relevant to students prior to distribution. Instructions have been provided throughout this template to indicate where this may be necessary.

## When and how to use

This assessment notification has been designed for Term 4 of Year 7. It builds on the knowledge and skills students have developed through their first three Year 7 assessment tasks. During the program, students are supported to write persuasively, creatively and reflectively in response to core and model texts.

The assessment notification should be used with timeframes that are created by the teacher. These should align with the assessment schedule.

## Opportunities for collaboration

The following is an outline of some of the ways this sample assessment notification can be used with colleagues:

* The task and student samples provide an opportunity for modelled and guided co-construction of faculty assessment documents.
* Use the student response as an example and model of how to achieve success. Make modifications to the model to reflect contextual needs. This can take place prior to students beginning their own compositional process and as a feedback opportunity, to refine compositions as they engage with the task.
* Examine the sample assessment and student sample (in this document) during faculty meetings or planning days and collaboratively refine them based on faculty or school goals.
* Examine the materials during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and the sharing of student samples.
* Use the example as inspiration for designing student-specific tasks.
* Use the assessment practices or syllabus planning as an opportunity to backward map Years 10–7 to guide programming, assessment design or the scope and sequence.

# Speak the speech – speech

In this program, you will explore how the spoken word can create an interesting and vibrant relationship between a speaker and a listener. Spoken word texts have changed a lot over time. They are still important in a variety of cultures and contexts, from oral stories to political speeches and multimodal digital texts.

You will explore model texts and analyse how composers use language forms and features to engage responders with their content. Then you will experiment with writing and delivering a range of spoken texts. You will write a persuasive speech for the audience of the [Legacy Junior Public Speaking Award](https://artsunit.nsw.edu.au/program/legacy-junior-public-speaking-awards) competition and present it to your class.

**Teacher note**: change the tense of these instructions if you are issuing the assessment later in the program when students have engaged in this learning. Adjust the language to suit the class context.

## Task overview

**Teacher note**: the annotations column has been provided to assist assessment design. This column is for the teacher only and should be deleted prior to distributing the assessment notification to students.

The task overview provides a concise description of key information about the assessment.

Table 1 **–** overview of the assessment task

|  |  |  |
| --- | --- | --- |
| Year 7 – English | Task details | Annotations |
| Task number | 4 | [Task number – ensure this reflects the chronological order outlined within the scope and sequence and the assessment schedule.] |
| Issue date | Term 4, Week 2, 2023 (indicative only) | [Issue and date – state the day and date the assessment is issued.] |
| Due date | Term 4, Week 8, 2023 (first lesson of the week – indicative only) | [Due date – state the day and date the assessment is due. The [timing, frequency and nature of assessment processes should be time efficient and manageable for teachers and students](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290#:~:text=the%20timing%2C%20frequency%20and%20nature%20of%20the%20assessment%20processes%20are%20time%20efficient%20and%20manageable%20for%20teachers%20and%20students.). Issue the task early in the program so students can make connections and seek clarification as they progress through their learning. The NESA [Developing formal school-based assessment programs in Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs) information provides useful guidance for schools implementing formal assessment procedures in Stage 4 and Stage 5.] |
| Outcomes being assessed | **EN4-RVL-01: reading, viewing and listening for meaning**  **EN4-URB-01: perspective and context; argument and authority;** style  **EN4-ECA-01**: writing; speaking; text features: persuasive  **EN4-ECB-01**: planning, monitoring and revising; reflecting. | [Ensure details align with the scope and sequence, assessment schedule and any details that have been provided to students in the school’s assessment handbook.] |
| Weighting | 25% (indicative only) | [Where applicable, ensure details align with the scope and sequence, assessment schedule and any details that have been provided to students in the school’s assessment handbook.] |
| Submission details | Transcript submitted and the speech is delivered live to the class (students may enter their speech into the [Legacy Junior Public Speaking Award](https://artsunit.nsw.edu.au/program/legacy-junior-public-speaking-awards) competition).  You will need to submit and present:   * a transcript of your speech – this should include annotations demonstrating how you have used feedback to refine your speech * a live delivery of your 5-minute speech to your class. | [Be specific about the process for submission and parameters for the task. This includes:   * where the task will be submitted * word and time limits * any additional information in accordance with school assessment policy. |

# Task description

**Teacher note**: the following is a brief description of the task. The aim is to provide a clear outline of the audience, purpose and context of the task. This overview helps students understand appropriate style, form and the necessary language, forms and features required. The details about the type of writing required in this task are provided in the Speak the speech program, Steps to Success and the marking guidelines.

There are several choices available to the teacher in adapting this task to the class context. Teachers may choose to:

* reduce the length of the speech
* adjust the delivery method of the presentation (pre-record instead of live delivery)
* present speeches at a community evening
* submit the best speeches and interested students for entry into the [Junior Secondary Speaking Award](https://artsunit.nsw.edu.au/program/legacy-junior-public-speaking-awards) competition.

Please be aware that it may be necessary to adjust the language and information to suit the class and school context. For differentiation purposes, it may be necessary to assist with speech recording.

Supplementary information can be provided later in the document. This reduces the cognitive load experienced while using the notification. The assessment should align with NESA’s [Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles) and provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes. This advice can be customised at a school level.

## The context of the task

The [Legacy Junior Public Speaking Award](https://artsunit.nsw.edu.au/program/legacy-junior-public-speaking-awards) competition aims to encourage the use of clear and effective spoken English and improve student confidence. Your teacher has decided to prepare students for the competition.

All Year 7 students will write a speech using the stimulus provided. You will need to research your chosen topic so that you can speak about it with authority to engage and convince an audience about your perspective on a topic. If the speech is judged to be effective, and if you are interested, you will then formally enter the competition.

**Your task – speech**

Write a 5-minute persuasive speech in response to one of the following stimulus topics (or negotiate a new one with your teacher):

* the literary value of contemporary texts
* oral storytelling
* oratory in the age of modern media
* spoken words in the screen age.

To complete the task effectively you will work on 2 parts.

**Composing and delivering a speech**

You will:

* create a line of argument in response to the topic that is sustained throughout the speech
* research your topic and include well-chosen evidence to support your argument
* use the forms and features of a persuasive speech to ensure it is well-structured and effectively gets your perspective across
* deliver your speech to an audience of class peers.

**Engaging in the planning, reviewing and refining process**

You will:

* refine your work by using feedback and the editing process to ensure it is ready for powerful delivery
* engage in the teacher and peer feedback process
* before assessment submission, you will practise delivering your speech to your peers where you will receive feedback on your delivery and your content
* submit the peer feedback sheet on your practice delivery (to peers) with responses indicating what you will work on
* submit the final transcript of your speech demonstrating the application of feedback on the language forms and features of persuasive writing.

## What is the teacher looking for in this assessment task?

**Teacher note**: use the criteria points from the marking guidelines to articulate the skills and knowledge required to meet the requirements of this task (what is expected of the response).

The teacher is looking to see how well you:

* use appropriate evidence from your research to support your claims – your evidence should demonstrate that you have developed authority on your topic through wide research   
  (**EN4-RVL-01**: reading, viewing and listening for meaning)
* compose an engaging speech using the language forms, features and structures of persuasive writing (**EN4-URB-01**: argument and authority; **EN4-ECA-01**: writing; text features: persuasive)
* deliver an engaging persuasive speech with an effective control of intonation, emphasis, volume, pace, gesture and timing (**EN4-ECA-01:** speaking)
* engage in the planning, editing and refining process – use feedback to edit your work and refine your written speech and your delivery (**EN4-ECB-01**: planning, monitoring and revising; reflecting).

## Steps to success

This schedule is designed to support students to successfully complete the task and to support teachers in their monitoring of student progress. This schedule is not for the purposes of compliance and students should not be penalised for not meeting interim times. The second column could be:

* used to feed forward.
* co-constructed with students.

Implementing the steps to success will support you to demonstrate your knowledge, skills and understanding and prompt you to seek support as it is needed. These steps also provide you with opportunities to receive feedback throughout the planning, monitoring and revising process.

Table 2 – assessment preparation schedule

|  |  |  |
| --- | --- | --- |
| Steps | What I need to do | Have I completed this step? Yes or no |
| 1. Research your chosen topic. | Identify a topic that is of interest to you from the provided choices.  Research the topic using skills developed in:   * **Phase 6, resource 6 – the research process** * **Phase 6, activity 1 – research guiding questions** * **Phase 2, resource 7 – determining the reliability of a source** * **Phase 2, activity 8 – Cornell notetaking template** * **Phase 6, resource 7 – avoiding plagiarism** |  |
| 1. Plan your speech. | Use your research to make a plan about your chosen topic.   * Identify a line of argument for your speech and organise the sub-topics that will be paragraphs (**Phase 6, activity 2 – what’s your line of argument?**) * Refer to support for planning persuasive writing from **Program 1 – Powerful youth voices** (**Core formative task 6** and **Phase 6, resource 3 – argument mapping**) and **Program 2 – Seeing through a text** (**Phase 6, activity 1a – crafting a thesis** and **Phase 6, activity 3 – supporting a thesis)** |  |
| 1. Write your draft speech transcript. | Write a first draft of your speech persuading the audience of your opinion on the topic. Refer to these activities to make sure you are using persuasive forms and features:   * **Phase 3, activity 1 – persuasive elements** * **Phase 3, resource 2 – ethos, pathos and logos** * **Phase 2, activity 9 – speech introduction scaffold** * **Core formative task 1 – speech introduction** * **Phase 2, activity 9 – speech introduction scaffold** * **Core formative task 2 – persuasive body paragraph** * **Phase 3, activity 10 – core formative task 2 scaffolding** * **Phase 4, resource 7 – writing a conclusion** * **Phase 3, resource 7 – delivering a speech** |  |
| 1. Check your draft for the knowledge and skills you have learnt this term. | Have you considered the following to ensure you develop a clear perspective and position your audience effectively:   * Appeals to ethos, logos and pathos? * A balance of opinion and information? * Carefully chosen evidence from your research? * An understanding of how your choice of language can influence the audience? * The conventions of a persuasive speech?   Use the following resources to check for understanding:   * **Phase 2, activity 6 – argument** * **Phase 2, resource 6 – authority** * **Phase 4, resource 1 – what is audience?** * **Phase 4, activity 6 – purpose** |  |
| 1. Engage in teacher and peer conferencing. | Seek peer and teacher feedback on your draft speech transcript. Use the following resources to support you:   * **Phase 3, activity 9 – identifying speech delivery elements** * **Core formative task 3 – feedback on speech delivery** * **Phase 4, activity 8– feedback templates**   Remember to keep this copy of your first draft with written feedback from the teacher and at least one peer. You will submit this as part of the task to demonstrate that you have participated in the writing process. |  |
| 1. Act on feedback and edit and refine your work. | Use the provided feedback to refine your work. Seek teacher clarification if there is feedback you do not understand or feedback you think may not align with the purpose and intent of your speech. |  |
| 1. Annotate your speech for features of delivery. | Plan and practise how you will deliver your speech by:   * identifying the features of delivery that you can use in your speech to effectively communicate your ideas to the listener. Use **Phase 3, resource 7 – delivering a speech** * annotating these onto your speech transcript to help your delivery. |  |
| 1. Practise delivering your speech and get feedback on your spoken word performance. | Practise the delivery of your speech to a group of peers. See **Phase 6, resource 9 – rehearsal strategies** for support with this.  Complete the peer editing checklist for at least one peer as they are practising. Use **Core formative task 3 – feedback on speech delivery** and **Phase 4, activity 9 – feedback templates.**  Fill in the column on the table for your practise speech to show how you will improve your delivery. Hand in this sheet with your final submission. |  |
| 1. Deliver your speech. | Prepare for delivering your speech by:   * creating palm cards using the strategies developed in **Phase 6, resource 8 – using palm cards.** * applying suggestions from your peer about your delivery and rehearsing your speech using learned strategies until you can deliver it mostly by memory.   Use the following resources to support you with this:   * **Phase 3, resource 7 – delivering a speech** * **Phase 6, resource 9 – rehearsal strategies.**   Deliver your speech to the class. |  |
| 1. Submit your speech transcript. | Submit evidence of the editing and refining process. This must include:   * a copy of your first draft with written feedback from the teacher and at least one peer * a copy of your peer feedback on your delivery (**Phase 4, activity 8 – feedback templates**) * a copy of the final transcript of your speech. |  |

# Marking guidelines

The structure of the marking criteria depends on the requirements of the assessment task. Two marking criteria templates have been provided. This demonstrates the various approaches to marking criteria.

The following table contains sample language that may be useful in the composition of criteria for each grade. Each criterion would need to be refined to reflect the requirements of the outcomes. The language is reflective of the K–10 [Common Grade Scale](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale) and the syllabus outcomes.

The K–10 [Common Grade Scale](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale) can be used to report student achievement in both primary and junior secondary years in all NSW schools. Teachers may find the language helpful when composing their own marking criteria.

To ensure consistent teacher judgement when marking, strong processes such as faculty moderation or corporate marking are recommended to minimise discrepancies.

## Marking criteria

Table 3 – assessment marking guidelines: persuasive speech

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * demonstrates extensive research to build a sustained argument and authority on the topic (**EN4-RVL-01**: reading, viewing and listening for meaning) * demonstrates effective control and appropriate and sustained use of the language, forms, features and structures of a persuasive speech (**EN4-URB-01**: argument and authority; **EN4-ECA-01**: writing; text features: persuasive) * delivers an engaging speech that demonstrates effective control of vocal inflection, intonation, volume, pace, timing and gesture (**EN4-ECA-01:** speaking) * engages effectively in the planning, editing and revising process (**EN4-ECB-01**: planning, monitoring and revising; reflecting). |
| B | * demonstrates thorough research to build argument and authority on the topic (**EN4-RVL-01**: reading, viewing and listening for meaning) * demonstrates control and appropriate and sustained use of the language, forms, features and structures of a persuasive speech (**EN4-URB-01**: argument and authority; **EN4-ECA-01**: writing; text features: persuasive) * delivers an engaging speech that demonstrates control of intonation, emphasis, volume, pace, timing and gesture. (EN4-ECA-01: speaking) * engages in the planning, editing and refining process to revise speech (**EN4-ECB-01**: planning, monitoring and revising; reflecting). |
| C | * demonstrates some evidence of research on the topic (**EN4-RVL-01**: reading, viewing and listening for meaning) * demonstrates some control of the use of the language, forms, features and structures of a persuasive speech (**EN4-URB-01**: argument and authority; **EN4-ECA-01**: writing; text features: persuasive) * delivers a speech that demonstrates some control of intonation, emphasis, volume, pace, timing and gesture. (**EN4-ECA-01**: speaking) * some engagement with the planning, editing or revision process (**EN4-ECB-01**: planning, monitoring and revising; reflecting). |
| D | * demonstrates basic research on the topic (**EN4-RVL-01**: reading, viewing and listening for meaning) * demonstrates basic control of the use of the language, forms, features and structures of a persuasive speech (**EN4-URB-01**: argument and authority; **EN4-ECA-01**: writing; text features: persuasive) * delivers a speech that demonstrates basic control of intonation, emphasis, volume, pace, timing and gesture. (**EN4-ECA-01**: speaking) * limited engagement with the planning, editing or revising process (**EN4-ECB-01**: planning, monitoring and revising; reflecting). |
| E | * attempts to research the topic (**EN4-RVL-01**: reading, viewing and listening for meaning) * demonstrates elementary control of persuasive conventions (**EN4-URB-01**: argument and authority; **EN4-ECA-01**: writing; text features: persuasive) * delivers a speech with limited control of intonation, emphasis, volume, pace, timing and gesture. (**EN4-ECA-01**: speaking) * attempts to plan, edit or revise the speech (**EN4-ECB-01**: planning, monitoring and revising; reflecting). |

## 

## Student-facing rubric

The student-facing rubric is designed to provide context-specific explanations of the assessment marking criteria. The rubric uses student-friendly language and unpacks the specific knowledge, skill and understanding required when composing each component of the assessment. This can be modified to reflect the texts chosen by the teacher and the language forms, features and structures that have been a focus of the learning. When teachers are providing feedback they may make comments on the specific knowledge, skill or understanding that was demonstrated effectively, needs further development and methods for improvement.

Table 4 – student facing rubric – speech

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Extensive | Thorough | Sound | Basic | Elementary |
| You have used appropriate research to support your claims. This helps you demonstrate authority on your topic.  You have:   * consulted a range of sources * carefully selected your evidence * communicated the source of the information * written the evidence accurately * used evidence from research to build an argument. | You have researched effectively and used this to build a sustained argument.  You have consulted a range of sources and demonstrated sustained authority on your topic through carefully selected evidence. | You have researched to support your claims.  You have consulted a range of sources, and your evidence demonstrates authority on your topic. | You have researched satisfactorily to support your claims.  You have consulted some sources, and your evidence demonstrates some authority on your topic. | You have researched to a basic extent.  You have used minimal evidence to demonstrate basic authority on your topic. | You have attempted to research your topic.  Some evidence may be connected to your topic. |
| You have written an engaging persuasive speech with the appropriate use of the language, forms, features and structures of a persuasive speech.  You have:   * structured your argument clearly and logically * applied language features for the purpose, audience and context * used appeals to ethos, pathos and logos to position your audience * used rhetorical devices to embed your perspectives. | You have written an engaging persuasive speech demonstrating sustained and effective use of persuasive devices to deliver a coherent, controlled and complete argument to establish a strong and credible voice. | You have written a persuasive speech demonstrating consistent use of persuasive devices to deliver a controlled argument to persuade the audience. | You have written a persuasive speech demonstrating some use of persuasive devices to deliver an argument to help support audience understanding. | You have written a speech demonstrating basic use of persuasive devices with basic support for audience understanding. | You have attempted to write a speech demonstrating limited use of persuasive devices. |
| You have delivered an engaging speech that demonstrates understanding of your audience and the purpose of the speech.  You have:   * controlled intonation and emphasis * varied the volume and pace * met timing requirements * used gesture effectively. | You have delivered a speech that demonstrates effective control of intonation, emphasis, volume, pace, timing and gesture.  The delivery is consistently fluent, controlled and engaging. | You have delivered a speech that demonstrates control of intonation, emphasis, volume, pace, timing and gesture.  The delivery is fluent, controlled and engaging with some lapses. | You have delivered a speech that demonstrates some control of intonation, emphasis, volume, pace, timing and gesture.  The delivery is adequately fluent, demonstrates some control and attempts to be engaging. | You have delivered a speech that demonstrates basic control of intonation, emphasis, volume, pace, timing and gesture.  The delivery is inconsistent, it may at times be fluent or demonstrate control or be engaging. | You have attempted to deliver a speech that demonstrates limited control of intonation, emphasis, volume, pace, timing and gesture.  The delivery is inconsistent and demonstrates limited fluency and control. |
| You have engaged effectively in the planning, editing and revising process.  You have   * sought, acted on and submitted teacher and peer feedback * practised your delivery and addressed feedback from your audience * planned, drafted and made refinements to the language forms and features of your speech transcript. | You have engaged thoroughly in the planning, editing and revising process.  You have submitted teacher and peer feedback, and you have shown evidence of sustained and highly effective improvements made to your final transcript. | You have engaged in the planning, editing and revising process.  You have submitted teacher and peer feedback, and you have shown evidence of consistent and appropriate improvements made to your final transcript. | You have engaged satisfactorily in the planning, editing and revising process.  You have submitted teacher and peer feedback, and you have shown evidence of some adequate improvements made to your final transcript. | You have engaged to some extent in the planning, editing and revising process.  You may have submitted some feedback and you have shown evidence of basic improvements made to your final transcript. | You have engaged in the planning, editing and revising process to a limited extent.  Evidence of seeking and applying feedback is limited, and you have made inconsistent or limited improvements to your final transcript. |

## 

## Assessment policy

Assessment notifications should contain a reference to the school’s assessment policy and the relevant information or support. Schools may wish to include specific reminders on the assessment notification itself. Some relevant reminders are suggested below.

Ensure all students understand the assessment policy and understand what makes a task invalid or unreliable. Dedicate time to helping students understand what malpractice is and how to avoid this issue. The core formative tasks are designed to support students with recursive writing and develop their planning, monitoring and revising skills.

Schools may provide the administrative procedures associated with the following:

* absence from an assessment task or non-attempts
* late submission of tasks due to illness or misadventure
* malpractice
* invalid or unreliable tasks
* student appeals.

# Student support material

This list should be adjusted by the teacher to reflect the resources and materials provided to the class. The list provided below, reflects the resources, activities and core formative tasks provided within the resource booklet that would be useful for students as they refine their assessment submission.

You should refer to the following resources and activities to refine your response:

* modelled responses (see ‘Student work sample’ below, in this document)
* model texts of student writing (see Phase 6, resource 3 – B sample task, Phase 6, resource 4 – D sample response and Phase 6, resource 5 – exemplar A sample response)
* support for persuasive writing (see for example Phase 3, activity 1 – persuasive elements; Phase 3, resource 2 – ethos, pathos and logos; Phase 2, activity 9 – speech introduction scaffold; Core formative task 2 – persuasive body paragraph and **Phase 3, activity 10 – core formative task 2 scaffolding**)
* support for using and applying peer feedback to refine work (see Phase 3, activity 9 – identifying speech delivery elements; Phase 4 Core formative task 3 – feedback on speech delivery; Phase 4, activity 9 – feedback templates)
* understanding and working with the assessment task and marking criteria (see **Phase 6, resource 2 – task forms and features**)

## Student work sample

The following annotated work sample is designed to provide one example of a completed version of this assessment task.

**Type of text** – persuasive speech

This is a complete copy of the student response.

1. Read through the response in its entirety prior to reading the annotated version below.

**Stimulus**

The focus of the speech below is responding to the topic: Oral storytelling is dead.

**Speech transcript**

Thank you for giving me the chance to speak to you today about stories. Who doesn’t like a good story? I’m always rifling around on Netflix for something good to watch. I love shows that have adventure in them and someone gets to save the day, but I also don’t mind watching documentaries about real life survivors. Mum says I should watch a little less tele and suggested I read more. Read! Well, that’s not going to happen in my free time! Who in the audience here has not had a parent come up with a totally daft idea like this? So we came up with a compromise and I said I would listen to some podcasts. I hate to say it, but I have actually found some that are pretty interesting. I guess that’s why I chose the topic – oral storytelling is dead – because I don’t think it is.

Oral storytelling – what exactly is it? Well if we look at the meaning of the words we can work out that oral means ‘spoken rather than written’ and storytelling means ‘the telling or writing of stories’. So if we put those both together, we can see that oral storytelling is telling a story by mouth.

Firstly, what is the first thing we think of when we talk about telling a story by mouth? I guess as an Aussie, I can tell you I am going to have to go with the traditional Dreamtime stories of the Aboriginal and Torres Strait Islander Peoples. We all know that this is the way that important stories and messages were passed down through the generations. We know that they did not have books and stuff, so all there important stuff was told by word. An in school, we are still learning about these stories and how the world was created. I think there pretty neat and if were still telling them, then they aren’t dead are they?

Secondly, another thing I think about when people say oral storytelling, is when mum used to tell me stories at bedtime when I was little. Actually, she still tells stories to me younger brother and siter. I remember hearing about all kinds of fairy tales at night. Mum would shut off the light and sit on the edge of the bed and just start telling a story – sometimes it was about princes and princesses and sometimes they would be about animals and dragons. They were pretty cool. Mum used to talk fast in the scary parts and talk real quietly when something was about to happen. The way she told the stories made it real interesting and even exciting. So my second point that oral storytelling isn’t dead because mums tell bedtime stories proves this.

My third and final argument is that podcasts are oral storytelling. Like I said before, mum made me listen to podcasts. I found this real cool one about people surviving extreme disasters. I’ve listened to stories about people eating dead people in the snowy mountains to survive, people hiking out of jungles with nothing but a pocket knife, and people stopping the nuclear power stations in Hiroshima from blowing up. I can tell you, these stories were so exciting! I couldn’t wait to listen to the next episode. So what I’m trying to get at, is that podcasts are oral storytelling. And podcasts are getting more popular every day. Did you know that there are over 5 miliion podcasts around the world with about 500 million podcast listeners? So you can’t tell me that oral storytelling is dead! It is actually growing cos they reckon the amount of people listening is still growing.

In conclusion, I rest my case. Oral storytelling is not dead and in fact, you just participated in oral storytelling cos you just listened to my story in the form of a speech. Thank you for giving me the chance to speak to you today about oral storytelling.'

**660 words**

## Annotated student work sample

**Teacher note:** the student work sample is not designed to be an exemplar and is reflective of a B grade student response. This can be used as a sample with students and as part of a modelled, guided and independent compositional process. Teachers may wish to remove the grade information and guide students through the process of marking the sample using the student facing rubric. Students could discuss the grade they allocated the student and identify the distinguishing features from the sample that align with the grade.

This student work sample is one example of a B grade student response. It is provided as an example of a complete response to the assessment task. The annotations below can be used to support marking judgements of a student speech script or for offering feedback to a student at the drafting stage. This sample is student facing.

Table 5 – student work sample annotations

|  |  |  |
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| Student work sample | Annotations | Features of persuasive speech used to shape meaning |
| Thank you for giving me the chance to speak to you today about stories. Who doesn’t like a good story? I’m always rifling around on Netflix for something good to watch. I love shows that have adventure in them and someone gets to save the day, but I also don’t mind watching documentaries about real life survivors. Mum says I should watch a little less tele and suggested I read more. Read! Well, that’s not going to happen in my free time! Who in the audience here has not had a parent come up with a totally daft idea like this? So we came up with a compromise and I said I would listen to some podcasts. I hate to say it, but I have actually found some that are pretty interesting. I guess that’s why I chose the topic – oral storytelling is dead – because I don’t think it is. | The introduction shows consistent use of rhetorical devices to engage the responder in the topic.  Use of speaking conventions has competently enhanced the delivery of the speech.  A more sophisticated use of language and sustained revision of the speech transcript was required. | Rhetorical question – Who doesn’t like a good story?  Use of humour – Read! Well, that’s not going to happen in my free time!  Uses anecdote, colloquial language and conversational style to build rapport and relatability with the responder – Who in the audience has not had a parent come up with a totally daft idea like this? |
| Oral storytelling – what exactly is it? Well if we look at the meaning of the words we can work out that oral means ‘spoken rather than written’ and storytelling means ‘the telling or writing of stories’. So if we put those both together, we can see that oral storytelling is telling a story by mouth. | This paragraph shows evidence of research in the definition. Better referencing of this definition would have improved this usage. | Clear definition of the topic adds ethos or credibility giving authority. |
| Firstly, what is the first thing we think of when we talk about telling a story by mouth? I guess as an Aussie, I can tell you I am going to have to go with the traditional Dreamtime stories of the Aboriginal and Torres Strait Islander Peoples. We all know that this is the way that important stories and messages were passed down through the generations. We know that they did not have books and stuff, so all there important stuff was told by word. An in school, we are still learning about these stories and how the world was created. I think there pretty neat and if were still telling them, then they aren’t dead are they? | The body paragraphs show consistent use of persuasive speech structure and rhetorical devices which adds authority to the arguments presented.  There is a logical structure that follows a chronological sequence – Dreamtime, parents, personal  More thorough research, avoiding generalised evidence, was required.  Sustained use of the planning, editing and refining process was required to remove unnecessary repetition of words and increase the use of more sophisticated vocabulary. | Signposting with firstly, secondly…  Use of pathos to build rapport – ‘I guess as an Aussie…’  Use of inclusive language and repetition to establish authority – ‘We all know that, We know that…’ |
| Secondly, another thing I think about when people say oral storytelling, is when mum used to tell me stories at bedtime when I was little. Actually, she still tells stories to me younger brother and siter. I remember hearing about all kinds of fairy tales at night. Mum would shut off the light and sit on the edge of the bed and just start telling a story – sometimes it was about princes and princesses and sometimes they would be about animals and dragons. They were pretty cool. Mum used to talk fast in the scary parts and talk real quietly when something was about to happen. The way she told the stories made it real interesting and even exciting. So my second point that oral storytelling isn’t dead because mums tell bedtime stories proves this. | More sophisticated/less functional segues were required to build a sustained argument.  More effective revision and research, including specific references to stories, would have added greater authority to the argument. | Stylistic features of argument, authority and rhetoric are used consistently, however, the use of more figurative language in the anecdote would have improved the engagement of the audience with this paragraph content.  Use of an anecdote to add pathos. |
| My third and final argument is that podcasts are oral storytelling. Like I said before, mum made me listen to podcasts. I found this real cool one about people surviving extreme disasters. I’ve listened to stories about people eating dead people in the snowy mountains to survive, people hiking out of jungles with nothing but a pocket knife, and people stopping the nuclear power stations in Hiroshima from blowing up. I can tell you, these stories were so exciting! I couldn’t wait to listen to the next episode. So what I’m trying to get at, is that podcasts are oral storytelling. And podcasts are getting more popular every day. Did you know that there are over 5 miliion podcasts around the world with about 500 million podcast listeners? So you can’t tell me that oral storytelling is dead! It is actually growing cos they reckon the amount of people listening is still growing. | This paragraph demonstrates clear evidence of research through the reference to 'about 500 million podcast listeners'. The source of this research could have been more explicitly referenced in the speech.  More effective revision of the speech transcript would have improved this paragraph.  Use the term ‘number’ for things that can be counted and ‘amount’ for things that cannot. | Use of logos – factual evidence to support claims.  Rule of three – people eating dead people in the snowy mountains to survive, people hiking out of jungles with nothing but a pocket knife, and people stopping the nuclear power stations in Hiroshima from blowing up.  Use of emotive language and high modality to create engagement – ‘These stories were so exciting. I couldn't wait to listen ...’ |
| In conclusion, I rest my case. Oral storytelling is not dead and in fact, you just participated in oral storytelling cos you just listened to my story in the form of a speech. Thank you for giving me the chance to speak to you today about oral storytelling.' | Speech concludes with correct conventions; however, it could have been expanded to sum up ideas to provide greater authority on the topic. | Use of irony – ‘you just listened to my story in the form of a speech.’  The use of irony provides an effective stylistic summary to the speech. |

**Feedback comment**

The speech uses some persuasive techniques in its construction with an awareness of convincing the audience of the merit of the speech. It also provides factual information that validates the argument. This required further research and expansion on all topics to add ethos to the author’s point of view. Connections have been made to engage the responder with the composer using humour and irony and anecdotes.

Evidence of editing is demonstrated on the speech script for logical and sequential construction as well as conventions and delivery devices. The speech could have used a greater variety of language techniques, including more figurative and descriptive language to build the composer’s argument and authority. At times, the speech became too much of a recount and was colloquial in expression, rather than a sustained persuasive text. Lapses in expression and grammar would have been addressed through a more thorough editing and refining process.

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# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use the sample assessment in your faculty and school context, reach out to the English curriculum team. We would love English teams form across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7–12 newsletter. Send submissions to [English.Curriculum@det.nsw.edu.au](mailto:english.curriculum@det.nsw.edu.au)

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.2.2, 5.3.2.

**Consulted with**: subject matter experts from Curriculum and Reform; Strategic Delivery; Literacy and Numeracy teams; and Aboriginal Outcomes and Partnerships.

**NSW Syllabus**: [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**Syllabus outcomes**: EN4-RVL-01; EN4-URB-01; EN4-ECA-01; EN4-ECB-01

**Author**: English curriculum 7–12 team

**Resource**: assessment task notification

**Related resources**: further resources to support English Stage 4 can be found on the NSW Department of Education [English K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 4 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

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