 Playing the game – Assessment

Motivational speech

Purpose of task

Multimodal presentation

Outcomes

Year 11

* ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
* ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
* ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* ES11-8 identifies and describes relationships between texts

Year 12

* ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
* ES12-4 composes proficient texts in different forms
* ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* ES12-8 understands and explains the relationships between texts

Cross-curriculum priorities

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia's engagement with Asia
* Sustainability

General capabilities

* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Numeracy
* Personal and social capability

Other areas of learning

* Civics and citizenship
* Difference and diversity
* Work and enterprise

Task

Part 1 – Composing a dream team (5 marks)

List the members of a “dream team” in the sporting code of your choice. Compose a paragraph that explains why certain personalities were chosen, such as their ability in certain positions in the game, statistics based on past games, and so on.

Part 2 – Motivational presentation (20 marks)

Using the language devices discussed in class, prepare and present a motivational speech and presentation to your dream team. Your class will be the audience.

You will prepare this speech and presentation with the understanding that this speech is to be presented to your team right before the Grand Final of your selected code.

You will need to include the following in your presentation:

* Emotive, figurative and rhetorical language devices that are designed to motivate an audience
* Three quotes from three different sports commentators that back up your speech
* An acknowledgement and consideration of the stakeholders involved in the team (for example, advertising partners, fans, investors)
* Use of effective speech techniques (for example, eye contact, hand movements, passion)

Marking rubric

Part 1

| Criteria | Marks |
| --- | --- |
| * Effective explanation of inclusion of players within the team
* Demonstrates an in-depth understanding of players within the code
* Well-developed spelling, punctuation and grammar
 | 5 |
| * Sound explanation of inclusion of players within the team
* Demonstrates a sound understanding of players within the code
* Consistent spelling, punctuation and grammar
 | 4 |
| * Adequate explanation of inclusion of players within the team
* Demonstrates an adequate understanding of players within the code
* Adequate spelling, punctuation and grammar
 | 3 |
| * Developing explanation of inclusion of players within the team
* Developing understanding of players within the code
* Consistent errors in spelling, punctuation and grammar
 | 2 |
| * Section not completed
* Elementary use of language
 | 1 |

Part 2

| Criteria | Marks |
| --- | --- |
| * Skilfully demonstrates knowledge and understanding of motivational language, including emotive, persuasive and figurative language choices.
* Sophisticated and comprehensive acknowledgement of stakeholders within the context of the dream team.
* Sophisticated use of language appropriate for purpose, audience and context.
* Maintains eye contact with the audience and is appropriately animated (for example, gestures, moving around, and so on).
* Uses a clear, audible voice where delivery is poised, controlled, and smooth.
 | 16-20 |
| * Well-developed knowledge and understanding of motivational language, including emotive, persuasive and figurative language choices.
* Well-developed acknowledgement of stakeholders within the context of the dream team.
* Well-developed use of language appropriate for purpose, audience and context.
* Maintains eye contact with the audience and is appropriately animated (for example, gestures, moving around, and so on).
* Uses a clear, audible voice where delivery is poised, controlled, and smooth.
 | 13-15 |
| * Sound knowledge and understanding of motivational language, including emotive, persuasive and figurative language choices.
* Sound acknowledgement of stakeholders within the context of the dream team.
* Appropriate use of language for purpose, audience and context.
* Maintains eye contact with the audience and is appropriately animated (for example, gestures, moving around, and so on).
* Uses a clear, audible voice where delivery is poised, controlled, and smooth.
 | 10-12 |
| * Minimal knowledge and understanding of motivational language, including emotive, persuasive and figurative language choices.
* Minimal acknowledgement of stakeholders within the context of the dream team.
* Little eye contact with the audience and may not be appropriately animated (for example, gestures, moving around, and so on).
* Some use of a clear, audible voice.
 | 6-9 |
| * Elementary knowledge and understanding of motivational language, including emotive, persuasive and figurative language choices.
* Basic acknowledgement of stakeholders within the context of the dream team.
* No evidence of eye contact or appropriate engagement with the audience.
 | 1-5 |
| * No attempt
 | 0 |