

**Task 5: Australia: Celebrations, Traditions and Immigration**

**Task Brief NAEP ENGLISH**

**DUE DATE: Wednesday 10 April**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING:** W 10%

**CONDITIONS:**

In this task, students will discuss the play, the *One Day of the Year* **using some or all** of the following focus questions, to produce a **5 minute** panel discussion:

1. What did you think of the play?
2. Who do you think was the target audience of this play and why?
3. What do you think is the play’s purpose? Why?
4. Why is context so important in understanding this play?
5. How does Alan Seymour use setting, character, plot structure and language to engage his audience?
6. What can we learn about Australian society from a close study of the play?
7. Why is *One Day of the Year* such a significant Australian play? Consider, why do you think it remains on English department syllabuses so long after it was produced.
8. Closing observations

**Time for the task:** 10 minutes in-class.

**Assessment type:** Writing

**Task 5: Panel Discussion**

Use the focus questions provided toguide a panel discussion on the *One Day of The Year*.

**Due: Term 1, Week 10**

**FEEDBACK:**

**Marking Criteria: Speaking and Listening**

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| **CRITERIA AND CATEGORIES** | **Marks**  **/30** |
| **Creating and Responding** | **/10** |
| Organises ideas logically into cohesive, complex arguments that explore different views and perspectives. | 8 - 10 |
| Organises ideas logically into cohesive arguments that explore different views and perspectives. | 6.5 - 7.5 |
| Organises ideas into arguments that articulate different views and perspectives. | 5 – 6 |
| Presents ideas that identify a view or perspective. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Communication Skills** | **/10** |
| Speaks clearly with varied expression, using pace, pitch and pause to create sustained interest, emphasis and engagement of an audience. | 8 - 10 |
| Speaks clearly with expression, using pace, pitch and pause to create interest, emphasis and engagement of an audience. | 6.5 - 7.5 |
| Speaks clearly with expression, and attempts to engage an audience. | 5 – 6 |
| Speaks with little expression and limited effort to engage an audience. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Communication Skills** | **/10** |
| Actively participates in class and group discussions, using both verbal and non-verbal language to further discussion, develop and clarify ideas/concepts. | 8 - 10 |
| Actively participates in class and group discussions to further discussion, develop and clarify ideas/concepts. | 6.5 - 7.5 |
| Participates in class and group discussions and responds to others’ contributions. | 5 – 6 |
| Shows limited participation in class discussions with little interaction. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/30** |