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| GCC Logo | **GOOD COUNSEL COLLEGE**  **ENGLISH DEPARTMENT**  **Task 10.1** | | | | **Achievement** |
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| **UNIT:** *Documentary Innovators* | | | **SEMESTER 1, 2022** | | |
| **INSTRUMENT:**  Persuasive Speech | | | **TECHNIQUE:** Extended Response: Spoken Multimodal | | |
| **Task Given:** Week 5 | | | **Plan Due:** Week 7 (start of week) | | |
| **Draft Due:** Week 8 (end of week) | | | **Final Due:** Week 9, Term 1 (end) | | |
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| **Name:** | | | **Teacher:** | | |
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| **CONTEXT:** | | | | | |
| This term, you have explored the work of significant documentary makers and examined visual and stylistic features they employ to represent people and issues in new and innovative ways. You have examined how the choice of visual elements and use of techniques contributes to the development of the documentary maker’s individual style. You have revised persuasive techniques.  **Preamble:** You will be analysing the work of a documentary maker and arguing that they warrant inclusion in the Mojo Top 10 Documentary Maker’s Hall of Fame. Be ready to engage and persuade your audience. | | | | | |
| **TASK:** | | | | | |
| **Select** an influential documentary maker and persuade your audience that their work is innovative.   * **Identify** the features which distinguish your selection from other documentary makers in a few key scenes. * **Explain** and **justify** how the choice of documentary techniques contributes to the development of the author’s individual style. * **Evaluate** how effectively these features have achieved purposes (consider the different viewpoints, attitudes and perspectives represented). * Employ **persuasive techniques** to convince your audience. | | | | | |
| **ROLE:** | | | | | |
| Expert on your chosen documentary maker. | | | | | |
| **AUDIENCE:** | | | | | |
| Teachers, peers, students. | | | | | |
| **PURPOSE:** | | | | | |
| Argue and persuade · appeal to an audience · convince an audience to accept particular points of view. | | | | | |
| **TASK CONDITIONS:** | | | | | |
| * Open – access to documentaries and resources * 4-6 minutes * Negotiate your choice with your teacher * Plan sighted in class * Feedback on one draft * Multimodal formats include presentation platforms such as: google slides, PowerPoint, Prezi, Powtoon, video, handouts. * Your presentation should include excerpts of documentary * Submit Speech through Canvas | | | * Reference your sources (including your documentary) using APA style * On the due date, submit in this order:  1. task sheet, 2. a hard copy of speech with reference list, 3. a copy of multimodal element (e.g., PowerPoint slides 3-4 per page), 4. Be ready to perform with your own palm cards or copy of speech. | | |
| **COGNITIVE VERBS** | | | | | |
| **RETRIEVAL AND COMPREHENSION** | | **ANALYSIS** | | **KNOWLEDGE UTILISATION** | |
| * Clarify * Comprehend * Construct * Define * Demonstrate * Describe * Explain * Identify * Recall/ Recognise (eg features) * Understand | | * Analyse * Compare * Consider * Deduce /Determine * Discriminate/ Distinguish * Infer/Extrapolate * Interpret * Organise / sequence / structure * Reflect (on) | | * Assess * Construct (e.g. an argument) * Create (e.g. a unique product; visual texts; meaning) * Decide/determine * Manipulate (e.g. visual texts, skills, tech) * Synthesise | |

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| **STANDARD** | | A | B | C | D | E |
| **Receptive** | **Understanding** | discerning evaluation of how text structures can be used in innovative ways by different authors | effective evaluation of how text structures can be used in innovative ways by different authors | evaluation of how text structures can be used in innovative ways by different authors | explanation of how text structures can be used in innovative ways by different authors | description of text structures used in innovative ways by different authors |
| discerning explanation of how the choice of visual features, images and techniques contributes to the development of individual style | effective explanation of how the choice of visual features, images and techniques contributes to the development of individual style | explanation of how the choice of visual features, images and techniques contributes to the development of individual style | description of visual features, images and techniques that contribute to the development of individual style | identification of aspects of visual features, images and techniques that contribute to the development of individual style |
| **Skills** | development and fragmented justification of own interpretations of texts | effective development and justification of own interpretations of texts | development and justification of own interpretations of texts | partial development and justification of own interpretations of texts | fragmented development and justification of own interpretations of texts |
| discerning evaluation of interpretations with discerning analysis of the evidence used to support them | effective evaluation of interpretations with effective analysis of the evidence used to support them | evaluation of interpretations with analysis of the evidence used to support them | partial evaluation of interpretations and analysis of the evidence used to support them | fragmented evaluation of interpretations of the evidence used to support them |
| **Productive** | **Understanding** | discerning selection of language features to achieve precision and stylistic effect | effective selection of language features to achieve precision and stylistic effect | selection of language features to achieve precision and stylistic effect | selection of limited language features to achieve stylistic effect | selection of few language features to achieve precision |
| discerning explanation of different viewpoints, attitudes and perspectives through the discerning development of cohesive and logical arguments | effective explanation of different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments | explanation of different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments | partial explanation of different viewpoints, attitudes and perspectives through the partial development of cohesive and logical arguments | fragmented explanation of different viewpoints, attitudes and perspectives through the fragmented development of cohesive and logical arguments |
| **Skills** | Making of purposeful presentations | Making of effective presentations | Making of presentations | Making of partial presentations | Making of fragmented presentations |
| discerning demonstration of understanding of grammar, vocabulary, spelling and punctuation | effective demonstration of understanding of grammar vocabulary, spelling and punctuation | demonstration of understanding of grammar, vocabulary, spelling and punctuation | partial demonstration of understanding of grammar, vocabulary, spelling and punctuation | fragmented demonstration of understanding of grammar, vocabulary, spelling and punctuation |
| **COMMENTS:** | | | | | | |
| Teacher Signature: | | | | Overall Result: | | |