



Sample assessment task

Year level	6
Learning area	English
Subject	Speaking and Listening
Title of task	Sell it

Task details

Description of task	Students develop a script for a 30 second radio advertisement to promote a product of choice. They will select a familiar product (e.g. phone, music device, food, sporting equipment) and cater the advertisement to a specific target audience (e.g. young children, parents, teachers, teenagers). Students will then orally present their radio advertisement to the class.
Type of assessment	Summative
Purpose of assessment	To assess students ability to use conventions of speaking according to purpose.
Assessment strategy	Performance
Evidence to be collected	Oral presentation
Suggested time	2 x 50 minute lessons

Content description

Content from the Western Australian Curriculum	<p><u>Language</u></p> <p><i>Language for interaction</i></p> <p>Understand the uses of objective and subjective language and bias</p> <p><i>Text structure and organisation</i></p> <p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <p><u>Literacy</u></p> <p><i>Interacting with others</i></p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p>
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Task preparation	
Prior learning	Students will have had various opportunities to listen to, analyse and discuss a range of radio advertisements, particularly the use of language (persuasive, objective and subjective, descriptive), persuasive devices and target audience. They have experience in the planning and delivering of oral presentations and have experimented with tone, volume, pitch and pace and understand how they can be varied for effect or according to purpose.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	This is an in-class assessment.
Resources	<i>Radio Centre</i> – radio archive (listen to options prior to lesson) http://www.radiocentre.org/adfinder/

Instructions for teacher

Lesson One

1. Using prior learning, students contribute their ideas to construct a class list of the techniques and devices used in successful advertisements. The list should have ideas relating to language, persuasive devices, target audience, as well as communication skills according to the context of the advertisement.
2. Individually, students brainstorm and select a familiar product of choice (e.g. phone, music device, food, sporting equipment). They decide on a target audience, considering how the product is representative of, and appeals to, the interests, wants, needs, values and/or lifestyle of their target audience.
3. Using their selections, students develop a script for a 30 second radio advertisement to market their product to their target audience. Remind students to consider their speaking techniques, such as tone, volume, pitch and pace to create different effects in their advertisement.
4. Students rehearse their advertisement with a partner or small group.

Lesson Two (presentations)

1. Students present their radio advertisement to the class.

Instructions to students

Lesson One

1. Brainstorm and choose a product that is familiar to you (e.g. phone, music device, food, sporting equipment).
2. Consider your chosen product and decide on a target audience. How does your product appeal to the interests, wants, needs, values and/or lifestyle of your target audience?
3. Using the class list of what makes a successful advertisement, develop a script for a 30 second radio advertisement on your product. Think about how you can change your voice (tone, volume, pitch and pace) to create different effects.
4. Rehearse your advertisement with a partner or small group.

Lesson Two (presentations)

1. Present your radio advertisement to the class.

Sample marking key	
Description	Marks/Observations
Presentation (speaking)	
Effectively varies speaking skills (e.g. tone, volume, pitch, pace) to create a range of effects according to the intended target audience and purpose of their advertisement.	
Varies speaking skills (e.g. tone, volume, pitch, pace) for effect. Variation of speech is relevant to the intended target audience.	
Minimal variation of speaking skills (e.g. tone, volume, pitch, pace) for effect or according to target audience.	
Subtotal	
Description	Marks/Observations
Advertisement (language features)	
Uses a range of vocabulary relevant to the purpose, and experiments with different language features, such as subjective language, for emphasis and effect, and to appeal to the target audience.	
Uses a range of vocabulary relevant to the purpose, and experiments with language features, such as subjective language, to appeal to the target audience.	
Uses a small range of vocabulary with some relevance to the purpose. Little experimentation with language features, such as subjective language, to appeal to the target audience.	
Subtotal	