


Sample Assessment Task 16 (Part B)

Name of Task: A tax should be imposed on plastic bags			
Oral Text-type for the Assessment: <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
Communication Functions:			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____			
Audience--teacher plus: <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	Target audience: <input type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	Role(s) of audience: <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
Where on this continuum would you place the assessment task?			
			
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion	<input checked="" type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
Choice/task of the elective(s) used for the assessment:			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input checked="" type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
Topic/text/materials/resources used for the assessment activities (e.g. websites, debate topics/social issues, books):			
Plastic bags from various outlets and supermarkets; relevant news articles and editorials. The articles should discuss the issue of taxing plastic bags from different perspectives.			
Description of activities leading to assessment	<ol style="list-style-type: none"> 1. Show the plastic bags to students and ask what they think of them: elicit brief outline of benefits and problems associated with plastic bags. 2. Ask students what they know about the plastic bag tax imposed in July 2009. Revise the key features of debating, and ask students to formulate the issue as a motion. 3. Give each student several articles about the plastic bag tax. Students should be given different combinations of articles. 4. Ask students to read the information and to identify arguments for and against the motion. 5. Divide the students into groups and ask them to discuss what arguments they have come up with. 6. The groups take turns to report to the class the major arguments for and against the imposition of the tax. 7. Remind students to use persuasive language to present their arguments more convincingly. 		

<p>Assessment activity 1 (Individual Presentation)</p>	<p><u>Topic</u></p> <p>The government is going to impose a tax on plastic bags handed out to customers at retail outlets. Environmentalists all welcome this new policy. An environmentalist and English teacher, Mr. Johnson, wrote to the SCMP to show his support. Here is an extract from his letter:</p> <p>‘This is the right move. The tax will be very effective in encouraging consumers to bring their own shopping bags. It will then greatly reduce the usage of plastic bags, which make up most of the plastic waste dumped into the landfills.’</p> <p>You are a Secondary Six student in Mr. Johnson’s class, and you oppose the plastic bag tax. What would you say to Mr. Johnson to convince him that the tax is not a solution to the existing environmental problems?</p>
<p>Assessment activity 2 (Group Interaction)</p>	<p><u>Topic</u></p> <p>You are a member of a team that has been chosen to enter an inter-school debating contest on the motion that ‘A tax should be imposed on plastic bags handed out to customers at retail outlets.’ At this moment, you do not know whether you will be asked to argue for or against the motion.</p> <p>Your team is meeting to prepare for the debating contest. You should prepare arguments for both sides of the debate. You also need to consider how to organize and present your arguments.</p> <p>You may want to talk about:</p> <ul style="list-style-type: none"> ♣ how to define the motion ♣ major arguments for the motion ♣ major arguments against the motion ♣ point-by-point rebuttals of arguments both for and against the motion ♣ how to make arguments convincing <p><i>You do not have to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task.</i></p>
<p>Post assessment activity</p>	<ol style="list-style-type: none"> 1. Students watch videos of the presentations and complete the peer evaluation form. 2. Teacher provides feedback.

Adapted from an assessment task developed by Tack Ching Girls' Secondary School