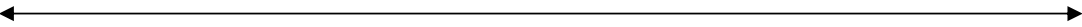


**Sample Assessment Task 18 (Part B)**

<b>Name of Task:</b> Building a debate framework for a motion		
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input checked="" type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment task?</b> <div style="text-align: center;">  </div> <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion <input 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		
<b>Choice/task of the elective(s) used for the assessment:</b> <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		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): <i>Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6), published by CDI, EDB (2007), p.74-77</i> <i>HKEdcity Debate websites</i>		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Give students a week to collect news articles about smoking. They should try to find articles that can help them answer all or some of the following questions: <ul style="list-style-type: none"> <li>♣ Why is there a need to ban smoking in public places?</li> <li>♣ What are the pros and cons of smoking?</li> <li>♣ Who will be affected by smoking?</li> <li>♣ What has the government done so far in regards to the issue of smoking?</li> </ul> </li> <li>2. Ask students to share with their group members what they have found out. Ask students to select the best 3-4 articles and submit them to the teacher. This way, the teacher can have a general idea about the kind of information that students were able to gather. It will also help teachers to decide whether additional information should be provided to the students.</li> <li>3. Ask students to read their articles in advance.</li> <li>4. In class, each group will draw lots so different groups of students will report on the major</li> </ol>	

	<p>findings on different questions. Alternatively, the teacher can do the group assignment based on the articles the students are able to find or according to the abilities of students in different groups (e.g. less capable students may report on the factual questions).</p> <ol style="list-style-type: none"> <li>5. Give students time in class to discuss the information they have found out and what they will be reporting on.</li> <li>6. Have different groups take turns reporting the major findings or answers to their assigned questions.</li> <li>7. Teachers can lead a class discussion based on the answers provided by the students. If the teacher is teaching a more capable group of students, a group leader can be selected to guide the discussion.</li> <li>8. Teachers may highlight key terms and vocabulary on the board to help students become familiar with the terms and vocabulary around the issues being discussed.</li> <li>9. Teachers elicit from students the basic idea of debating and introduce to them how a debate is run. For more suggestions and ideas on teaching debating skills, please refer to the “Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6)”, published by CDI, EDB (2007), p.74-77.</li> </ol>
<b>Assessment activity (Group interaction)</b>	<p>Building a debate framework for the motion "Smoking should be banned in public places"</p> <p>Ask students to discuss the following questions:</p> <ul style="list-style-type: none"> <li>♣ What are the key words of the topic?</li> <li>♣ What is your stand?</li> <li>♣ What are the strong points to support your stand?</li> <li>♣ Can you give any examples?</li> <li>♣ What should be mentioned in the conclusion?</li> </ul>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Students watch the video-recording of their own presentation. Ask students to do self- and peer-assessment. Students can also discuss how they may want to improve their discussion.</li> <li>2. Teachers then provide feedback to the students on their overall performance.</li> </ol>

*Adapted from an assessment task developed by Delia Memorial School (Hip Wo)*