

Sample Assessment Task 26 (Part B)

Name of Task: Promoting a sport for the 2012 Olympics		
Oral Text-type for the Assessment: <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
Communication Functions:		
<input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" 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 checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	Targeted audience: <input checked="" 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 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 checked="" 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 checked="" type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input 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):		
International Inspiration Programme: http://www.london2012.com/get-involved/education/international-education-opportunities/international-inspiration.php		
Description of activities leading to assessment	<p>The coming Olympics will take place in London, UK, in 2012 and the International Inspiration Programme, a UK government-led project, aims to ‘reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport.’ As member of the school Sports Club, you and your classmates have been asked to help promote a sport in your school.</p> <ol style="list-style-type: none"> 1. Form students into groups of four. Each group must work together to organize a school event to promote the Olympic sports in preparation for the Olympics in 2012. 2. Students will choose 1 sport to feature in the school event. 3. Ask them to discuss the following: <ol style="list-style-type: none"> a) which sport you would like to promote b) basic information on the sport c) the sport’s popularity d) pleasures of the sport e) the skills and equipment required for organizing the school event 	

	<ul style="list-style-type: none"> f) resources the school needs to provide for the school event g) anything else you think is important <p>4. The school event should include:</p> <ul style="list-style-type: none"> a) presentations on any aspects of the sport b) a song
Assessment activity 1 (Individual Presentation)	<p>Each group member will be required to give a 2-3 minute individual presentation on one aspect of the featured sport. For example:</p> <ul style="list-style-type: none"> Group member 1: History of the sport Group member 2: Rules and regulations/ How to play the sport Group member 3: The sport's popularity Group member 4: What makes the sport enjoyable
Post assessment activity 1	<ol style="list-style-type: none"> 1. Students watch videos of the presentations and complete the peer-evaluation form. 2. Teacher provides feedback.
Description of activities leading to assessment	<p>As a group, students will come up with a short song to promote their featured sport. They can alter the lyrics of a song they like. Remind students that a short song with a catchy melody may be easier for people to be familiar with and remember that creativity is important.</p> <p>*This activity can be done after students have taken the Poems and Songs module.</p>
Assessment activity 2 (Group Interaction)	<ol style="list-style-type: none"> 1. Each group will gather information and discuss some/all of the following questions: <ul style="list-style-type: none"> a) Which song/melody would you choose? Who wrote/sang it? b) Give three reasons for choosing this song/melody. c) What would be the theme of the new song? d) How would you like to change the lyrics of the song? e) Which lines would inspire students the most? Why?
Post assessment activity 2	<p>Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their strength and areas for improvement with each other. Each group then receives teacher feedback.</p>