

# DSE Elective Assessment Task Sheet

<b>Name of Teacher:</b> <b>Mr Eric Lam</b>	<b>Form Level/Class being assessed:</b> <b>4D</b>
<b>Name of School:</b> <b>St. Louis School</b>	<b>Number of Students being assessed:</b> <b>54</b>

<b>Name of Task: To what extent should parents control their children?</b>											
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction											
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input checked="" type="checkbox"/> classifying <input checked="" 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>Targeted audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" 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 type="checkbox"/> interacting with no limitations									
<b>Where on this continuum would you place the assessment task?</b> <div style="text-align: center; margin-top: 10px;"> <span style="font-size: 2em;">←</span> <span style="font-size: 2em;">→</span> </div> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 25%; padding: 5px;"><input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction</td> <td style="width: 25%; padding: 5px;"><input checked="" type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion</td> <td style="width: 25%; padding: 5px;"><input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling</td> <td style="width: 25%; padding: 5px;"><input type="checkbox"/> individual long turn that is planned, cohesive, organized, formal, e.g. spoken report, a speech</td> </tr> </table>				<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input checked="" 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, cohesive, organized, formal, e.g. spoken report, a speech				
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<b>Choice/task of the elective(s) used for the assessment:</b> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Drama</td> <td><input type="checkbox"/> Sports Communication</td> <td><input type="checkbox"/> Short Stories</td> <td><input type="checkbox"/> Debating</td> </tr> <tr> <td><input type="checkbox"/> Poems and Songs</td> <td><input type="checkbox"/> Social Issues</td> <td><input type="checkbox"/> Popular Culture</td> <td><input checked="" type="checkbox"/> Workplace Communication</td> </tr> </table>				<input type="checkbox"/> Drama	<input type="checkbox"/> Sports Communication	<input type="checkbox"/> Short Stories	<input type="checkbox"/> Debating	<input type="checkbox"/> Poems and Songs	<input type="checkbox"/> Social Issues	<input type="checkbox"/> Popular Culture	<input checked="" type="checkbox"/> Workplace Communication
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<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, topic of the debate/social issues, title of the book : A unit of the course book ( <i>Performance Plus 4</i> , Pilot Publishing Company Ltd.) on the theme “Technology”.											
<b>Description of activities leading to assessment</b>	Several activities were designed and conducted by the teacher to prepare students for the assessment tasks, including a thorough introduction to the topic:  <ol style="list-style-type: none"> <li>1. The assessment criteria were explained, and students and teachers jointly identified areas of oral language skill needing improvement and those language features which would be most needed for this topic; included technical terms used in describing mobile phones and linguistic structures used for making comparing comparisons, suggestions and persuading and convincing others.</li> <li>2. Students did two writing tasks that were designed to help them identify areas of improvement needed, and learn and/or practice some useful language structures.</li> <li>3. To familiarize students with the subject, they were asked to collect information on 2 or 3 mobile phones and compare them</li> <li>4. Students then designed a questionnaire for collecting opinions of teenagers about their ideal mobile phones. They had to interview 5 teenagers using the questionnaire they designed.</li> </ol>										
<b>Assessment activity 1 (Individual presentation)</b>	Students worked as designers of a mobile phone company. They were going to design a new mobile phone targeted at teenagers.  <u>Individual presentation:</u> As a designer of a mobile phone company, students carried out a survey to find out										

	the opinions and preferences of teenagers in choosing their mobile phones. Using the results of the survey, students presented the design of a new mobile phone to their managers, trying to convince them to accept their design.
<b>Assessment activity 2 (Group interaction)</b>	Two selected groups of students took part in group interactions.  <u>Group interaction:</u> Based on the data collected using the survey form, students were asked to decide what features and kinds of phones would appeal to a certain target group.
<b>Post assessment activity</b>	Teacher showed students the recordings and gave comments regarding their performances.