

Planning/drafting and publishing a discussion

<p>This task set contains:</p> <ul style="list-style-type: none"> Assessor instructions Structured discussion planning / draft template Sample topics Template for final copy of discussion Marking guide and assessment criteria 	<p>Marking and feedback to learners</p> <p>When marking the learners' responses please adhere strictly to any answer key provided in the task set.</p> <p>As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback.</p>
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Learning Context

Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practise similar skills or activities in other contexts.

Assessor instructions for administering the task

1. Explain to learners what they will have to do, i.e. prepare to write a discussion of at least 300 words using the structured discussion planning sheet.
2. Give the learners the structured discussion planning sheet.
3. Learners choose a topic that is relevant and of interest to them. Suggestions below.
4. Allow learners sufficient time to research, plan and write their discussions.
5. Dictionaries and/or spell checkers may be used.
6. Collect all response sheets from the learners.
7. Some errors may occur but these must not interfere with the intended meaning.

Conditions for assessment

1. Allow learners to use dictionaries and spellcheck.
2. Answers may be handwritten or typed.
3. Discussion must be at least 300 words long.
4. Some errors may occur but they must not interfere with intended meaning.

Assessment criteria

Assessment criteria are listed on the Teacher/Assessor Feedback form.

Sample topics

Sample topics are listed on the Learner Structured Planning/Drafting sheet.

Planning/drafting and publishing a discussion

Name of learner _____ Date _____

Step 1: Choose your topic

- Many people in Australia are calling for the national celebration, Australia Day, to be moved from January 26th. What are the arguments for and against this suggestion?
- Since European settlement, Australia has been a colony and then a constitutional monarchy. Many people are now calling for Australia to become a republic. What are the arguments for and against this change?
- In vocational and higher education, there is often a choice between full-time and part-time study. What are the factors in each that would help a student choose between them?
- South Australia and the Northern Territory, and from July 2017, NSW, have a refund scheme for drink bottles and cans. There is still discussion around whether such a scheme is a good idea. What are the arguments, for and against, in the discussion?
- There is a call for students in vocational and higher education to receive a 'living wage' payment from the government while they study, instead of having to work to supplement their Austudy, Youth Allowance or other government payments. What are some of the arguments for and against the 'living wage' idea?

Step 2: Tell your teacher which topic you have selected.

Briefly tell your teacher what you understand about this topic and make sure you have interpreted it correctly.

Step 3: Research your topic.

Use the internet and other resources in the library. Write notes and show your teacher.

Step 4: Write a plan/draft

Use your notes and the planning/draft sheet below as a guide. Show your teacher.

Step 5: Publish your discussion

Hand your discussion in to your teacher when you have finished. You may use your dictionary and/or spell checker. You may type or hand write your discussion. Your discussion must be at least 300 words long.

Plan/draft a discussion

Task Instructions: Write your plan/draft on this answer sheet. You may use your dictionary and/or spell checker.

Title: _____

Introduction

(paraphrase question, state both points of view, thesis statement, outline discussion)

Viewpoint One

Topic sentence

Name of learner _____ Date _____

Supporting evidence/facts/examples

(evaluative statement) Transition _____

Viewpoint Two

Topic sentence (Transition) _____

Supporting evidence/facts/examples

Name of learner _____ **Date** _____

(Evaluative statement)

Conclusion (summary, evaluative comment)

Writing task**Task Set: Planning/drafting and publishing a discussion**

Name of learner _____ Date _____

For teachers/assessors only	
The learner:	Assessor writes notes on performance and ticks box if criteria achieved.
2.1 writes a coherent discussion	<input type="checkbox"/>
2.2 uses appropriate text structure.	<input type="checkbox"/>
2.3 uses linking devices to develop discussion	<input type="checkbox"/>
2.4 writes coherent paragraphs that express arguments for and against and provide evidence to support/substantiate arguments	<input type="checkbox"/>
2.5 uses topic sentences to focus on and organise arguments within paragraphs	<input type="checkbox"/>
2.6 uses appropriate conjunctive links	<input type="checkbox"/>
2.7 uses grammatical structures of appropriate complexity in order to develop discussion	<input type="checkbox"/>

Writing task**Task Set: Planning/drafting and publishing a discussion**

For teachers/assessors only	
The learner:	Assessor writes notes on performance and ticks box if criteria achieved.
2.8 uses vocabulary appropriate for presenting different points of view	<input type="checkbox"/>
2.9 uses punctuation to support meaning	<input type="checkbox"/>
2.10 spells all words correctly	<input type="checkbox"/>
2.11 produces typed or legible handwritten text	<input type="checkbox"/>

For teachers/assessors only	
Outcome of task:	Date:
General notes/feedback:	
Name and signature of assessor:	
<i>I read and understood the instructions. The writing task is all my own work. I have received feedback on my work.</i>	
Name and signature of learner:	