



### About the Test

- ① Each pair will give a presentation about 1 pair of photograph taken by photojournalists for **4 minutes**.
  - 1) One picture shows a dark side of the 20<sup>th</sup>/21<sup>st</sup> century: a thing/an event/human being(s)
  - 2) The other photograph shows a bright aspect of the 20<sup>th</sup>/the beginning of the 21<sup>st</sup> century: a thing/an event/human being(s)
- ② After the 4-minute presentation, the 2 presenters have a Q&A session with the audience for **2 minutes**. You (the 2 presenters) will facilitate the session as an MC.
  - ☞ While your friends are giving presentation, the rest of you listen to them as audience, and write your comments on the comment/reflection sheet.
  - ☞ During each Q&A session, audience is expected to ask questions about the given presentation. The interaction between the presenters and the audience will also be assessed as part of your test.

### About the Photographs and Your Analysis of Them

#### 【 Step 1: Selecting 2 photographs 】

You need to choose **2 photographs** which you can **compare**. If you can find them on the Internet, please print them out, and bring them to me (Toku). If you cannot find them on line, please bring your resource (e.g. a book) to me. I will make its/their copies. Put the 2 photographs on your PPT slides as well. Since we need to keep the copy rights of those photographs, please do not forget to put the resource(s) somewhere on the sheet the photographs are printed and in the end of your Power Point slide.

#### 【 Step 2: Before conducting your research about the 2 photographs 】

Before conducting any research about the 2 photographs, please make sure to do the following things.

- ① Look deeply at the photographs. Observe shapes, textures, the position of people and/or objects, etc.
- ② Write down what you see without making any interpretation about what the photograph is trying to say.
- ③ What questions do you have about the photographs before making an interpretation? Write down as many questions as you have.

#### 【 Step 3: Conducting a piece of research 】

You need to conduct a piece of research to give background information of the photographs to your classmates. Therefore, please make sure to include the following points in your description. Add some of your answers to the questions you raised in Step 2 ②. Describe the photographs based on the facts you find in a reliable resource(s).

- ① Who is the photographer?

\*If you cannot find the name of the photographer(s) who took the picture(s), find out who (a person, people, or some organization) has/have those pictures' copy rights.

- ② Who is the target audience?
- ③ Why was the photograph taken?

#### 【 Step 4: Analysis of the 2 photographs 】

Analyze the 2 photographs by asking the questions you raised in Step 2 ②. Also, answer the following questions.

- ① What is absent from the photographs?
- ② Was the photograph staged? (= Were the subjects forced to cooperate with the photographer?)
- ③ What do you think is the theme/message in these photographs?
- ④ What can you compare between the 2 photographs you chose?

#### 【 Step 5: Your reaction to the 2 photographs 】

Finally, as a conclusion of your presentation, tell your reaction towards the 2 photographs and your opinions about them.

### Submission of the 2 photographs and your Power Point slides

You need to submit the 2 photographs of your choice and the PPT slides to me **by 11/10 (Fri.)**. Please send their electronic data as an attachment to your email message to me, too.

\*File name(s): Class\_Number\_Name\_EC\_Photo graph    Class\_Number\_Name\_EC\_Photo graph Presentation  
e.g. 4\_2\_31\_Hatsumi\_Toku\_EC\_Photo graphs        4\_2\_31\_Hatsumi\_Toku\_EC\_Photo graph\_Presentation

\*Toku's email address: [htsmtoku@tguiss.jp](mailto:htsmtoku@tguiss.jp)

\*Hard copies of your data will not be returned to you. Therefore, please make **your own copies** to prepare for your presentation.

# Rubric

Language Acquisition Assessment Criteria <Phase 4>

Criterion C: Communicating in response to spoken text

Name:

Class / Number :

Date:

Class : English / Phase 4

Task: Photograph Presentation & QA Session

Level		1-2	3-4	5-6	7-8
Criterion C	<b>respond</b> <b>Reaction to the audience/presenters</b> (responds in detail and appropriately to spoken text)	limited often inappropriate	some responses may be inappropriate	appropriately	In detail appropriately
	<b>interact</b> <b>Interaction between the presenters and the audience</b> (engages confidently in unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance)	minimally	to some degree some	considerably	confidently variety informative and organized
	<b>express</b> <b>Expression, Ideas, Opinions in the presentation and the QA session</b> (effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations)	few minimal	some some	all	effectively a wide range relevant developed
	<b>Audience</b> <b>Audience-friendly, Understanding the purpose</b> (communicates with an excellent sense of audience and purpose)	limited	some	considerable	excellent

Your Class (     ) Number (     ) Name (     )

Your partner's Class (     ) Number (     ) Name (     )

A picture showing the bright side of the 20<sup>th</sup>/early 21<sup>st</sup> Century

(     )

A picture showing the dark side of the 20<sup>th</sup>/ early 21<sup>st</sup> Century

(     )

MYP8

# Rubric

Language Acquisition Assessment Criteria <Phase 4>  
 Criterion D: Using language in spoken form

Name:

Class / Number :

Date:

Class : English / Phase 4

Task: Photograph Presentation & QA Session

		Level	1-2	3-4	5-6	7-8
<b>Criterion D</b>	<b>Vocabulary, grammatical structures, conventions</b>	<b>Vocabulary,</b>  <b>Grammar</b>  (speaks effectively using a range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication.)	has difficulty	some inappropriate choices	good generally accurately	effectively accurately occasional errors not interfere
	<b>Pronunciation, intonation</b>	<b>Pronunciation,</b>  <b>Intonation</b>  (When speaking, uses clear pronunciation and excellent intonation, making communication easy)	many errors	some errors difficult	some errors not interfere	clear excellent
	<b>Organize, cohesive devices</b>	<b>Organization,</b>  <b>Cohesive devices</b>  (organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message)	limited	some limited not always appropriately	well limited accurately	clearly well accurately clarity and coherence
	<b>context</b>	<b>Suitable language</b>  (uses language effectively to suit the context)	minimal	some degree	usually	effectively

Your Class ( ) Number ( ) Name ( )

Your partner's Class ( ) Number ( ) Name ( )

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