

**Core French**

University Preparation

(FSF3U)

# A Script for a Radio Broadcast

## The Task

Students were presented with the following scenario and instructions:

You are a sports commentator for a radio station. For your next assignment, you are required to research a controversial sports issue and prepare a broadcast in which you will address both sides of the issue. You will conclude by defending one side of the issue and stating your reasons for taking this position. Your producer requires you to submit the script of your broadcast for review prior to airtime.

## Final Product

Each student was to submit a script for a broadcast consisting of the following:

- an overview of the selected sports issue
- the pros and cons of the issue
- his or her own view of the issue, with reasons for the position taken

## Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Reading and Writing strands.

*Students will:*

1. read and demonstrate an understanding of a range of literary and informational texts;
2. write a multi-paragraph text commenting on a situation or defending an opinion;
3. write in a variety of forms, adjusting the language to suit the purpose and audience;
4. recognize and use appropriate language structures (see language structures for Core French, Grade 11);
5. revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
6. incorporate newly acquired vocabulary into their written work.

*For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 37–40 of this document.*

## Task Rubric – A Script for a Radio Broadcast

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
1	– demonstrates an understanding of the selected sports issue, based on the materials read	– demonstrates a limited understanding of the selected sports issue, based on the materials read	– demonstrates some understanding of the selected sports issue, based on the materials read	– demonstrates a considerable understanding of the selected sports issue, based on the materials read	– demonstrates a thorough understanding of the selected sports issue, based on the materials read
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
2	– analyses the pros and cons of the issue (e.g., using detailed, relevant information) and defends an opinion effectively	– analyses the pros and cons of the issue and defends an opinion with limited effectiveness	– analyses the pros and cons of the issue and defends an opinion with some effectiveness	– analyses the pros and cons of the issue and defends an opinion with considerable effectiveness	– analyses the pros and cons of the issue and defends an opinion with a high degree of effectiveness
<b>Communication</b>					
<b>The student:</b>					
3	– creates a text that suits the purpose and audience of a radio broadcast	– creates a text that suits the purpose and audience of a radio broadcast to a limited degree	– creates a text that suits the purpose and audience of a radio broadcast to some degree	– creates a text that suits the purpose and audience of a radio broadcast to a considerable degree	– creates a text that is highly suitable to the purpose and audience of a radio broadcast
4	– uses language structures accurately and effectively	– uses language structures with limited accuracy and effectiveness	– uses language structures with some accuracy and effectiveness	– uses language structures with considerable accuracy and effectiveness	– uses language structures with a high degree of accuracy and effectiveness
<b>Application</b>					
<b>The student:</b>					
2, 5, 6	– creates a fluent and polished script (e.g., one that reflects revision, editing, and proof-reading in its organization, flow, and use of language conventions; one that reflects appropriate use of vocabulary)	– creates a script of limited fluency and polish	– creates a script of some fluency and polish	– creates a script of considerable fluency and polish	– creates a highly fluent and polished script

\*The expectations that correspond to the numbers given in this chart are listed on page 8.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.