Sequence link: https://parcours-anglais-lycee.netlify.app/seconde/can-a-hashtag-change-the-world/#assessment
Scan the QR code or click the link to open the interactive grid.

How will I be assessed? · Can a Hashtag Change the World? From Suffragettes to Gen Z

The final task. Design a campaign poster and give a 2-minute speech for a school cause; the class votes with a secret ballot.

Two kinds of assessment

During the sequence: formative assessment	At the end: summative assessment
It helps you **improve**.	It **checks** what you have learnt.
You are **allowed to make mistakes**: a mistake you spot is a mistake you will not make again.	You show what you can do, with criteria you already know.
You check your own work with the checklist.	The teacher uses the same grid as you.
sessions 1 to 5 (the hashtag test, the suffragette timeline, the news flash, the comparison grid, the rules of Campaign!).	your campaign speech (2 minutes) with your poster, marked out of 20.

What I need to do: I tick when it is done

Done	Criterion, in simple words
☐	I answer the question and my position is clear.
☐	I use one movement from the journey with a correct fact.
☐	I say what we will do online and what we will do in real life.
☐	I speak from keywords, not from a written text, and I look at the audience.
☐	I use sentence starters, connectors and four words from the journey.

Thinking about my work

- *"I can already…"*
- *"I still find it hard to…"*
- *"The criterion I do best is… because…"*
- *"To improve, I will…"*

Sequence link: https://parcours-anglais-lycee.netlify.app/seconde/can-a-hashtag-change-the-world/#assessment
A ready-to-use grid with the same criteria as the students' checklist. Click one level for each criterion: the total adds up by itself.

For teachers: marking grid

Student: ..... Class: ..... Date: .....

Criterion	Achieved	In progress	Not yet
1. Task and message Answers the question of the final task and gives a clear position.	☐ 4	☐ 2	☐ 0
2. Facts from the journey Uses at least one historical movement (suffragettes, Montgomery, Kenya) with a correct fact.	☐ 5	☐ 2.5	☐ 0
3. Online and offline action Explains what the campaign will do online AND offline.	☐ 4	☐ 2	☐ 0
4. Speaking without reading Speaks from notes (keywords only), looks at the audience, is easy to hear.	☐ 3	☐ 1.5	☐ 0
5. Language Uses sentence starters, connectors and at least four words from the journey; errors do not block meaning.	☐ 4	☐ 2	☐ 0

Total: **..... / 20**

Comment

.....

.....

.....

Sequence link: https://parcours-anglais-lycee.netlify.app/seconde/can-a-hashtag-change-the-world/#assessment
To mark quickly and fairly: what is expected, what earns full or partial points, and the most common mistakes.

For teachers: marking guide

To mark quickly and fairly: what is expected, what earns full or partial points, and the most common mistakes.

MODEL ANSWER

Our campaign wants water fountains on every floor of the school. Our hashtag is #RefillOurSchool, but we will not only post, we will also act. Firstly, we will write a petition and ask the head teacher and the student council for a meeting. Secondly, we will collect the opinions of the class representatives. Like the suffragettes, who said “deeds, not words” in 1903, we know that a slogan is not enough. And like the Montgomery bus boycott, which lasted 381 days in 1955 and 1956, we know that change takes time and organisation. In Kenya, in June 2024, young people used TikTok to organise, and the government withdrew the Finance Bill: online tools can help if people act together. Vote for our idea because water is good for everyone and it is easy to do.

Criterion by criterion

Criterion	Full points	Partial points	0 points
1. Task and message (4)	Clear answer to the question, position stated at the start and at the end.	Position unclear or only at the end.	Off topic or no position.
2. Facts from the journey (5)	At least two accurate facts or quotes from the documents, with names and dates.	One accurate fact, or facts with errors in names or dates.	No fact from the journey.
3. Online and offline action (4)	Done fully and clearly.	Done partly, or not linked to the topic.	Missing.
4. Speaking without reading (3)	Notes are keywords only; voice and eye contact help the audience.	Reads for part of the time.	Reads the whole time.
5. Language (4)	Varied starters and connectors, four or more journey words, meaning always clear.	Few connectors or journey words; meaning sometimes unclear.	Meaning often unclear.

Common mistakes to watch for

- Only describing the hashtag, with no offline action.
- “Rosa Parks was a suffragette”: she was a civil rights activist in the United States in 1955.
- Wrong dates: women got the vote on equal terms in 1928, not 1918.
- Reading the speech without looking at the audience.

Answer key for the sequence exercises

Session 2: timeline

1. 1903: WSPU founded
2. 1913: Emily Wilding Davison dies at the Derby
3. 1918: some women over 30 can vote
4. 1928: equal vote at 21

Session 3

1. Trigger: 1 December 1955
2. Organisation: the boycott
3. Long effort: 381 days