



# Orange High School

Stage 5

Subject: English

Year: 10

## Unit: The Minority Experience

**Task:** Students are to compose and deliver a persuasive speech that engages with the following statement:

**‘Minority groups around the world experience persecution. It is up to us to ensure that it never happens again.’**

### Important guidelines

- Your speech must be at least 3-4 minutes in length
- Your speech must showcase your understanding of the unit concept
- Your speech must include judicious evidence from at least ONE set text studied in the classroom.
- A transcript of your speech must be handed to your teacher on Tuesday Week 10 WITH your name and surname, and teacher’s name.

**Weighting:** 25%

**Date Given:** Week 6, Term 1

**Due Date:**

Tuesday Week 10, Term 1

### Outcomes Assessed:

EN5-1A

- analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
- identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness
- present an argument about a literary text based on initial impressions and subsequent analysis of the whole text

EN5-2A

- consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference

EN5-4B

- locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts

### Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

**Failure to follow the above procedures may result in a zero award.**

### Plagiarism

**Please Note:** that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

## Marking Criteria

Criteria	Outstanding	Developed	Sound	Developing	Limited
<b>Speaking</b> Delivery of a speech that makes appropriate use of volume, pace, articulation, pauses, body language and facial expression.	Speaks clearly and confidently in a manner that engages the audience.	Speaks clearly in a manner that is moderately engaging to the audience.	Speaks in a moderately engaging manner with one aspect of delivery lacking.	Speaks in a manner that lacks in one or more aspects of delivery beginning to impact engagement.	Speaks in a manner that lacks in a number of aspects of delivery that significantly impacts engagement.
<b>Control of language</b> Uses correct spelling, tense, point of view, punctuation, and compound and complex sentences, to communicate ideas about the minority experience	Sophisticated language use – consistent spelling, punctuation and other grammatical features.  A diverse range of simple, compound and complex sentences to enhance meaning and control pace.	Well-developed language use – some minor issues spelling, punctuation and other grammatical features.  A range of simple, compound and complex sentences to enhance meaning and control pace.	Sound use of language – increasing issues with language, maybe focused on one area – eg spelling.  Mostly simple sentences. Some evidence of compound and complex sentences to enhance meaning.	Variable use of language – increasing issues with language, maybe focused on one or more areas – eg spelling and punctuation  Mainly simple and some compound sentences	Inconsistent use of language, across multiple areas which dramatically impedes meaning.  Limited ability to control sentence structure.
<b>Conceptual understanding</b> Demonstrates knowledge of the minority experience, issues that have affected minorities over the course of history, while demonstrating knowledge and understanding of our role as global citizens in ensuring social equity.	Sophisticated exploration of the minority experience.  A deep and detailed exploration of issues that have affected minorities.  A thorough explanation of our role as global citizens in ensuring social equity.	Accurate exploration of the minority experience.  A well-developed exploration of issues that have affected minorities.  A well developed explanation of our role as global citizens in ensuring social equity.	Attempts to explore the concept of the minority experience  A sound exploration of issues that have affected minorities.  Attempts to explain our role as global citizens in ensuring social equity.	Attempts to explore the concept of the minority experience that is not entirely accurate or is very brief.  Attempts to discuss some issues that have affected minorities.  Attempts to discuss our role as global citizens to ensure social equity.	An inaccurate exploration of the minority experience.  An inaccurate or brief exploration of issues that have affected minorities.  Brief or limited recognition of our role as global citizens.
<b>Textual References:</b> Uses evidence from at least ONE text studied in the classroom to support ideas.	Judicious use of textual evidence throughout the presentation that demonstrates a thorough knowledge of the text.	Effective use of textual evidence throughout the presentation that demonstrates a strong knowledge of the text.	Uses sufficient textual evidence throughout the presentation that demonstrates a sound knowledge of the text.	Attempts to use textual evidence throughout the presentation that demonstrates some knowledge of the text.	Ineffective use of textual evidence that demonstrates little knowledge of the text, or no attempt.
<b>Persuasive devices</b> Utilizes persuasive language devices to convince the audience eg. rhetoric, anaphora, emotive language, repetition, facts and statistics etc.	Sophisticated use of persuasive language devices for effect to convince the audience.	Well-developed use of persuasive language devices to convince the audience.	Sound use of persuasive language devices to convince the audience.	Attempts to use persuasive language devices to convince the audience.	No attempt to use persuasive devices.

### Comments

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