



Orange High School

Stage 4

Subject: English

Year: 8

Words as Weapons – Assessment Task

Task Outline:

You will compose and present a persuasive speech on a topic of your choice.

Your target audience is Year 8 students at Orange High School.

Your speech should be 2-3 minutes in length.

You may choose a topic that relates to a broad social issue or one that is more closely connected to your specific audience.

Some possible topics could be:

- We need to think more carefully about what we do with our rubbish
- We should be kinder to each other
- Pets make better friends than people
- We should all do our homework
- Life would be better with less technology

You may come up with your own idea for a topic, but you must check it with your teacher before you start working on your speech.

Hint: You should try to present an argument that your audience don't already agree with so that you actually have to try to *persuade* them.

In your speech, you need to:

- 1) Present a clear statement that you will persuade your audience to agree with
 - 2) Support your statement with research and/or arguments
 - 3) Use persuasive techniques to influence your audience to agree with you
 - 4) Present clearly and effectively – voice (pitch, volume, pace, pause) and body language (eye contact, facial expression, gesture)
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- In your first lesson in Week 10, you will **submit a typed transcript** of your speech to your teacher.
 - You will then **present your speech** to your class in one of your Week 10 lessons.

Weighting: 25%

Date Given: Week 7, Term 1

Due Date: Week 10, Term 1

Outcomes Assessed:

- EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

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.

The expectation of this task is that you will present your speech to your English class on the due date. If, for some reason, you cannot present to your class, you will be required to provide a medical certificate and arrangements will be made for you to present to your class teacher at an alternative time.

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

Plagiarism

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

Criteria	Outstanding	Developed	Sound	Developing	Limited
<p>Speaking /5 Delivery of a speech that makes appropriate use of volume, pace, articulation, pauses, body language and facial expression.</p> <p>Utilises the form and features of the speech text type including a greeting, acknowledgment of audience and a conclusion.</p>	<p>Speaks clearly and confidently in a manner that engages the audience.</p> <p>Sophisticated use of the forms and features of the speech text type.</p> <p>5</p>	<p>Speaks clearly in a manner that is moderately engaging to the audience.</p> <p>Effectively utilises the forms and features of the speech text type.</p> <p>4</p>	<p>Speaks in a moderately engaging manner with one aspect of delivery lacking.</p> <p>Speech text type forms and features are evident.</p> <p>3</p>	<p>Speaks in a manner that lacks in one or more aspects of delivery beginning to impact engagement.</p> <p>Limited use of the forms and features of the speech text type.</p> <p>2</p>	<p>Speaks in a manner that lacks in a number of aspects of delivery that significantly impacts engagement.</p> <p>Incorrect text type or little recognition of the speech text type.</p> <p>1</p>
<p>Control of language and cohesion /5 Uses correct spelling, tense, point of view, punctuation and sentence structure to communicate clearly</p> <p>Utilises the form and features of the speech text type.</p>	<p>Sophisticated language use – consistent spelling, punctuation and other grammatical features.</p> <p>A diverse range of sentence structures enhance meaning and engagement.</p> <p>Sophisticated use of structural elements of a speech to present a cohesive argument.</p> <p>5</p>	<p>Effective language use – some minor issues with spelling, punctuation & grammar.</p> <p>A range of sentence structures enhance meaning and engagement.</p> <p>Effective use of structural elements of a speech to present a clear argument.</p> <p>4</p>	<p>Sound use of language – increasing issues with language, maybe focused on one area (e.g. spelling)</p> <p>A range of sentence structures but with little impact on meaning and engagement.</p> <p>Sound use of structural elements of a speech to present an argument.</p> <p>3</p>	<p>Variable use of language – increasing issues with language, maybe focused on one or more areas (e.g. spelling & punctuation)</p> <p>Simple sentence structures used repetitively; little impact on meaning and impedes engagement</p> <p>Some use of structural elements of a speech; issues with clarity of argument.</p> <p>2</p>	<p>Inconsistent use of language across multiple areas which dramatically impedes meaning.</p> <p>Limited ability to control sentence structure.</p> <p>Limited awareness of structural features of a speech</p> <p>1</p>
<p>Supporting arguments or research /5 Presents supporting examples or research appropriate to the topic to strengthen the argument</p>	<p>Judicious use of research or other appropriate examples to effectively strengthen a persuasive argument</p> <p>5</p>	<p>Effective use of research or other appropriate examples to strengthen a persuasive argument</p> <p>4</p>	<p>Some use of research or other appropriate examples to strengthen a persuasive argument</p> <p>3</p>	<p>Attempts to use research or other examples but does little to strengthen a persuasive argument</p> <p>2</p>	<p>Limited use of research or other appropriate examples; may be irrelevant to argument</p> <p>1</p>
<p>Persuasive Devices /10 Utilizes persuasive language devices to convince the audience (e.g. modality, rhetorical questions, hypotheticals, figurative language, anaphora, repetition, etc.)</p>	<p>Sophisticated use of persuasive language devices to convince the audience.</p> <p>9-10</p>	<p>Effective use of persuasive language devices to convince the audience.</p> <p>7-8</p>	<p>Sound use of persuasive language devices to convince the audience.</p> <p>4-6</p>	<p>Attempts to use persuasive language devices to convince the audience.</p> <p>1-3</p>	<p>No attempt to use persuasive devices.</p> <p>0</p>

