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| **Year 10 English, Semester 2: 2022**  **Assessment: (Persuasive) advocacy speech** |  |
| **Name:** |
| **Plan due Date:** Friday 02/09 by the end of the lesson  **Draft due Date:** Thursday, 8/09 by the end of the lesson  **Final due Date:** Thursday 15/09 by 6pm |
| Weighting: 25% |
| Length: Oral, up to 5 minutes (800 words) |

**Task Description**

Over the last week we have been examining different forms of persuasive writing and speaking, and the techniques used by presenters to convince their audience to buy their product or agree with their ideas.

**The Task**

* You are to produce a persuasive speech that advocates for one of the topics below or an issue/cause of your choice **in consultation with your teacher.**
  + *That the Australian Government should aim for net zero carbon emissions sooner than 2050*
  + *That we should colonise space*
  + *That access to reliable internet should become a human right*
  + *That personal fireworks should be banned on Territory Day*
* You must use **at least four** **different** persuasive techniques in your presentation (not limited to the ones below):
* Evidence (factual and/or anecdotal) - Appeals to tradition/patriotism
* Generalisations - Repetition
* Emotive language - Inclusive language
* Hyperbole - Rhetorical questions
* Imagery
* Appeal to pathos, logos and ethos

**Outline of the task**:

1. Choose the issue that will be the focus of your speech
2. Write a clear contention. What is your position on the issue?
3. Identify your target audience.
4. Undertake research to support your opinion
5. Brainstorm your written piece – complete planning document
6. Draft your speech
7. Demonstrate evidence of self-editing and refine your work
8. Complete the final copy (either presenting your speech or submitting a recording) and submit

**Assessment conditions:**

* You will have some time in class to work in this task as well as homework
* Late draft submissions will only receive general feedback
* You can present in class, or film your response
* Your oral can be up to 5 minutes in length
* A transcript must be submitted along with the recording/presentation
* Upload the **transcript and task sheet** with performance standards through Compass.
* **File name YourName.LastName. Year 10 Persuasive speech**
* Late final submissions without an extension will be marked as N.

**English - Performance Standards for Year 10**

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| Knowledge and Understanding | | **Analysis** | **Application** |
| A | Extensive knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  **Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.**  **Extensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences.** | Perceptive analysis and evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  Analysis of complex intertextual connections between different texts. | **Fluent and precise writing and speaking.**  **Sophisticated and appropriate use of language features, stylistic features, and conventions for a range of audiences and purposes.**  Detailed and accurate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| B | Knowledge and understanding of the ideas and perspectives explored in a range of texts.  **Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.**  **Knowledge and understanding of the ways in which texts are created for a range of purposes and audiences.** | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  Analysis of how language features, stylistic features, and conventions influence readers in a variety of text types.  Analysis of intertextual connections between different texts. | **Mostly fluent and precise writing and speaking.**  **Use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.**  Accurate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| C | Knowledge and understanding of some ideas and perspectives explored in a range of texts.  **Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.**  **Knowledge and understanding of some ways in which texts are created for familiar purposes and audiences.** | Some analysis of purpose, audience, and context and how they shape meaning.  Some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  Some analysis of intertextual connections between different texts. | **Generally fluent and accurate writing and speaking.**  **Use of appropriate language features, stylistic features, and conventions for familiar audiences and purposes.**  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| D | Reference to simple ideas explored in texts.  **Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.**  **Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences.** | Identification of the purpose, audience, and context of texts.  Reference to some ways in which conventions and language features influence readers in some text types.  Recognition of similarities and or differences between texts. | **Some control and fluency of expression.**  **Use of some language features and conventions for a familiar audience and purpose.**  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| E | Identification of an idea in a text.  **Recognition of a restricted range of language features used by authors.**  **Acknowledgment of one or more ways in which texts are created for a purpose or an audience.** | Reference to the purpose and audience of a text.  Recognition of a way in which language features influence readers in a text type.  Recognition of a connection between texts. | **Emerging development of control of expression.**  **Emerging use of some language features for a familiar audience and/or purpose.**  Very limited use of evidence from text/s to support a response. |

**Grade:**