



English Department Year 8

Name: _____

Teacher: _____

Due Date: Week beginning Monday 8 June 2015

Unit: How do we create texts to inform and persuade?

Genre: Persuasive speech

CONTEXT:

This term, you have studied what the difference is between opinion and fact. You have also developed an understanding of how to recognise persuasive language, and use persuasive techniques to persuade an audience into believing your opinion.

PURPOSE:

- to persuade
- to demonstrate your language skills

TASK:

You are to prepare and deliver a speech that persuades your audience into supporting your opinion on an issue of importance to youth today. As a student you are required to select an issue from the list provided, form an opinion on the topic, and then present your opinion on this issue to your peers convincing them that your point of view is right. You should use evidence to support your opinion and incorporate persuasive techniques. Your speech should be prepared and delivered as if you are presenting at a 'Youth Forum', where the purpose is to convince youth to become more aware of issues of relevance to being a teenager in 2015. You are also required to reflect on and analyse your speech and performance using the assessment booklet provided.

TOPIC:

Choose **one** of the following topics:

- Volunteer work at a charity should be a compulsory activity for teenagers
- People who download music and movies illegally should be punished
- Changes in technology means that people now lack common social skills to communicate
- Everyone should be a vegetarian for one year of their life
- Teenagers need to do more to help the environment
- Teenagers should not be allowed to buy violent video games
- Today's pop singers are good role models for teenagers (you must use specific pop singers as examples)

You must form an **opinion** on **one** of these topics

CONDITIONS & GUIDELINES:

General

- 3 weeks notice of task
- individual - in class and at home preparation
- your spoken presentation should follow the persuasive genre
- **length required:** 2 ½ - 3 minutes
- you must complete and submit the assessment booklet as this forms part of the assessment

Step 1 - Planning

- You are to complete your planning using Section 1 of the assessment booklet and have this checked by your teacher

Step 2 – Drafting and analysing your persuasive speech

- You are to complete a draft of your speech and submit this to your teacher
- Your draft is to be annotated using the guideline in Section 2 of the assessment booklet
- You are also to complete the questions in Section 2 of the assessment booklet and submit this with your annotated draft. Your answers to these questions will form part of your assessment and relate to the 'Receptive' mode in the Standard Elaborations

Step 3 – Preparing for your final presentation

- You are to incorporate the feedback provided on your draft to finalise your speech
- You should prepare notes for your presentation
- You may use PowerPoint slides or other visual aids to support your presentation (however make sure they are mostly images and diagrams rather than text).
- You are to answer Questions 11 to 15 in Section 3 of the assessment booklet (this includes practising your speech in front of a small group of your classmates)

Step 4 – Due date

- You are to hand in:
 - The task sheet
 - Your completed assessment booklet (except questions 16-17)
 - Your annotated draft that was checked by your teacher
 - Your final error-free word processed script that takes into account the teacher's feedback
 - Your speaking notes
 - A printed copy of any visual aids

Step 5 – Presentation

- You will be required to present to the class either on or shortly after the due date
- Following your presentation you will be given time to complete the final two questions in the assessment booklet

MONITORING REQUIREMENTS AND DATES:	DATE DUE	SIGNATURE
Step 1 (planning) completed on or before		
Step 2 (draft and reflections) completed on or before		

REQUEST FOR EXTENSION – Written and Spoken Assignments

If illness, family circumstances or other difficulties will prevent you from presenting your assessment on the due date, you must explain this if seeking an extension. Extension/absence on the due date on the grounds of a medical issue must be supported by a medical certificate (Years 11 and 12) or communication from home to the class teacher (Years 7 to 10). In all cases, a parent or guardian must support the request by providing their signature in the relevant space below.

If work is completed systematically in class, there should be no need for extensions; however, if mitigating circumstances occur you must see Mrs Aplin, **after seeing your class teacher**. Extensions must be authorised by the Head of English AT LEAST **3 days** prior to the due date. Please refer to the Student Diary for information regarding the Assessment Procedures.

If work is not submitted/presented on the due date and you are at school, then your draft/attempt will be graded. If no draft exists, and if you do not make an attempt, you will be required to write/present your response in class and that effort will be graded. Other reprimands may be enforced according to the School’s Pastoral Care Flow Chart. This will be at the discretion of the HoD and/or classroom teacher.

Reason for Request:

Date of proposed submission/presentation:

Student’s Signature: _____ Parent’s Signature: _____ Date: _____

Teacher’s Notes: *Effort in class to date:* Excellent Very Good Good Satisfactory
 Unsatisfactory *Effort beyond the classroom:* Satisfactory Unsatisfactory

Supports extension: Yes No

Additional information:

Head of Department: Extension Approved Yes until: _____ No

Comments:

DECLARATION OF ORIGINALITY:

I, _____, declare the work presented in this assignment task is, to the best of my knowledge and belief, original and my own work, except as I have acknowledged within the text.

Signature: _____ Date: _____

			A	B	C	D	E	
Understanding and Skills	Receptive modes	Ideas and information in texts	Sections 2 and 3	<u>Discerning</u> explanation supported by evidence of the ways a persuasive speech represents a particular viewpoint on an issue	<u>Effective</u> explanation supported by evidence of the ways a persuasive speech represents a particular viewpoint on an issue	Explanation supported by evidence of the ways a persuasive speech represents a particular viewpoint on an issue	<u>Explanation of a viewpoint</u> on an issue in a persuasive speech	<u>Identification</u> of a viewpoint on an issue in a speech
		Language features	Sections 2 and 3	<u>Discerning</u> explanation of how language features and vocabulary are used to persuade and affect an audience	<u>Effective</u> explanation of how language features and vocabulary are used to persuade and affect an audience	Explanation of how language features and vocabulary are used to persuade and affect an audience	<u>Description</u> of language features, and vocabulary used to persuade an audience	<u>Identification</u> of language features and vocabulary
	Productive modes	Ideas and information in texts	Sections 1 and 3	<u>Discerning</u> selection and <u>organisation</u> of ideas, images, language features and information to create and present a persuasive speech to the class	<u>Effective</u> selection and <u>organisation</u> of ideas, images, language features and information to create and present a persuasive speech to the class	Selection and combination of ideas, images, language features and information to create and present a persuasive speech to the class	Selection and <u>use</u> of ideas, images, language features and information to create and present a speech	<u>Use</u> of ideas, images, language features and information
		Text structures	Sections 1 and 3	<u>Discerning</u> use of text structures to create and present a persuasive speech to the class	<u>Effective</u> use of text structures to create and present a persuasive speech to the class	Use of text structures to create and present a persuasive speech to the class	<u>Use of aspects</u> of text structures to create and present a speech	<u>Use of aspects</u> of text structures
		Language features	Section 3	<u>Discerning</u> use of spoken/signed and non-verbal textual and language features to present a persuasive speech to the class, e.g. <ul style="list-style-type: none"> • pace, phrasing, pausing, audibility • stance, gestures, facial expression 	<u>Effective</u> use of spoken/signed and non-verbal textual and language features to present a persuasive speech to the class e.g. <ul style="list-style-type: none"> • pace, phrasing, pausing, audibility • stance, gestures, facial expression 	Use of spoken/signed and non-verbal textual and language features to present a persuasive speech to the class e.g. <ul style="list-style-type: none"> • pace, phrasing, pausing, audibility, • stance, gestures, facial expression 	Use of spoken/signed and non-verbal textual and language features <u>that vary in suitability</u> e.g. <ul style="list-style-type: none"> • pace, phrasing, pausing, audibility, • stance, gestures, facial expression 	Use of spoken/signed and non-verbal textual and language features <u>that impede meaning</u> e.g. <ul style="list-style-type: none"> • pace, phrasing, pausing, audibility, • stance, gestures, facial expression

Teacher Comments:	
Teacher signature:	Date:

Overall mark

Receptive Mode	
Productive Mode	