ASSESSMENT TASK

	SUBJECT: English	
		_____
		Student Name
	YEAR GROUP: 10	
		_____
	TASK TITLE: Persuasive Speech	Submitted To

Name of Unit:	Persuasion				
Type of Task:	In Class Task - Speech				
Due Date:	Tuesday 9 June	Term:	2	Week:	8B
Weight	30%				

OUTCOMES ASSESSED	› EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning › EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

DESCRIPTION OF ACTIVITIES

Task description: **In Class Task – 3 minute Speech -"Persuasion"**
In this unit you have gained an understanding of the language forms, techniques and structures used in a range of persuasive texts.

Select a poem OR speech that persuades a specific audience and purpose. Explain how language form, techniques and structures are used to achieve the text's purpose. Evaluate the effectiveness of your chosen text.

Your speech is to be submitted to your marking teacher, **typed and double spaced**, at the start of the marking period, **Monday 8 June**. At the conclusion of your speech, palm cards are to be handed to the marking teacher. You will not be marked on the content of your palm cards.
Speech Timing: 3 minutes (One warning bell will be given at 2.30 minutes. Two bells will ring at 3 minutes. You will be expected to stop at 3 minutes. Three bells will ring at 3.15 minutes. Marks will be deducted if you are still speaking after 3.15).

TASK ADJUSTMENT OPTION FOR ANY STUDENT:
- Speaking to your marking teacher only at lunchtime (no audience) – students can achieve a **maximum** of C GRADE for criteria 1, 2, 3 & 5. **Any student nominating for this option MUST see their class teacher <u>before Monday 8 June</u>.**

TASK ADJUSTMENT FOR NOMINATED STUDENTS:
- Speaking to your marking teacher only at lunchtime (no audience) – students can achieve a **maximum** of a C GRADE for criteria 1, 2, 3 & 5.

AND

Speaking for a shorter time **– (2.30)** – students can achieve a **maximum** of a C GRADE for criteria 5 & 6.

METHOD OF SUBMISSION	Late submissions lose 25% the first day, 50% the second day and on the third day no grade is given. Work that is plagiarised will not receive a grade and will need to be resubmitted. Sources that have been used in your assignment need to be acknowledged in a reference list Computer / printer malfunctions are not considered a valid excuse for submitting an assignment late. Extensions must be applied to the TLC well before the due date

PREPARATION: HOW TO PLAN FOR THIS TASK

- Select an appropriate text that persuades - this is your chosen text
- As you prepare your own speech, demonstrate an understanding of the relationship between audience, purpose, language choices and form from your chosen text
- Find the persuasive techniques that convey meaning in your chosen text and explain their effect
- Include an evaluation of the effectiveness of your chosen text
- Write and practise presenting a speech that demonstrates knowledge of the conventions of persuasive texts for a particular audience and purpose.
- Practise your speech so that you are able to give a polished and convincing presentation.

GLOSSARY of KEY TERMS	
Clarify	Make clear or plain
Construct	Make; build; put together items or arguments
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Demonstrate	Show by example
Evaluate	Make a judgement based on criteria; determine the value of
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Identify	Recognise and name
Justify	Support an argument or conclusion
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Year 10 English - Oral Assessment – Marking Sheet

"Persuasion"

Name: _____Class:_____Time: _____

Criteria	Marks				
1. **Effective opening and conclusion –** Appropriate to audience and purpose, including a brief explanation of the text's context, evaluation of the text's purpose.	A	B	C	D	E
2. **Fluency and clarity of delivery** Voice projection, diction, pace, use of pause, appropriate tone	A	B	C	D	E
3. **Audience contact and presentation skills** Eye contact; reliance on notes; audience response and interest/ Stance, gestures, body language	A	B	C	D	E
4. **Understanding of the content and ideas relevant to topic –** target audience and purpose identified, language forms, techniques and structures identified, explanation of how these devices achieve the purpose of the text.	A	B	C	D	E
5. **Express ideas in a persuasive, organised and interesting way** - using language appropriate to purpose, context and audience	A	B	C	D	E
6. **Evidence of preparation and use of time –**	A 3.15m - 2.45m	B 2.45 – 2.30m	C 2.30m – 2m	D 2m-1m	E < 1m

OVERALL GRADE: ☐

COMMENTS

STRENGTHS	
AREAS FOR DEVELOPMENT	

Teacher's Signature: …………………………………   Date:......../….…./….…

Students Reflection (identify the areas you feel you could have improved)

_____

_____

_____

_____

_____

Student's signature…………………………………   Date:......../….…./….…

This feedback sheet is intended to assist you in setting specific targets to improve your understanding in the areas of:

SPELLING	
Correct spelling of **uncommon words** or words with **unusual patterns correctly**. Frequent use of subject specific technical words	
Correct spelling of **frequently used words** as well as **some** attempt to spell more **uncommon words with accuracy rate of 50-80%**	
Correct spelling of **frequently used words** and those with commonly seen spelling patterns	
Demonstrated difficulty in spelling high frequency words and spelling patterns.	
Limited correct spelling.	

PUNCTUATION **Capital letters, Full stops, Question marks, Exclamation marks, Commas in list, to mark phrases or clauses, Inverted commas, Apostrophes, Brackets, Ellipses, Colons**	
The Punctuation is **always correct** and **appropriate** to aid the reading of the text	
The Punctuation is **mostly correct** and **appropriate** to aid the reading of the text	
The Punctuation is **at times correct** and **appropriate** to aid the reading of the text	
The Punctuation is **at times correct** and **appropriate**, but **does not** aid the reading of the text	
The Punctuation is **rarely correct** and **appropriate**	

Grammar **Nouns, Verbs, Adjectives, Connectives, Pronouns, Adverbs, Prepositions, Articles**	
Parallelism in verb use, noun-pronoun agreement; proper use of adjectives, adverbs and prepositions	
Occasional errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions	
Errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions.	
Frequent errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions that distract and confuse	
Excessive errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions that	

Year 10

Vocabulary	
Excellent use of effective vocabulary to convey deep knowledge and understanding, demonstrate self-reliance in exploration and application of word learning strategies. Using correct terminology that is specific to the topic.	
Good use of effective vocabulary to convey knowledge and understanding, demonstrate self-reliance in exploration and application of word learning strategies. Using correct terminology that is specific to the topic.	
Satisfactory use of effective vocabulary to convey knowledge and understanding. Using correct terminology that is specific to the topic.	
Developing use of effective vocabulary to convey knowledge and understanding. Some terminology that is specific to the topic	
No use of effective vocabulary to convey knowledge and understanding. No terminology that is specific to the topic.	

Writing	
Excellent control of sophisticated language features and structures. Creation of sustained texts that develop complex themes, concepts and ideas. Adopt and innovate on familiar text forms to create distinctive texts.	
Good control of sophisticated language features and structures. Creation of sustained texts that develop themes, concepts and ideas.	
Satisfactory control of language features and structures. Creation of sustained texts that develop themes, concepts and ideas.	
Developing control of language features and structures. Creation of sustained texts that develop ideas.	
No evidence of language features and structures that leads to the creation of sustained texts that develop ideas.	