English

IA2

Student name	
Student number	
Teacher	
Issued	04/03/2024
Due date	22/04/2024

Marking summary

Criterion	Marks allocated	Provisional marks
Knowledge application	8	
Organisation and development	8	
Textual features	9	
Overall	**25**	

Conditions

Technique	Extended response — persuasive spoken response
Unit	Unit 3: Textual connections
Topic/s	Topic 2: Conversations about issues in texts
Duration	4 weeks notification and preparation
Mode / length	Spoken/signed: 5–8 minutes
Individual / group	Individual
Resources	Open access to resources.

Context

In this unit, you have developed your understanding of more subtle persuasive strategies, and you have analysed the ways different texts construct perspectives of the same issue. You have examined a range of literary and media texts addressing issues affecting Minority Groups and Marginalised Peoples including *Hidden Figures* (2016) a biographical drama film directed by Theodore Melfi. Media texts such as: *Marginalised Groups* (2018), *Persons with Disabilities* (2018) from rightoeducation.org, *Australia's Growing Asian Minority: The Impact on Foreign Policy* by Professor Derek McDougall (2019), *Partnerships with Aboriginal and Torres Strait Islander Australians* from http://closingthegap.pmc.gov.au/ with a Case Study of Punmu in the Pilbara. You have examined some literary texts including *a* range of poetry: *Caged Bird* by Maya Angelou, *The Quiet Music of the Deaf* by Maureen Emily Orr, *Land* by Jack Davis, *A Song of Hope* by Oodgeroo Noonuccal (Kath Walker), *The Polish Immigrant* by Peter Skryznecki, *Solitary Confinement* by John McKay Withey and *Telephone Conversation* by Wole Soyinka. You have considered some of the factors contributing to marginalisation: social stigma, early-life disadvantage, financial hardship, poor health, and social isolation.

Task

You are to construct, script and deliver a persuasive speech on an issue specific to minority groups and the marginalised to an Australian audience of your choice. You need to select from contemporary issues affecting these groups, raised in a media text in the last year, including: access to education, power, race, religion, gender, age, and class.

In your speech, invite listeners to re-examine their own position on the issue, persuade them to consider your stance, and influence them to take action. You may deliver your speech live or pre-recorded.

To complete this task, you must:

● establish a thesis on your chosen issue.
● develop your argument to persuade others on this issue, making use of the ways cultural assumptions, attitudes, values and beliefs underpin perspectives and representations on the issue.
● select and synthesise subject matter to support your argument.
● use rhetorical and persuasive strategies to position your chosen audience to accept your thesis.

Stimulus

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Checkpoints

☐ Week 2: Consultations with teacher about issues and stimulus texts.

☐ Week 4: Script for Persuasive Speech Draft Due.

☐ Week 6: Final script due and Presentations in class.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You will each produce a unique response by selecting a unique topic.
- You will use Turnitin to submit your response.

Scaffolding

Your persuasive speech should demonstrate an understanding of the relationship between language, argument and speaker presence. Your script and delivery should show clear awareness of the audience, purpose and context of the speech. Rehearse the delivery of your speech, and ensure you are able to meet length requirements.

It should include the following:

- a clear thesis on the chosen issue affecting the marginalised peoples or minority group
- a series of arguments to support the thesis, carefully sequenced
- engagement with an ongoing public conversation about the issue
- reference to other perspectives proposed in media texts
- incorporation of a range of persuasive features including: emotive language, inclusive language, figurative language, rhetorical questions, contrast/antithesis /irony, parallel structures, imperative statement, repetition where appropriate etc
- evidence, quotes, statistics, and case studies to support your arguments
- verbal and non-verbal features appropriate to the context that complement what you are saying and influence your audience to take action
- a call to action appropriate to the audience and context
- all sources referenced in your script using APA6
- effective delivery and pace.

Instrument-specific marking guide (IA2): Extended response — persuasive spoken response (25%)

Criterion: Knowledge application

Assessment objectives

3. create perspectives and representations of concepts, identities, times and places

4. make use of the ways cultural assumptions , attitudes, values and beliefs underpin texts and invite audiences to take up positions

5. use aesthetic features and stylistic devices to achieve persuasive purposes

The student work has the following characteristics:	Marks
• discerning creation of perspectives and representations of concepts, identities, times and places in a persuasive text • discerning use of the ways cultural assumptions , attitudes, values and beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and stylistic devices to achieve persuasive purposes.	7–8
• effective creation of perspectives and representations of concepts, identities, times and places in a persuasive text • effective use of the ways cultural assumptions , attitudes, values and beliefs underpin texts and invite audiences to take up positions • effective use of aesthetic features and stylistic devices to achieve persuasive purposes.	5–6
• appropriate creation of perspectives and representations of concepts, identities, times and places in a persuasive text • appropriate use of the ways cultural assumptions , attitudes, values and beliefs underpin texts and invite audiences to take up positions • appropriate use of aesthetic features and stylistic devices to achieve persuasive purposes.	3–4
• superficial creation of perspectives and representations of concepts, identities, times and places in a persuasive text • superficial use of the ways cultural assumptions , attitudes, values and beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and stylistic devices that vary in suitability.	2
• creation of fragmented perspectives and representations of concepts, identities, times and places • fragmented use of some ways ideas underpin texts • fragmented use of persuasive language features.	1
• does not satisfy any of the descriptors above.	0

Criterion: Organisation and development

Assessment objectives

1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context

2. establish and maintain the role of the speaker/signer/designer and relationship with an identified public audience

6. select and synthesise subject matter to support perspectives

7. organise and sequence subject matter to achieve particular purposes

8. use cohesive devices to emphasise ideas and connect parts of a persuasive text

The student work has the following characteristics:	Marks
• discerning use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer, to achieve a particular purpose • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of a persuasive text.	7–8
• effective use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer, to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter to achieve a particular purpose, including effective use of cohesive devices to emphasise ideas and connect parts of a persuasive text.	5–6
• suitable use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer, to achieve a particular purpose • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter to achieve a particular purpose, including suitable use of cohesive devices to emphasise ideas and connect parts of a persuasive text.	3–4

The student work has the following characteristics:	Marks
• inconsistent use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer established • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of a persuasive text.	2
• fragmented use of the patterns and conventions of a persuasive text, and aspects of the role of the speaker/signer/designer established • fragmented selection of subject matter • some connections between parts of the text.	1
• does not satisfy any of the descriptors above.	0

Criterion: Textual features

Assessment objectives

9. make language choices for particular purposes and contexts

10. use grammar and language structures for particular purposes

11. use spoken/signed and non-verbal features (and complementary, if appropriate) to achieve particular purposes.

The student work has the following characteristics:	Marks

• discerning language choices for particular purposes
• discerning combination of a range of grammatically accurate / appropriate language structures to achieve particular purposes
• discerning use of spoken/signed and nonverbal features (and complementary, if appropriate) to achieve particular purposes
  – pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
  – facial expressions, gestures, proximity, stance, movement
  – graphics, still and moving images, design elements, music and sound effects (if appropriate).
	8–9

• effective language choices for particular purposes
• effective use of a range of grammatically accurate / appropriate language structures to achieve particular purposes
• effective use of spoken/signed and nonverbal features (and complementary, if appropriate) to achieve particular purposes
  – pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
  – facial expressions, gestures, proximity, stance, movement
  – graphics, still and moving images, design elements, music and sound effects (if appropriate).
	6–7

• suitable language choices for particular purposes
• suitable use of a range of mostly grammatically accurate / appropriate language structures to achieve particular purposes
• suitable use of spoken/signed and nonverbal features (and complementary, if appropriate) to achieve particular purposes
  – pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
  – facial expressions, gestures, proximity, stance, movement
  – graphics, still and moving images, design elements, music and sound effects (if appropriate).
	4–5

• language choices that vary in suitability
• inconsistent use of grammar and language structures
• use of spoken/signed and nonverbal features (and complementary, if appropriate) that vary in suitability
  – pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
  – facial expressions, gestures, proximity, stance, movement
  – graphics, still and moving images, design elements, music and sound effects (if appropriate).
	2–3

• inappropriate language choices
• fragmented use of grammar and language structures
• inconsistent and inappropriate use of spoken/signed and nonverbal features (and complementary, if appropriate)
  – pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
  – facial expressions, gestures, proximity, stance, movement
  – graphics, still and moving images, design elements, music and sound effects (if appropriate).
	1

• does not satisfy any of the descriptors above.	0