**English 2019 v1.5**

FIA2 (Extended response – persuasive spoken)

# Extended response — persuasive spoken response (25%)

## Assessment objectives

This assessment instrument is used to determine student achievement in the following 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
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
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
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.



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| **Subject** | English | **Instrument no.** | FIA2 |
| **Technique** | Extended response — persuasive spoken response | |  |
| **Unit** | Unit 1: Perspectives and texts | |  |
| **Topic** | Topic 2: Representations of identities | |  |

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| **Conditions** | | | | |
| **Duration** | 6 weeks notification and preparation | | | |
| **Mode** | Spoken; while this task is spoken, a student may use multimodal/digital components to support the development of the response; the response may be live or pre-recorded | **Length** | 5–8 minutes | |
| **Individual/ group** | Individual | **Other** | * Genre: Persuasive speech * Purpose: To persuade; to provoke critical reflection on an issue * Audience: Audience members at a meeting (students select specific Australian audience) | |
| **Resources available** | Open access to resources | | | |
| **Context** | | | | |
| In this unit, you have examined representations of a number of identities featured in the media. You have also reviewed the ways texts construct different perspectives and representations of the same identities. | | | | |
| **Task** | | | | |
| Construct, script and deliver a persuasive speech on a chosen identity; including but not limited to boys/men, girls/women, teenagers, a minority group, a particular occupation, people with disabilities, male or female sports stars, or a particular generation. This presentation will be specific to an Australian audience of your choice.  Choose one or two short media texts to refer to in the speech to support your thesis.  In your speech, invite listeners to reconsider their own position on your chosen identity and persuade them to accept your stance and influence them to take action and promote your cause.  You may wish to include multi-modal/digital responses to further support your response. | | | | |
| **To complete this task, you must:** | | | | |
| * establish a thesis in relation to the chosen identity * 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** | | | | |
| One or two short media texts sourced by students | | | | |
| **Checkpoints** | | | | |
| ☐ Week 2: Consult with teacher about speech topic | | | | |
| ☐ Week 3: Consult with teacher about thesis and introductory paragraph | | | | |
| ☐ Week 4: Complete scaffold and research | | | | |
| ☐ Week 7: Hand in draft. | | | | |
| ☐ Week 8: Rehearse speeches in teacher-nominated pairs and provide feedback to one another focusing on use of spoken and nonverbal features. | | | | |
| ☐ Week 8: Submit final script and multimodal features (if selected) and present in class time or submit a usb. | | | | |
| **Criterion** | | **Marks allocated** | | **Result** |
| **Knowledge application**  Assessment objectives 3, 4, 5 | | 8 | |  |
| **Organisation and development**  Assessment objectives 1, 2, 6, 7, 8 | | 8 | |  |
| **Textual features**  Assessment objectives 9, 10, 11 | | 9 | |  |
| **Total** | | **25** | |  |
| **Authentication strategies** | | | | |
| • The teacher will provide class time for task completion. | | | | |
| • Students will each produce a unique response by selecting a topic and showing evidence of engaging with the public conversation and critical analysis of media texts about the issue throughout the unit and drafting process. | | | | |
| • Students will provide documentation of their progress at indicated checkpoints. | | | | |
| • The teacher will collect and annotate drafts. | | | | |
| • Students must acknowledge all sources. | | | | |
| • The teacher will ensure class cross-marking occurs. | | | | |
| **Scaffolding** | | | | |
| Your persuasive speech should show 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.  It should include the following:   * a clear thesis on the selected identity * a series of points to support the contention, employing logical reasoning * engagement with an ongoing public conversation about an issue * reference to (or critique of) other perspectives proposed in media texts (if appropriate to the development of your argument) * incorporation of a range of rhetorical strategies to influence your audience * verbal and nonverbal 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. | | | | |

# Instrument-specific marking guide (ISMG)

## Criterion: Knowledge application

### Assessment objectives

1. create perspectives and representations of concepts, identities, times and places
2. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
3. use of aesthetic features and stylistic devices to achieve persuasive purposes

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| **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 roles of the speaker/signer/designer and relationship with an identified public audience
3. select and synthesise subject matter to support perspectives
4. organise and sequence subject matter to achieve particular purposes
5. use cohesive devices to emphasise ideas and connect parts of a persuasive text

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| **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 |
| * 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

1. make language choices for particular purposes and contexts
2. use grammar and language structures for particular purposes
3. use spoken/signed and non-verbal features (and complementary, if appropriate) to achieve particular purposes

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| **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 |