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| **Criteria** | **What does this mean?** | **What do I have to do?** | **Examples** |
| 1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context | When students use patterns and conventions of genres, they apply knowledge and understanding of them to purposefully construct texts by combining elements to form a coherent whole. | * Research the art of rhetoric – read example scripts and view example TED talks. How do they play with public speaking tools and persuasive devices to make it flow, keep it interesting and be convincing? | Create a motif or symbolism  Ensure your speech remains persuasive throughout – their should be no evidence of low modality  Ensure your thesis is strong and evident throughout – having the audience agree with your perspective is your purpose |
| 2. establish and maintain roles of the speaker / signer/ designer and relationship with an identified public audience | When students establish and maintain roles of the speaker/signer/designer and relationships with audiences, they set up and sustain a purposeful relationship within a specific context to create a rapport with, position, or have a particular influence over, the audience. | * Define how you will maintain an influence over your audience – How will you grab their attention? How will you establish your credibility? When will you need to slow down/speed up to keep them engaged? What multi-modal techniques can help you do this? | Malala repeated ‘dear brothers and sisters’ to connect with her audience in her Nobel Peace Prize acceptance speech with |
| 3. create perspectives and representations of concepts, identities, times and places  ­­­­­­ | When students create perspectives and representations, they develop points of view and devise textual constructions of concepts, identities, times and places. | * Create a very clear perspective – do you think courage is slipping away or is alive and well? * Decide how you will represent this perspective – what ideas, people and events will you use to prove your point of view is accurate? Brainstorm big and then decide on the best ones. | Courage is slipping away because people do not stand up for anything – we are too apathetic   * Social media – easy to harass behind a screen but who comes to the defence of the true victims * The illusion of standing up for the underdog – Bettina Arndt & the media in the Baxter murder. Nobody helped Baxter though – just brushed it aside. * etc. etc. etc |
| 4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions | When students create texts that make use of cultural assumptions, attitudes, values and beliefs, they manipulate these to invite audiences to take up positions. | * Clearly articulate the value system of your audience – what do they believe, what assumptions do they make, what attitude will they have to your topic? * Decide how you will manipulate this to make them agree with your point of view eg. Make them feel shame/empowered/angry/validated by ‘pushing their buttons’ the right way | UN youth is young – believe in power and want to take positive action for change in society. Interested in big ticket items.   * Use examples of things they know eg. Social media * Tap into their sense of gender righteousness eg. Women’s lib; ‘boys don’t cry’ * Make it global – include examples outside the ‘western’ mould |
| 5. use of aesthetic features and stylistic devices in the texts | When students use aesthetic features and stylistic devices (the aspects of texts that prompt emotional and critical reactions) to achieve purposes, they apply their knowledge and understanding of these to express a thought, feeling, idea or viewpoint to purposefully invite an audience to respond in a particular way. | * List the emotional/critical responses you want from your audience – how do you want them to feel so you can be your most convincing? What do you want them to do at the end of your speech? How do you want them to act? * Define the techniques that will achieve this – At what part of the speech would it be best to use imagery/anecdote/quotes/statistics/repetition/pausing/low tone of voice etc? | Ashamed – imagery of an awful scene, followed by a statistic to show how broad this is, using low voice, speaking slowly. End with rhetorical question.  Incorporate a motif throughout  Utilise symbolism |
| 6. select and synthesise subject matter to support perspectives | When students select subject matter, they make purposeful choices about the inclusion of material to support perspectives. When students synthesise, they combine elements to construct coherent texts. | * Carefully select the very best information and examples to prove your point. Eliminate everything else so this material stands out as strongly as possible & ensure they are clearly stated with appropriate support from the multi-modal and spoken elements so the emphasis on them is clear. * Find the connections between the ideas, people and events you have chosen to use as evidence – what is the best way to link from one to the next so that the best information is emphasised in its most convincing manner? * Ensure there are strong links between evidence and the overall perspective (angle/thesis) of the speech. Make sure these are expressly stated. | Use guides from the structure document provided in class  Ensure you have sequenced your subject manner in an order that makes logical sense and build impact  Review the resources on the OneNote that provide examples of this |

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| 7. organise and sequence subject matter to achieve particular purposes | When students organise subject matter, they arrange material systematically and purposefully, e.g. by paragraphing. When students sequence subject matter, they place information in a continuous or connected manner to achieve particular purposes. | * As above, create regular links between material and the overall perspective (angle/thesis) of the speech – Does every single sentence serve a purpose for this task? * Organise your information in a manner that builds a case as though you are a lawyer in a murder trial and you want your jury to have no shadow of doubt. What do you want them to feel first? When will they be ready for your most hard-hitting point? What is the part you really need to hammer home at the end? | See the last section of Luke Macaronas’ speech – it emphasises what ‘we need’, revisits a motif, ends with pathos and call to action. |
| 8. use cohesive devices to emphasise ideas and connect parts of a persuasive text | When students use cohesive devices, they apply mode-appropriate language structures to emphasise and develop ideas, and connect parts of texts. | * Ensure there are cohesive ties between and within paragraphs – What is the relationship between each idea presented - same or different? What are the best linking words or phrases that will help make this relationship clear and prove your point? How can you use evidence such as quotes, statistics, images as cohesive devices to help strengthen these connections? | As mode-appropriate cohesive devices - you could use a rhetorical question, an anecdote or repetition of the same sentence starter to tie ideas together. You could also use multi-modal elements such as juxtaposition of images, a grab from a video interview. |
| 9. make language choices for particular purposes and contexts | When students make language choices, they make decisions about the selection of vocabulary that is appropriate to particular purposes and contexts. | * Edit carefully so vocabulary is as precise as possible. * How can you describe events/identities in a manner that will evoke the emotional response you want? * Where can you replace a series of adjectives with a descriptive verb to make my sentence more hard-hitting? * How can you extend your vocabulary to show respect for your audience? * How might you use jargon to create ethos? * What similes/metaphors would be appropriate eg. What current events/social experiences could I use as comparisons that this audience would understand? * Is there a time when humour/slang might be appropriate? | Teens used jargon such as # comments or meme terms to focus their argument, draw attention and reflect the audience in the US gun control debate. They drew on Sponge-bob and viral social media posts to create comparisons. |
| 10. use grammar and language structures for particular purposes | When students use grammar, they apply knowledge of morphology and syntax to create and express meaning in texts. When students use language structures, they systematically arrange words, phrases, clauses and sentences to express meaning in texts for particular purposes. | * Write/re-write sentences so they have the most persuasive power and are as clear as possible – Can you use nominalisation to restructure sentences? * Remove unnecessary words; write for direct expression. * Check for correct parallel structure and complete sentences. * Vary sentence length for impact and interest – lengthy ones for description; short for emphasis. |  |
| 11. use mode appropriate features 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). | When students use mode-appropriate features, they select written, spoken/signed, visual, non-verbal or digital features appropriate to the text type to express meaning in texts for particular purposes. | * Plan your gestures, tone of voice, stance, pauses etc for each section of your speech. * Include them on your rehearsal script so you can remind yourself what to do when. * Practise in front of the mirror, then film yourself and practise, perform it for somebody at home and ask for honest feedback. * Memorise as much as you can and write minimal notes on palm-cards after you know exactly where you always get stuck. * Use the multi-modal to emphasise your ideas and include a range of elements that suit your speech. Experiment with timing, video footage and sound to extend yourself but make sure every element has a specific purpose and is effective. | You might choose to use juxtaposition eg. Include a rebuttal point about how people are courageous while anonymous, bullying comments scroll along the screen behind me; or about how our society is fine while suicide statistics and news headlines from the Dolly NT case appear are shown in slideshow.  You could pause on a key point and stare your audience down – look them straight in the eye as I deliver my rhetorical question.  You can lower your voice and speak slowly when making your strongest point. |