Assessment Task for Stage 5: Year 10

Subject: ENGLISH

THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Assessment Task No. | 1 | Date: | Monday 2nd March (Week 6) 2015 (Period 3)

Submission Instructions

- This is an in-class task which will be completed during your lesson in period 3.
- If a student is absent on the day of the task, they will sit the task in their next available lesson.
- An Illness / Misadventure form needs to be submitted to gain credit for this task.

1. Description of the Task

You have been asked to take part in a Year 10 speaking competition.

- **Present a SPEECH** to your class group that argues ONE of the topics that appears below. You may take the affirmative (positive) or negative position on the topic.
  - Silence is underrated.
  - Conformity is too easy.
  - Clothes influence our behaviour and people’s reaction to us.
  - The playstation has destroyed the playground.
  - Money corrupts sport.
  - or another topic approved by your teacher before Week 4.

- **You have 3 - 4 minutes** to present your ideas. At three minutes a bell will be rung once, at four minutes a bell will be rung twice. At 4 minutes and 20 seconds you will be required to stop your speech.

- **Write your speech with a clear purpose** and a structured speech format (see scaffold).

- **You are to submit a transcript** of your speech on the submission date.

- The speaking order will be randomly selected on the day. Speeches will continue in following lessons until completed.

- **You will need your own copy of the speech (on palm cards) and will NOT be permitted to use the submitted transcript when giving your presentation.**

- **NOTE:** You will be marked on your transcript as well as your speaking (see criteria).
**Key Terms:**

**Exposition:** A text that attempts to persuade the reader to believe something by presenting one side of an argument.

**Target Audience:** The specific group that you are aiming to reach with your speech.

**Purpose:** The reason or aim of your speech.

**Speech format:** A clear introduction, body and conclusion.

**Rhetorical Devices:** Language used in rhetoric (speaking) to engage the audience e.g. rhetorical questions, repetition, alliteration, assonance, inclusive language etc.

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2. **Classroom Learning**

Students will be prepared to effectively complete this task through:

Learning to:
- compose spoken texts intended to inform, persuade and entertain
- compose a speech using correct structure and features

Learning about:
- the power and structures of spoken language
- the mannerisms and practices of effective orators
- the manner in which to present a speech effectively

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**Tips for an effective speech**

**CONSTRUCTION OF THE SPEECH**

There are **3 main parts** to a speech – the introduction, body and conclusion.

**INTRODUCTION**

- The **introduction** should be gripping and immediately hold the audience’s attention. This may be achieved by using a relevant quotation, an anecdote (personal story), a rhetorical question or a contentious (arguable/controversial) statement that focuses on the purpose and subject.
- Introduce the topic you will be arguing and outline your understanding of the topic. Remember to target your audience.

**BODY**

- The **body** of your speech should be a logical series of arguments (paragraphs) that justify your opinion of the topic.
- You must include evidence and examples to support your points e.g. statistics, expert opinion, anecdotes etc.
- Each paragraph should follow the PEEL formula: Point, Example, Explanation, Link to the topic.

**CONCLUSION**

- The **conclusion** should have impact and resonate (stay) with the audience. It should convince them beyond doubt that your argument is true. A suitable and insightful quotation could be used to add emphasis to your conclusion.
PRESENTING YOUR SPEECH

- The most important aspect of speech making is sincerity – **be yourself**. A **poised and relaxed stance** allows you as the speaker, to **look confident** and as a result, the listeners feel comfortable.
- **Moderate your pace** and avoid racing through your speech. Your content deserves to be heard.
- Clear **articulation and voice projection** are essential. If listeners can’t understand what is being said, then the ideas and opinions are worthless.
- Avoid ‘ers’ and ‘ums’ which detract from fluency and the sense of what is being said.
- **Vary your volume, tone, pace, pause and inflection** to enhance what you are saying.
- Use **pauses** to: give listener’s time to absorb information, achieve contact between the speaker and listener and springboard into change of tone, pace and volume.
- Use **natural gestures and facial expression** (no need for dramatics) to help emphasize meaning.
- **Effective eye contact** is essential. **Remember it is a SPEAKING task NOT a reading task.** Try to look at the audience for extended periods and when pausing to create a visual connection with your listeners.
- Use **numbered palm cards** to present your speech. Try to use the cards unobtrusively (i.e. don’t hold them in front of face or throw them away as you speak).
- Finally, **practise and time your speech** in front of a mirror AND in front of friends or family members to perfect your delivery. Practice will also give you confidence and lessen the chance that you will revert to reading in a dull, flat tone.
# Expositional Speech Scaffold

Use this space to plan your speech in point form before writing

<table>
<thead>
<tr>
<th>Introduction:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Greeting that targets the audience</td>
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<tr>
<td>• Attention-grabber</td>
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<tr>
<td>• Introduce your topic and your opinion</td>
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<tr>
<td>• Identify the arguments that will be explored in</td>
<td></td>
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<tr>
<td>your body paragraphs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Body:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Logical order of arguments</td>
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<tr>
<td>• For each argument use PEEL</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion:</th>
<th></th>
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<tbody>
<tr>
<td>• Sum up your arguments in a strong and confident manner</td>
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<td>• Leave your listeners with a lasting impression that convinces them of your opinion</td>
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Marking Criteria

### Through the completion of this assessment task, you have demonstrated the ability to:

<table>
<thead>
<tr>
<th>E</th>
<th>ELEMENTARY ACHIEVEMENT</th>
<th>D</th>
<th>SATISFACTORY ACHIEVEMENT</th>
<th>C</th>
<th>SUBSTANTIAL ACHIEVEMENT</th>
<th>B</th>
<th>HIGH ACHIEVEMENT</th>
<th>A</th>
<th>EXCELLENT ACHIEVEMENT</th>
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<tbody>
<tr>
<td>write a text using one of the different types of sentences</td>
<td>write a text using at least two different types of sentences</td>
<td>write a text using a variety of simple, compound and / or complex sentences</td>
<td>write a text using a variety of sentences to make meaning clear and compete</td>
<td>write a text using controlled and well-developed sentences to express precise meaning</td>
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<td>write some sentences on a topic with assistance</td>
<td>write a paragraph within a text which has a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and more than one other accurately structured sentence providing supporting detail</td>
<td>write paragraphs within a text which consistently have a topic sentence and several accurately structured sentences providing supporting detail</td>
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<td>write an exposition that attempts to argue an opinion, using some structural elements with assistance</td>
<td>write an exposition that attempts to argue an opinion, using some structural elements</td>
<td>compose an exposition that argues an opinion, using most structural elements with some competence to attempt to persuade the audience</td>
<td>compose an exposition that argues an opinion, using all structural elements competently to persuade the audience</td>
<td>compose an exposition that convincingly argues an opinion, using all structural elements effectively to persuade the audience</td>
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<td>compose a response that includes one element of a speech</td>
<td>compose a speech</td>
<td>compose a speech using some rhetorical devices</td>
<td>compose a speech using a variety of rhetorical devices</td>
<td>compose an effectively structured speech using a variety of appropriate rhetorical devices that consistently engages the audience</td>
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<td>read a speech</td>
<td>read a speech with some eye-contact, voice modulation and appropriate volume</td>
<td>present a speech with some eye-contact, voice modulation and appropriate volume</td>
<td>present a speech with consistent eye-contact and use voice modulation, volume and pace to communicate</td>
<td>present a speech with consistent eye-contact and use voice modulation, volume, pace, pausing and body language to communicate</td>
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<td>demonstrate control of grammar and spelling with assistance</td>
<td>demonstrate control of some grammar and spelling</td>
<td>demonstrate control of most grammar and spelling</td>
<td>demonstrate consistent control of grammar and spelling</td>
<td>demonstrate effective control of grammar and spelling to influence meaning</td>
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Teacher comments: