Persuasive speech

Assessment description	Category
Students plan, rehearse and deliver a persuasive presentation, recognising structural and language features.	Spoken/signed
	Technique
	Persuasive text

Context for assessment	Alignment
Students are able to develop an awareness of how everyday texts seek to position them. Applying this awareness to their own writing and speaking will help students evaluate how best to position readers or listeners. Continued practice of writing and speaking formally in a familiar context will encourage students to feel more confident and interact successfully in different situations.	*Australian Curriculum v4.1*, Year 7 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au Year 7 English standard elaborations www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr 7_se.pdf
	Connections
	This assessment can be used with the QSA Australian Curriculum resource titled *Year 7 unit overview — English exemplar (Can you persuade me?)* available at: www.qsa.qld.edu.au/downloads/p_10/ac_english _yr7_unit_overview.doc
	Definitions
	Persuasive texts: Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener.

In this assessment
Teacher guidelines
Student booklet
Task-specific standards: Continua
Task-specific standards: Matrix
Assessment resource: Sample response
Assessment resource: Persuasive devices
Assessment resource: Note-taking and cue cards
Assessment resource: Presentation feedback

Teacher guidelines

Identify curriculum

Content descriptions to be taught		
Language	**Literature**	**Literacy**
Text structure and organisation • Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763) **Expressing and developing ideas** • Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	**Literature and context** • Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	**Interacting with others** • Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) • Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements (for example music and sound) to add interest and meaning (ACELY1804) **Interpreting, analysing, evaluating** • Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721) **Creating texts** • Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
General capabilities (GCs) and cross-curriculum priorities (CCPs) This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the English curriculum hub: www.qsa.qld.edu.au/yr7-english-resources.html		

📖 **Literacy**	🏴 **Aboriginal and Torres Strait Islander histories and cultures**
⚙ **Critical and creative thinking**	🔶 **Asia and Australia's engagement with Asia**
👥 **Personal and social capability**	🌱 **Sustainability**
⚖ **Ethical understanding**	

Receptive modes (listening, reading and viewing)

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

Source: ACARA, The Australian Curriculum v4.1, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 7 English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview — English exemplar (Can you persuade me?)
  www.qsa.qld.edu.au/downloads/p_10/ac_english_yr7_unit_overview.doc

Adjustments for needs of learners

The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

To make adjustments, teachers refer to learning area content aligned to the student's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.

For information to support students with diverse learning needs, see:

- Queensland Studies Authority materials for supporting students with diverse learning needs
  www.qsa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity
  www.australiancurriculum.edu.au/StudentDiversity/Overview
- The *Melbourne Declaration on Educational Goals for Young Australians*
  www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html
- The *Disability Standards for Education* www.ag.gov.au.

Resources

Online

- Online sources of speeches for students to view or listen to and analyse:
  – The History Place, Boston, USA. *Great speeches collection*,
     www.historyplace.com/speeches/previous.htm
  – "Top twenty unforgettable speeches as chosen by you" and "Great Speeches from Rural Australia" (polls taken of listener choices by ABC Radio National). Australian Broadcasting Corporation, Australia. *Unforgettable speeches,* www.abc.net.au/rn/features/speeches
  – Online Speeches, Australia. *Famous speeches*, www.onlinespeeches.com.au/famous-speeches
  – Learn out loud, California, USA. *History speeches*, www.learnoutloud.com/Free-Audio-Video/History/Speeches
- Detailed guide and ideas for creating good cue cards:
  Write Out Loud. *Cue Cards: How to make and use them effectively*, www.write-out-loud.com/cue-cards.html
- Additional information to support teaching of persuasive texts:
  Queensland Studies Authority, Queensland, Australia. *NAPLAN Persuasive devices continuum*, www.qsa.qld.edu.au/downloads/early_middle/naplan_pers_devices.pdf

Develop assessment

Preparing for the assessment

Exploring texts

- Read, view and listen to a variety of persuasive speeches to identify the point of view. Compare and evaluate the speeches, keeping purpose and audience in mind.
- Discuss why we need or create persuasive texts in our society. Consider the need to be passionate about a topic in order to be persuasive.
- Identify and discuss the use and persuasive effect of extended metaphors and rhetorical devices in a variety of persuasive speeches.
- Practise using complex persuasive devices, including opinion versus fact, rhetorical devices, figurative language techniques, and inclusive and emotive language. See *Assessment resource: Persuasive devices*.

Analysing texts

- Analyse a range of texts, with a focus on persuasive devices. Annotate the texts using understanding of language features and persuasive devices.
- Identify and discuss main ideas, concepts and points of view in persuasive speeches to evaluate the strength of an argument.
- Examine how writers use a range of sources to substantiate an argument.
- Compare two persuasive texts on the same topic from different points of view and analyse how the texts use complex language and persuasive devices to present an argument.

Creating texts

- Practise using topic sentences and initial and concluding paragraphs to structure a persuasive speech.
- Practise planning and drafting persuasive texts, using the following structure:
  - Begin with an introduction that identifies the topic and your point of view, and that briefly mentions the key arguments.
  - Organise the text so that each paragraph is about one key point and begins with a topic sentence.
  - Locate evidence to support your viewpoints.
  - Elaborate on each key point by using supportive explanations and evidence.
  - Use a range of persuasive devices.
  - Strongly restate your opinion and summarise your main points in your conclusion. Do not add any new details at this stage.
- Practise transforming text into notes or cue cards using *Assessment resource: Note-taking and cue cards*.
- Discuss the cues or structures within a text that signal what we are about to hear or that guide us on how an idea has been organised.
- Look for connective words such as "for example", "firstly", "in conclusion", "similarly", "however". Discuss the use of connectives and the need to vary them.
- Practise using cues and connectives to organise speeches and presentations.
- Discuss how interaction skills are used to effectively present ideas and information, e.g. body language, gestures, intonation, eye contact, voice control (fluency, clarity, volume, pace), positioning oneself in relation to the audience, use of notes/visual aids.
- Practise speaking in front of audiences using interaction skills.
- Rehearse speeches in small groups, giving one another feedback on presentation skills and persuasive writing. Before starting, clarify protocols to ensure feedback is considerate and constructive.
- Deliver brief presentations to the class for a range of purposes and using a variety of structures.

Implementing

Section 1. Planning and drafting a persuasive speech

Student role	Teacher role
• Establish your topic and point of view in Q1. Complete the planning tools in Qs 2 & 3.	• Negotiate choices with students and monitor them in completing the planning tools. If appropriate, facilitate opportunities to research. • Students would already have a point of view on several topics that may not require research, e.g. canteen food, public transport, homework, school starting times, skateboard parks, uniforms.
• Draft your speech using the sample planning tool and include all the required elements.	• Monitor students to ensure they use their planning to include all the required elements. Direct students to edit and proofread their drafts, and to create a revised version of their speech. This will form the hardcopy version for use in Section 2 of the *Student booklet* and for assessment of their learning.

Section 2. Analysing your persuasive speech

Student role	Teacher role
• Annotate and label the written version of the speech (Q5).	• If necessary, remind students how to annotate. See *Assessment resource: Persuasive devices*.
• Use your annotated speech to answer Qs 6–10.	• Monitor students' responses.
• Use your annotated speech to prepare notes for your presentation.	• Determine the type of notes students will use in their presentations (e.g. cue cards) and direct students accordingly. See *Assessment resource: Note-taking and cue cards*.

Section 3. Presenting your persuasive speech

Student role	Teacher role
• Complete Qs 11 & 12 to plan your presentation style.	• Monitor students' responses.
• In groups of three or four, rehearse the speeches and provide informal feedback to each other.	• Monitor students to ensure that all of them have an opportunity to rehearse and gain feedback. Provide informal feedback to the students, modelling an appropriate approach for other students. **Note:** Student deliveries during rehearsal could be used as a possible opportunity to assess.
• Complete Qs 13–15 using feedback from the group.	• Provide students with additional feedback where needed.
• Present speeches.	• Facilitate the presentation of the speeches at a suitable time, using *Assessment resource: Presentation feedback* or your own method of gathering evidence. This can be used in making judgments.
• After the presentations, use Qs 16–17 to reflect on your speech. Submit your annotated speech to the teacher.	• Monitor students' responses. Collect cue cards and annotated copies of the speeches for use in assessing students' learning.

Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 7 standard elaborations. See www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr7_se.pdf

The Queensland standard elaborations for English

The Queensland Year 7 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland English standard elaborations. Understanding and Skills in English are organised as receptive and productive modes.

The valued features of English, drawn from the achievement standard and the content descriptions for the receptive and productive modes, are organised as:

- Ideas and information in texts
- Text structures
- Language features.

Task-specific standards

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the student response to the standards
- a focal point for discussing student responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A to E or the Early Years equivalent)
- shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve

- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	**Receptive** Evidence of listening reading and viewing	- Ideas and information texts - Language features	Analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue, and analysis of how language features and vocabulary are used to persuade and affect an audience
	Productive Evidence of speaking writing and creating	- Ideas and information in texts - Text structures - Language features	Selection, organisation and synthesis of a variety of relevant ideas and information to create and present a persuasive speech to the class, and use of text structures and spoken/signed and non-verbal textual and language features to create and present a persuasive speech

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua

Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E (or the Early Years equivalent)

- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment

- incorporate the same task-specific valued features i.e. make explicit the particular understanding / skills students have the opportunity to demonstrate for each selected valued feature

- provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about student achievement

- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the students' responses to make an on-balance judgment about student achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the students' responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

Use feedback

Feedback to students	Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student's personal progress and the next steps in the learning journey.
	
	• Informal feedback could be provided when students analyse sample texts or when they draft and then present persuasive texts during the learning experiences.
	• Alternative opportunities to assess students could occur through the group rehearsals.
	• Specific feedback to progress student achievement could direct students to:
	  – engage in a conversation about how effectively they have conveyed the main idea of the presentation using tangible indicators such as text clarity and feedback from peers
	  – model sentence starters to articulate how they can deliberately craft their language features in order to shape meaning for the intended audience
	  – use multiple opportunities to rehearse to a range of audiences
	  – obtain feedback from different audiences when rehearsing
	  – use more complex devices to signal text structure such as rhetorical questions
	  – experiment with different interaction skills and discuss resulting effects in order to make strategic decisions.
	
	The task-specific standards for this assessment can be used as a basis for providing feedback to students.

Resources	For guidance on providing feedback, see the professional development packages titled: • *About feedback* www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc • Seeking and providing feedback www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc

Persuasive speech

Image: *Microphone*, Juan_Alvaro, Creative Commons Attribution 2.0, www.flickr.com/photos/31590610@N03/5408706936/

Plan, rehearse and deliver a persuasive speech.
You will: - plan and draft a persuasive speech where you attempt to convince your class to agree with your point of view   - analyse your persuasive speech   - present your persuasive speech.

Section 1.   Planning and drafting a persuasive speech

Plan and draft a persuasive speech where you attempt to convince your class to agree with your point of view.

1. Work with your teacher to select a topic and point of view. Use the space below to brainstorm.

2. Complete the table below to outline your presentation.

Purpose of speech	
Topic of speech	
Contention/point of view	
Audience	

3. Complete the sample planning tool on the following page to organise your presentation.

4. After completing the sample planning tool:

    a. draft your persuasive speech using what you have written in the boxes to organise the structure

    b. prepare a written version of your speech to use in Section 2.

Sample planning tool for presentation

Introduction

Point of view:

Key point 1:

Key point 2:

Point 1

Topic sentence:

Evidence:

Persuasive devices:

Point 2

Topic sentence:

Evidence:

Persuasive devices:

Conclusion

Link to purpose:

Strong finishing statement:

Section 2. Analysing your persuasive speech

5. Annotate your written speech using the following list. Check that you have met all the requirements in the planning tool.

   ### *My checklist*

   ☐ I used different colours to highlight or shade the different persuasive devices in my speech.

   ☐ I circled my main point of view.

   ☐ I placed/drew a star next to each topic sentence.

   ☐ I underlined the evidence used to support my point of view.

   ☐ I placed/drew a circle in the margin next to where I used a connective.

   Refer to your annotated speech when answering the following questions.

6. Identify the specific aspects of your writing that signalled the structure of your speech and guided your audience.

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   ....

7. How did you make sure your speech was coherent and sequenced appropriately?

   ....

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   ....

8. Analyse the three most effective persuasive devices used in your speech.

Persuasive device	*Evidence from text*	*Effect on audience*

9. Explain how your language choices were influenced by your intended audience.

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10. Explain the most effective aspects of your speech that will help the audience understand your point of view.

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**Keep your annotated speech and prepare your notes for the presentation.**

Section 3. Presenting your persuasive speech

11. Explain why a presenter's body language can be as persuasive as their spoken argument.

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....

12. Use the graphic organiser below to identify aims for your voice and body language during your presentation.

Voice		Eye contact

Body stance		Hand gestures

Position in relation to audience
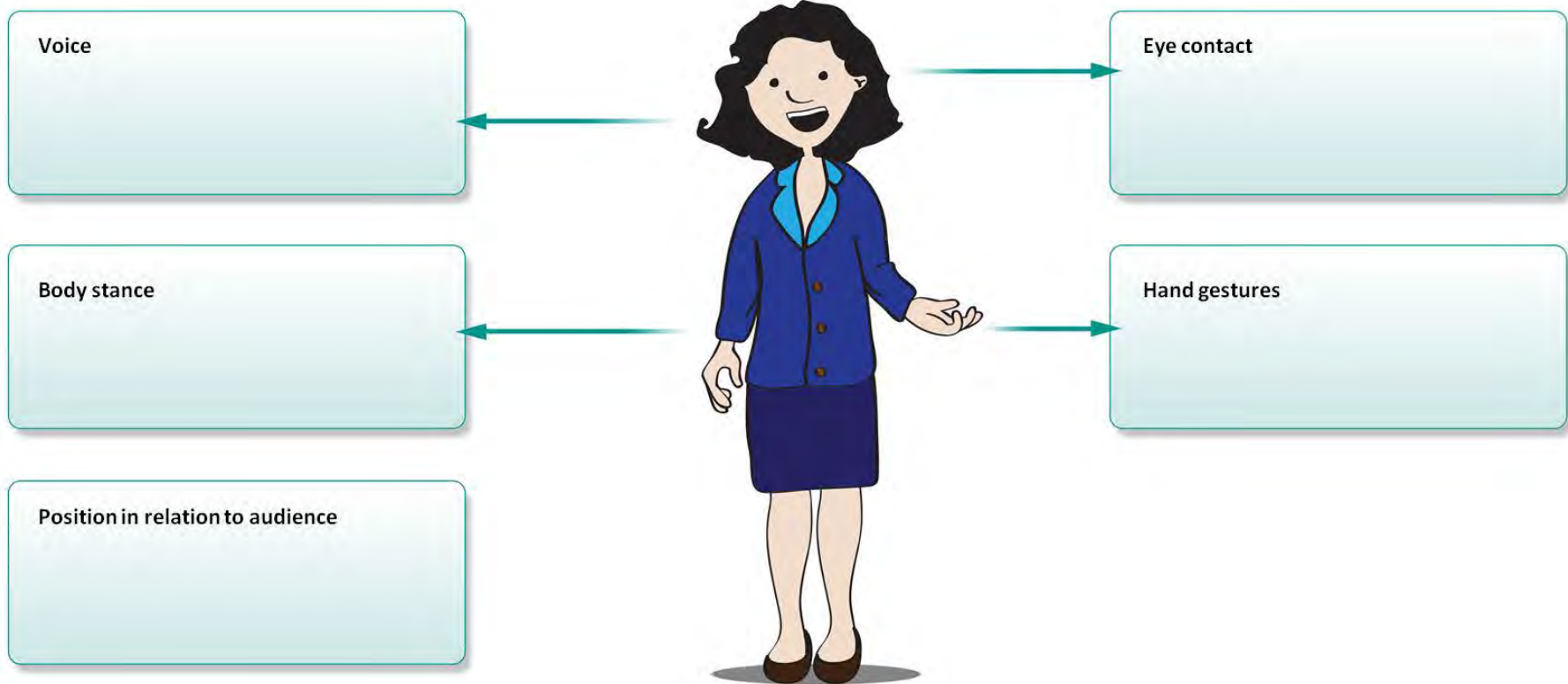
Rehearse your speech in a group.

13. Make notes around the diagram of any feedback and suggestions from your classmates to improve your spoken and physical presentation skills.

14. List the strategies you could use to help achieve the three aims you identified in Q12.

Aim	Strategy

15. Explain how you will use specific interaction skills to add meaning to your speech for your audience.

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Present your speech.

16. Reflect on your speech and the way you presented it, referring to the goals in the graphic organiser in Q12.

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17. Explain why rehearsing is important.

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....

Submit your cue cards and annotated speech to your teacher.

Persuasive speech

Name ....

Purpose of assessment: To plan, analyse and present a persuasive speech to class members

Understanding and Skills	
Receptive modes	**Productive modes**
Analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue, and analysis of how language features and vocabulary are used to persuade and affect an audience **Sections 2 and 3**	Selection, organisation and synthesis of a variety of relevant ideas and information to create and present a persuasive speech to the class, and use of text structures and spoken/signed and non-verbal textual and language features to create and present a persuasive speech **Sections 1 and 3**

Receptive modes	Productive modes	
◄ Discerning analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue, and of how language features and vocabulary, are used to persuade and affect an audience	◄ Discerning selection, organisation and synthesis of a variety of relevant ideas and information and discerning use of text structures and spoken/signed and non-verbal language features, such as pace, phrasing, pausing, audibility, stance, gestures, facial expression, to create and present a persuasive speech to the class	**A**
		B
◄ Analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue, and of how language features and vocabulary are used to persuade and affect an audience	◄ Selection, organisation and synthesis of a variety of relevant ideas and information and discerning use of text structures and spoken/signed and non-verbal language features, such as pace, phrasing, pausing, audibility, stance, gestures, facial expression, to create and present a persuasive speech to the class	**C**
		D
◄ Identification of a viewpoint on an issue in a speech and of language features and vocabulary	◄ Statement of ideas and information, use of aspects of text structures, and use of spoken/signed and non-verbal features that impede meaning in presenting a speech, e.g. pace, phrasing, pausing, audibility, stance, gestures, facial expression	**E**

Persuasive speech

Name ....

Purpose of assessment: To plan, analyse and present a persuasive speech to class members.

				A	B	C	D	E
Understanding and Skills	**Receptive modes**	**Ideas and information in texts**	Analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue **Sections 2 and 3**	Discerning analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue	Effective analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue	Analysis and explanation of the ways a persuasive speech represents a particular viewpoint on an issue	Explanation of a viewpoint on an issue in a persuasive speech	Identification of a viewpoint on an issue in a speech
		Language features	Analysis of how language features and vocabulary are used to persuade and affect an audience **Sections 2 and 3**	Discerning analysis of how language features and vocabulary are used to persuade and affect an audience	Effective analysis of how language features and vocabulary are used to persuade and affect an audience	Analysis of how language features and vocabulary are used to persuade and affect an audience	Explanation of language features and vocabulary used to persuade an audience	Identification of language features and vocabulary
	Productive modes	**Ideas and information in texts**	Selection, organisation and synthesis of a variety of relevant ideas and information to create and present a persuasive speech **Sections 1 and 3**	Discerning selection, organisation and synthesis of a variety of relevant ideas and information to create and present a persuasive speech to the class	Effective selection, organisation and synthesis of a variety of relevant ideas and information to create and present a persuasive speech to the class	Selection, organisation and synthesis of a variety of relevant ideas and information to create and present a persuasive speech to the class	Selection and combination of ideas and information to create and present a speech	Statement of ideas and information
		Text structures	Use of text structures to create and present a persuasive speech **Sections 1 and 3**	Discerning use of text structures to create and present a persuasive speech to the class	Effective use of text structures to create and present a persuasive speech to the class	Use of text structures to create and present a persuasive speech to the class	Use of aspects of text structures to create and present a speech	Use of aspects of text structures
		Language features	Use of spoken/signed textual and language features to present a persuasive speech **Section 3**	Discerning use of spoken/signed and non-verbal textual and language features to present a persuasive speech to the class, e.g. • pace, phrasing, pausing, audibility • stance, gestures, facial expression	Effective use of spoken/signed and non-verbal textual and language features to present a persuasive speech to the class e.g. • pace, phrasing, pausing, audibility • stance, gestures, facial expression	Use of spoken/signed and non-verbal textual and language features to present a persuasive speech to the class e.g. • pace, phrasing, pausing, audibility, • stance, gestures, facial expression	Use of spoken/signed and non-verbal textual and language features that vary in suitability e.g. • pace, phrasing, pausing, audibility, • stance, gestures, facial expression	Use of spoken/signed and non-verbal textual and language features that impede meaning e.g. • pace, phrasing, pausing, audibility, • stance, gestures, facial expression

Sample response

Section 1.   Planning and drafting a persuasive speech

Plan and draft a persuasive speech where you attempt to convince your class to agree with your point of view.

1. Work with your teacher to select a topic and point of view. Use the space below to brainstorm.

2. Complete the table below to outline your presentation.

Purpose of speech	To convince my audience
Topic of speech	School uniforms
Contention/point of view	That school uniforms should be compulsory
Audience	Fellow students

3. Complete the sample planning tool on the following page to organise your presentation.

4. After completing the sample planning tool:

   a. draft your persuasive speech using what you have written in the boxes to organise the structure.

   b. prepare a written version of your speech to use in Section 2.

Sample planning tool for presentation

Introduction

Point of view: Uniforms should be compulsory.

Key point 1: They reduce bullying.

Key point 2: They lead to academic success.

Point 1

Topic sentence:

Firstly, let's think about how uniforms can protect us students from bullying.

Evidence:

2010 university study

Persuasive devices:

Emotive language, rhetorical question, attack, cliché

Point 2

Topic sentence:

Secondly, school uniforms can actually help students to become happier and more successful people.

Evidence:

Cost of buying popular clothing all the time compared to uniforms

Persuasive devices:

Appeal, rhetorical question, simile

Link to purpose:

I ask you today to keep school uniforms compulsory.

Strong finishing statement:

I ask you to vote today to keep school uniforms compulsory.

School uniforms should be compulsory!

Our school council is currently making an important decision about student uniforms and they have asked for our opinions. Today I am going to convince you that school uniforms should be compulsory at our school by explaining how they are not only important in making sure we students feel less emotional and like we are under financial pressure, but they also help us to become happier and more successful.

Firstly, let's think about how compulsory uniforms can protect us students from pressure. They can stop us from feeling emotional pressure, which happens when we get bullied, or financial pressure when we try to keep up with all the latest fashions. By wearing uniforms, we are reducing any chance of some nasty, cruel bully teasing us about our clothing. Think about it. How often have you seen someone get teased about what they are wearing? At schools where they have no uniform policy, there's lots of pressure on teenagers to wear fashionable clothing, to wear something different every day and to have lots of brand-name clothing. If you don't do all these things, then you get teased for looking different or for being poor. It's not right that bullies think they can get away with it! They have no right! You would have heard your parents saying that "money doesn't grow on trees". Well, neither do clothes! Most people can't afford to wear only brand-name clothes. For example, a popular surfing brand-name T-shirt could cost as much as $50, and be out of fashion in a month, whereas a well-made uniform shirt will last all year! Trying to keep up with fashions that change every day is also a pressure that most students don't need. For this reason, it would benefit each and every one of us to have a compulsory uniform.

Secondly, school uniforms can actually help students to become happier and more successful people. Imagine a school where students don't have to worry about not fitting in or being teased and can get on with their learning. A 2010 study by an Australian university showed that schools that enforce a compulsory uniform have less bullying and that their students spend 25% more time on their learning during the school day.[1] Can you imagine how this extra time will mean they will get better marks? Also, the study showed that students who wore a uniform felt a stronger connection with their school community. If our school was to adopt a compulsory uniform policy, then students will feel like they belong and will end up taking pride in their school and their

Emotive language

Rhetorical question

Attack

Cliché

Evidence

Appeal to desire to be happy

Evidence

Rhetorical question

Evidence

learning. This will end up improving our school's reputation, which means that any student who wears our school's uniform will be respected by people in the community. I ask you to vote today to keep school uniforms compulsory. Please, <mark>stop innocent people from feeling like victims or tortured rats in a cage</mark>. Let them enjoy the happiness that comes from belonging to a community and being able to get on with their learning and succeed.

<mark>Simile</mark>

[1] Create D 2010, *Effects of Uniforms*, Oztralian University, Publishville, Oztralia.

Section 2.   Analysing your persuasive speech

5. Annotate your written speech using the following list. Check that you have met all the
    requirements in the planning tool.

My checklist

☑ I used different colours to highlight or shade the different persuasive devices in my
    speech.

☑ I circled my main point of view.

☑ I placed/drew a star next to each topic sentence.

☑ I underlined the evidence used to support my point of view.

☑ I placed/drew a circle in the margin next to where I used a connective.

Refer to your annotated speech when answering the following questions.

6. Identify the specific aspects of your writing that signalled the structure of your speech and
    guided your audience.

**Today I am going to convince you that, firstly, secondly, for example, I ask you
to, can you imagine, also, for this reason.**

7. How did you make sure your speech was coherent and sequenced appropriately?

**I made sure I introduced my talk so that it was clear what I was talking about
and why. I made sure that the points I mentioned in the introduction appeared
in the same order in the body of my speech and the conclusion. I made sure I
used pauses and topic sentences to let the audience know what I was going to
speak about. I linked the points back to my main point of view to re-emphasise
the main message. I started with the argument about pressure because I knew
that was something the audience would feel like they knew about and then they
would be happier to listen to the second point.**

8. Analyse the three most effective persuasive devices used in your speech.

Persuasive device	Evidence from text	Effect on audience
Rhetorical question	"How often have you seen someone …?"	It made them think about their own experiences or their friends' experiences so they felt anger towards bullies and were more likely to agree with what I was saying.
Appeal to desire to be happy	"Imagine a school where …"	Everyone would like to be happy, so I used this to help them be ready to hear my message about uniforms making that possible at school.
Simile	"like victims or tortured rats in a cage"	I thought this was a really strong image that would get my audience's attention and make them think about what I was arguing.

9. Explain how your language choices were influenced by your intended audience.

The audience influenced the language and the persuasive devices I used because I had to make sure they were ones that the audience would understand and be most affected by. For example, I used evidence that not only sounded convincing (e.g. "A 2010 study …") but was also about things that the other students were familiar with, like the cost of the brand-name T-shirt. I decided to use emotive language when talking about bullies because it's something that most kids have had experience with and they would be more affected by it.

10. Explain the most effective aspects of your speech that will help the audience understand your point of view.

Making sure I chose a topic that other students already had an idea about was really effective because it meant that I didn't have to waste time telling them about the topic and instead I could focus on my point of view.

I think one of the ways I help my audience to understand my point of view is the way I use topic sentences such as "Firstly, let's think about how compulsory uniforms can protect us students from pressure", because it means the audience is reminded of both my main topic and the reasons I have for my point of view.

The way I used rhetorical questions like "Imagine a school where students don't have to worry about not fitting in or being teased" is also an effective way of helping the audience understand and be reminded of my point of view, because it encourages them to think about how uniforms will make things better for them and they will be influenced more by my presentation.

Keep your annotated speech and prepare your notes for the presentation.

Cue cards for presentation

1) Important: uniforms 👁
↓ bullying, $ pressure
↑ happy, success

2) Unif ↓ bullying

Think about it … **?**

3) Bullies — no right 🖐

No policy = ↑ $$

4) Brand: $50

For this reason …

5) Unif = ☺ + successful 👁

Imagine a school … …

6) 2010: comp unif =
↓ bullying
&
25% ↑ learning

7) Can you imagine … **?**
Unif = belonging
Belonging = pride

8) ∴ school reputation ↑

∴ respect 4 students ↑

9) Vote today **> !**

Like victims/rats in a cage

10) Unif = happy = belonging

& = learning & success 🖐

Section 3.   Presenting your persuasive speech

11. Explain why a presenter's body language can be as persuasive as their spoken argument.

If you are standing proudly and speak as if you are very sure you are right, the audience is less likely to notice weak spots in your argument. If you are nervous or mumble, they won't believe or be influenced as much by your argument.

12. Use the graphic organiser below to identify aims for your voice and body language during your presentation.

Voice
Clear, loud, not shaky, don't say "um"

Eye contact
Looking up at different people while I'm talking, not just reading from my speech

Body stance
Facing the audience, standing at the front in the middle so they can all see and hear me

Hand gestures
Using my hands to express points, not holding my speech in front of my face, keeping my hands relaxed or on the lectern

Position in relation to audience
Standing up straight, shoulders back, not leaning against anything
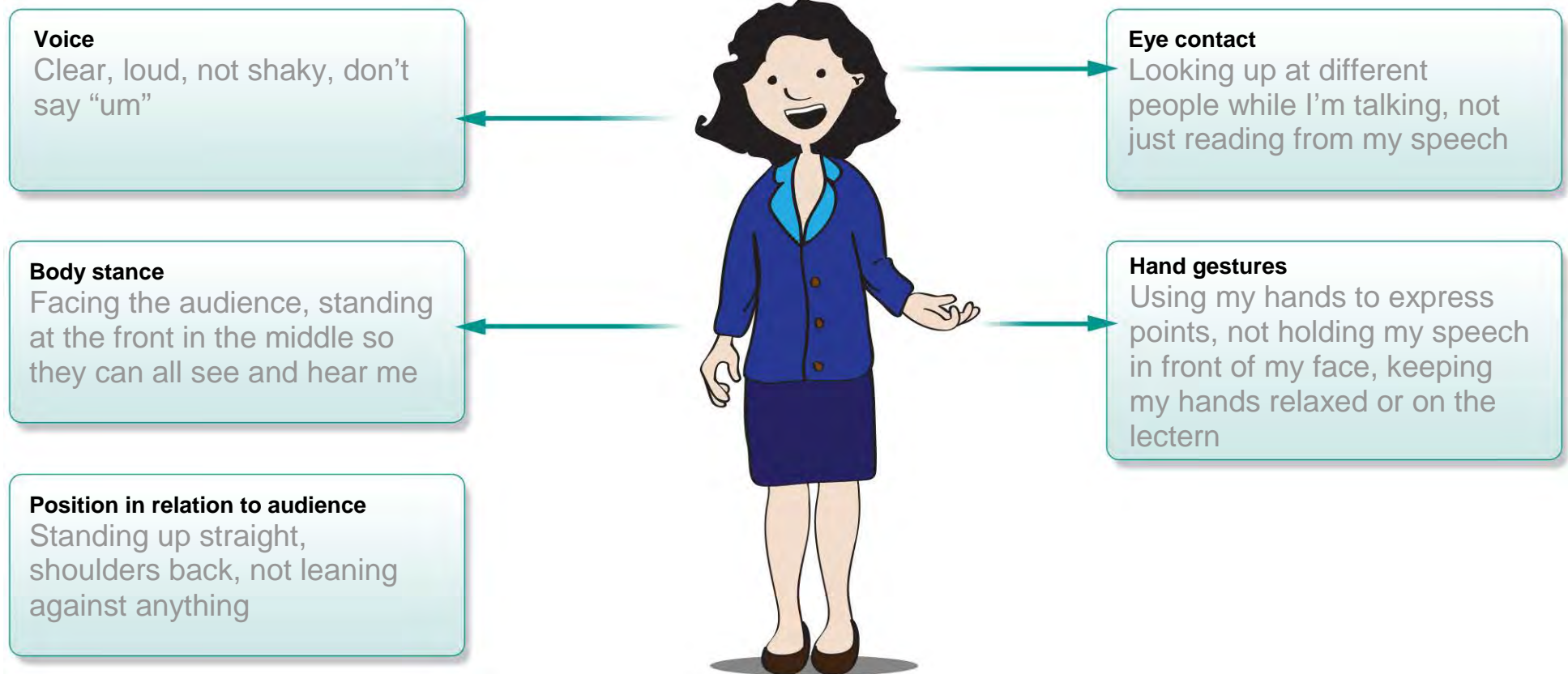
Rehearse your speech in a group.

13. Make notes around the diagram of any feedback and suggestions from your classmates to improve your spoken and physical presentation skills.

14. List the strategies you could use to help achieve the three aims you identified in Q12.

Aim	Strategy
Not saying "um"	Do lots of rehearsals so I know my speech. Stop and take a breath or swallow every time I pause and I will be likely to say it right.
Using hand gestures	Put in symbols or highlighted directions in my palm cards. Practise doing it in the rehearsals so I do it automatically.
Having a good position	Make sure I stand in the right place to start with, and put a table in front of me if there isn't a lectern.

15. Explain how you will use specific interaction skills to add meaning to your speech for your audience.

I have decided to use strategic pauses in my speech after each rhetorical question to give the audience a chance to think about what I asked. I am going to use a more serious tone for the information about the university study to make it sound more official. I am going to use gestures to show points 1 and 2 when I mention them in the introduction and when I introduce each point so the audience knows where they are in the organisation of my speech.

Present your speech.

16. Reflect on your speech and the way you presented it, referring to the goals in the graphic organiser in Q12.

I think my voice was loud enough and everyone could hear me, but I know I said "um" a couple of times when I lost my spot by looking up. I think I stood properly in front of the audience and I used one hand to gesture sometimes. I looked around a bit as I got into the speech but I have to practise doing it so that I don't lose my place.

17. Explain why rehearsing is important.

Doing extra rehearsals was a good thing because it meant that when I had to do my speech, I remembered lots of it from memory. Because I didn't have to read all my notes, I could look up a bit more. I think it also made me more convincing because it was like I was having a chat with the audience, not just reading to them.

Submit your cue cards and annotated speech to the teacher.

Persuasive devices

Persuasive devices can assist in persuading people by appealing, for example, to their emotions, their respect for certain types of people, or their requirement for rational proof.

	Definition	Example	Effect
Simile	Comparing one thing with another, using "like" or "as", to make the original item appear a certain way	The prices of food at the canteen are like the price of diamonds.	Choosing diamonds as a simile here — items that everyone knows are expensive — makes the canteen prices appear extremely high. This choice of comparison can influence how the audience sees the original object (in a positive/negative light, their emotional response, etc.).
Inclusive language	Using pronouns to position yourself as part of the audience	We shouldn't be treated like this!	The use of "we" encourages the audience to think of you as being on their side — that you and they share the same opinion already. It can also make it seem as if you have shared an experience with them and therefore gives you greater credibility.
Metaphor	Saying that one thing is another	The canteen is a diamond mine …	The metaphor invites the audience to think of the canteen as being a place that is rich or generates a lot of money. As with similes, the characteristics or nature of the object you are linking your original idea to will influence the audience in a particular way.
Rhetorical question	Asking a question that the audience is not required to answer	Is it fair that we should pay these prices?	This question is important because the audience automatically answers it in their own mind. The phrasing encourages the audience to think like the writer or speaker does and invites them to share the same point of view.
Emotive language	Deliberately choosing language that evokes an emotional response in the audience	Every lunchtime, a crowd of small, starving innocents stares longingly into the canteen.	Think about the choice of words. "A crowd of small starving innocents" creates a much more emotional response than "hungry Grade 2 kids". Consider how words can be used to weaken, strengthen or shape a particular image in the mind of the audience.
Cliché	A common saying that contains a great deal of meaning in a few words	Whoever sets these prices must be getting out of bed on the wrong side!	This cliché "getting out of bed on the wrong side" conveys a common understanding that someone is in a bad mood for no particular reason. It is important to choose a cliché that the majority of your audience will recognise. It also promotes a feeling of agreement because you and the audience have a shared understanding.
Repetition	Using the same keyword or phrase throughout your argument	Is it fair that we should pay these prices? Is it fair that the canteen is the only place to …?	Repeating a key phrase adds emphasis to your viewpoint. Repetition of "Is it fair …?" will encourage the audience to agree with the writer's viewpoint and to start asking the same question in their own minds.

Note-taking and cue cards

This resource provides teachers with tips and information to assist students in preparing to present their persuasive speech.

Note-taking is an important skill because it allows you to:

- organise information
- record the most important aspects of a text
- memorise information more easily.

Tips for note-taking:

- Identify the main points of your speech.
- Decide what is only supporting detail and eliminate it from your notes.
- Summarise the main points into a phrase or keyword.
- Use abbreviations and symbols.
- Keep exact wording of quotes or statistics to ensure accuracy.
- Test whether your notes prompt your memory for the supporting details.

Cue cards are useful when you are delivering a presentation because they stop you from "reading" to your audience. Cue cards should:

- be numbered in sequential order
- have large, clear text
- not contain copy-and-paste text from your draft
- include annotations to remind you of specific voice and body language to be used in the speech
- have one main idea or point on each card represented by a phrase or keyword.

Helpful abbreviations and symbols			
& or +	and	**w/o**	without
V	very	**esp**	especially
max	maximum	**min**	minimum
e.g.	for example	**Aust**	Australia
∴	therefore	**govt**	government
diff	different	**sim**	similarly
↑	increase, bigger	↓	decrease, smaller

Consider how you abbreviate words and phrases when sending text messages, and use those as a guide.

Make sure to familiarise yourself with the abbreviations and symbols you choose.

Annotations for voice and body language instructions			
…	pause	!	emphasise
>	speak more loudly	<	speak more quietly
👁	look up/around	✋	gesture
?	rising inflection	☺	smile or laugh

Example speech extract

One of the most important decisions you can make is about organ donation. Today, I would like to persuade you of the desperate need for increased organ donations in Australia and share with you some stories of lives that were changed because a stranger donated their organs. Lastly, I will tell you about the very simple way you can choose to be an organ donor.

A poorly organised cue card

1) One of most important decisions you make is organ donation.
Today I will inform you about desperate need for increased donation in Australia and share stories of lives changed because strangers donated organs.
Lastly, I will tell you a simple way to choose to be an organ donor ✗

A well-organised cue card

1)
- V. important: Organ donation 👁
- Today … Need to ↑ donation !
- e.g. life-changing
- How to … ✓

Persuasive speech

Presentation feedback

Student: .... **Contention:** …………………………………………………

Coherency of text				
	Yes	**No**	**Examples/evidence**	**Comments**
Student organises the text with an introductory statement, main points and a concluding statement				
Student uses cues to signal structure and content of the speech, e.g. "however", "in conclusion"				

Interaction skills				
Skill	**Needs attention**	**Satisfactory**	**Good**	**Comments, suggestions**
Voice: volume				
Voice: clarity and fluency				
Body stance/position				
Gestures				
Eye contact				