English 2019 v1.5

IA2: Sample assessment instrument

Extended response — persuasive spoken response (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

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

Students must examine an issue with relevance to Australian audiences during the previous 12 months.

Context

In this unit, you have examined representations of a number of contemporary social issues in the media, as well as strategies for persuasive argument. You have also analysed the ways different texts construct perspectives of the same issue.

Task

Genre: Persuasive speech

Purpose: To persuade; to provoke critical reflection on an issue

Audience: Student choice (Australian audience)

Construct, script and deliver a persuasive speech on a social issue to specific Australian audience of your choice. You need to select a contentious social issue that has appeared in media texts in the last year, which may be drawn from broader topics such as gender, power, race, religion, age, class and sustainability. Construct a persuasive argument of your own that adds to the public conversation about the issue.

In your speech, invite listeners to reconsider their own position on the issue, persuade them to accept your stance, and influence them to take action.

To complete this task, you must:

- establish a thesis in relation to the chose 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.

Checkpoints

☐ Consult with teacher about speech topic and thesis. Date:

☐ Complete your written script for your speech. Date:

☐ Rehearse speeches in teacher-nominated pairs and provide feedback to one another focusing on use of spoken and nonverbal features. Date:

☐ Present your draft speech to your teacher for feedback on your spoken delivery. Date:

☐ Submit final script on school's authentication software and deliver your speech in class time. Date:

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 one draft.

- Students will use plagiarism-detection software at submission of the response.

- 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 issue

- 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, e.g. emotive language and appeals, figurative language, rhetorical questions, repetition, anaphora, antistrophe, antithesis, identifying with the audience, statistics, evidence, case studies

- 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 (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 of 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 roles 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.	3–6
- 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

The student work has the following characteristics:	Marks
- 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