This assessment allows you to demonstrate your skills in persuading others to your point of view.

**Purpose**

Your task is to:

1. Choose an issue (or perspective about an issue) which you see as powerful and engaging. Be specific in your framing of the issue; avoid issues which are too broad in their scope and may lead to generalisations and clichés, e.g. rather than ‘social stereotyping’, you could narrow the focus of your speech to ‘stereotyping of [a specific group] in social media’.

2. Your response to this assessment must be presented as a spoken/signed piece. You may support your response with multimodal elements, appropriate to your context and audience; however, you should remain focused on the spoken/signed dimension.

3. You must provide clear evidence of your use of appropriate nonverbal features, including facial expressions, gesture, movement, stance, and proximity as appropriate to the creation of a persuasive text.

4. Your response may be performed live, or pre-recorded. If you are recording your response, you must ensure that you appear on screen for sufficient time for you to be fully assessed against the assessment objectives.

**General advice**

- **Construct a persuasive speech**
  - which responds to a representation of a contemporary and contentious social issue that has been in media texts within the previous year
  - and will add to public dialogue or ‘conversation’ about the issue.
Key definitions

Make sure that you are familiar with these terms and their definitions.¹

- **Persuasive**: capable of changing someone’s ideas, opinions or beliefs
- **Perspective**: a point of view or way of regarding/thinking about situations, facts and texts
- **Media texts**: spoken, print, graphic or electronic communications with a public audience; media texts can be found in newspapers and magazines and on television, film, radio, computer software and the internet
- **Multimodal**: using a combination of at least two modes (e.g. spoken, written, visual, aural, digital), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose
- **Nonverbal features**: used to assist with effective communication; examples are facial expressions, gestures, proximity (i.e. to the audience), stance, movement

Key advice: Assessment objectives

Exploring the assessment objectives gives you a checklist for what this assessment requires and allows you to better understand how your work will be assessed.

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>Implications — what you need to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Create a <em>structure</em> and <em>style</em> which is appropriate to the persuasive genre and gives you the opportunity to develop your role as a <em>speaker</em> to a <em>public audience</em>.</td>
</tr>
<tr>
<td>3</td>
<td>Within that structure, plan a response that develops your <em>perspective</em> on the issue and the different <em>arguments</em> that you will use to <em>persuade</em> your audience.</td>
</tr>
</tbody>
</table>
| 4, 5                  | As you create your response, ensure that you are making use of:  
  - the ways the issue is underpinned by *cultural assumptions, attitudes, values* and *beliefs*  
  - *aesthetic features* and *stylistic devices* to enhance your response and achieve your purpose. |
| 6, 7                  | Select and organise your *subject matter* to support your *perspective* on the issue and achieve your purpose. |
| 8, 9, 10              | Use a *style* which is appropriate to the persuasive genre and enables you to achieve your purpose. |
| 11                    | Ensure that *spoken* and *nonverbal features*, (and complementary *multimodal* features, if needed) are appropriate to the persuasive genre, and used as a way of allowing you to achieve your purpose. |

Key advice: Assessment conditions

Exploring the implications of the conditions for this extended response provides a method for approaching this task.

Four weeks notification and preparation time

Carefully consider your planning process and allow time for:

- thoroughly exploring the chosen issue and its various perspectives, as it has been represented across a variety of media, and clarifying your perspective on that issue
- considering the cultural assumptions, attitudes, values and beliefs that underpin the issue, and how are these communicated, via the media, to audiences
- further developing your perspective by researching the issue, considering
  - the potential strengths and weaknesses of your supporting arguments
  - the use of illustrative anecdotes or stories
  - the use of expert opinion
  - the use of fact-based, supporting subject matter, e.g. data
  - alternative viewpoints, and how you might refute these
- considering your intended role as a speaker, and your intended audience, and how these might positively influence the development and style of your speech
- gathering your ideas and evidence into a coherent plan, ensuring that this plan allows you to successfully address the requirements of the task
- drafting a response, focusing on cementing your subject matter choices within a coherently organised and highly persuasive response
- refining your draft, especially in terms of
  - its suitability in terms of your role, the audience and the purpose of the task
  - your use of structure and style for persuasive purposes
- adding in complementary features (e.g. images, graphics) if needed.

Consider submitting your draft as a spoken/signed response so you can practise and receive feedback on these features.

Edit your response according to these guidelines:

- macro editing, or re-examining the ‘big picture’
  - clarity of argument and ‘presence’ of your considered perspective
  - extent to which readers are persuaded by your response
  - structure of paragraphs, including placement of arguments and evidence
  - effectiveness of the introduction, as a clear statement of your perspective on the issue, and the conclusion, as a final, emphatic ‘underline’ of that perspective
- micro editing, or re-examining the finer details
  - use of aesthetic features and stylistic devices
  - grammar, spelling and punctuation
use of complementary features (where applicable).

Spoken/signed length of 5–8 minutes

Allow time to:

- learn your response well enough that you can deliver the text and engage in nonverbal features such as eye contact and gesture
- practise the delivery of your response, focusing on spoken features such as
  - articulation: saying each word and phrase clearly so that your audience is in no doubt as to what you are saying
    - tip: if you have used complex or difficult words in your speech, be sure to check and practise the correct pronunciation
  - pace: ensuring that your pace is appropriate and will support understanding
    - tip: as a rough ‘rule of thumb’ (remembering that everyone speaks differently according to a range of contexts); aim for around 140–150 words per minute as a way of checking your pace
  - emphasis: identifying areas of your speech where you can use emphasis to stress the significance of the information
    - tip: practise this so that your use of emphasis manifests as a natural product of your passion for the issue, rather than seeming ‘forced’
  - pausing: identifying areas of your speech where you can pause as a way of stressing the significance of the information
    - tip: practise this so that your pausing manifests as a natural product of your passion for the issue, rather than seeming ‘forced’
  - volume: if you are presenting live, your volume needs to be loud enough for all members of the audience to hear you
    - tip: record yourself delivering part or all your speech, and use this recording to check your volume.

If you are pre-recording your response:

- check the format of the recording to ensure that it fits within the required guidelines
- ensure that you appear on screen for sufficient time for you to be fully assessed against the assessment objectives
- record at least one rehearsal of your speech to check
  - your use of spoken features
  - your use of nonverbal features
  - framing, i.e. your presence within the image is appropriately sized
  - the clarity of the image
  - the suitability of your background
- aim to record your response in a single take, or as close as possible to a single take, to avoid fragmenting the recording.
If you are adding complementary features, ensure that:

- these are both necessary and appropriately formed as enhancements of your persuasive response
- the features do not continuously or frequently block the audience’s view of the speaker.

Open access to resources
Consult a wide range of resources as a way of enhancing your understanding and developing your perspective on the chosen issue.

Persuading an audience
The following speech is an excerpt from a student response to the English IA2. In an earlier part of the speech, the student indicated that she was an aspiring electoral candidate representing a group known as the Equity Australia Party. You can watch excerpts of this speech via links in the IA2 section of the *English subject report: 2022 cohort* www.qcaa.qld.edu.au/senior/senior-subjects/english/english/teaching.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Excerpt</th>
<th>Persuasive features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>In my youth, I had a dear friend called Eli. He was the product of our broken immigration system. It was on his fourth birthday that he landed on Australia’s shore. It was on his fifth birthday that he found out he had failed his literacy requirement to enter Australia. It wasn’t until Eli was six years old that he was finally given the chance to leave the detention centre and attend a real primary school. Eli lost two crucial years of his life behind bars. Two years. So, why was he there for two years when theoretically all that is required for a visa claim is basic information about health and identity?</td>
<td>Anecdote: The speaker begins with a character and story as a way of personalising the issue and making it seem more real for audiences.</td>
</tr>
<tr>
<td><strong>Rule of three</strong></td>
<td><em>In my youth, I had a dear friend called Eli. He was the product of our broken immigration system.</em> It was on his fourth birthday that he landed on Australia’s shore. It was on his fifth birthday that he found out he had failed his literacy requirement to enter Australia. It wasn’t until Eli was six years old that he was finally given the chance to leave the detention centre and attend a real primary school. Eli lost two crucial years of his life behind bars. Two years. So, why was he there for two years when theoretically all that is required for a visa claim is basic information about health and identity?*</td>
<td>Emotive language: Words like ‘dear’ and ‘broken’ appeal to the emotions of the audience.</td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
<td>The speaker links the introduction to the issue and broadens the discussion towards national policy on immigration.</td>
<td>Repetition: Phrases such as ‘two years’ are repeated to highlight the point.</td>
</tr>
<tr>
<td><strong>Reinforcement 1</strong></td>
<td>The speaker reinforces her role and the purpose of the speech by linking the content to ‘members of my electorate’.</td>
<td>Rhetorical questions: Questions are used as a way of making the audience actively consider the issues raised in the speech.</td>
</tr>
<tr>
<td><strong>Reinforcement 2</strong></td>
<td>The speaker reinforces the strength and purpose of the argument with a real-life example of immigration as a positive force.</td>
<td>Expertise: The citing of an expert body such as the Human Rights Commission adds strength and gravity to the arguments.</td>
</tr>
</tbody>
</table>

Supporting students in the English IA2
Extended response — persuasive spoken response

Queensland Curriculum & Assessment Authority
March 2023

Page 5 of 6
However, as we rebound from this crisis, the nation has been filled with a renewed hope where we are realising new passions and chasing new dreams. Careers once abundant with employees are crying out for workers, work that new Australians will happily take on. These children bring with them a wealth of knowledge and skills that their parents have bestowed upon them; inventions and innovations are waiting just around the corner. Look at the 1998 Australian of the Year, Tan Le. Arriving as an asylum seeker at the age of four, she later founded two companies that conduct neurological research to bring affordable technology to the masses. Her research has brought the ideas of science fiction to reality.

More information
If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au/senior/senior-subjects/english/english. Alternatively, email the English and Language learning area at english@qcaa.qld.edu.au.

© State of Queensland (QCAA) 2023

Licence: https://creativecommons.org/licenses/by/4.0 | Copyright notice: www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence.

Attribution (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Glossary definitions used in this document are excluded from the CC BY 4.0 licence.