

# Supporting students in the Essential English IA1

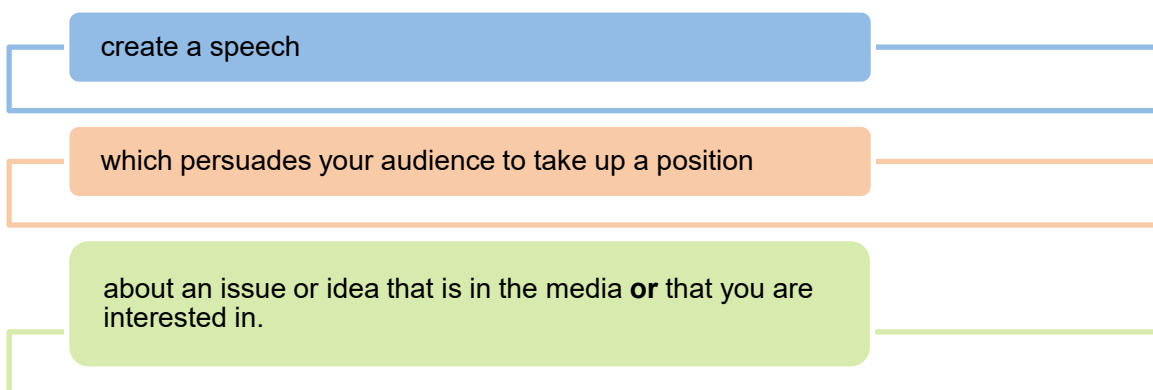
## Extended response — spoken/signed response

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

### Purpose

Your assessment is to:



### General advice

1. Choose an issue or idea which:
  - a. suits assessment requirements, i.e. instructions about the genre, context and audience
  - b. interests and engages you. You will speak more powerfully and persuasively if you genuinely believe what you are saying.
2. Your response to this task must be spoken/signed. You may support your response with audio, visual and/or digital media that are appropriate to your genre, context and audience; however, you should remain focused on the spoken/signed delivery.
3. You must use nonverbal language features (including facial expressions, gesture, movement, stance, and proximity) appropriate to the creation of a persuasive response where you convince audiences to accept your point of view.
4. Your response may be performed live, or pre-recorded, depending on task instructions. If unsure, ask your teacher. If you are recording your response, you must be visible on screen.

### Key definitions

Make sure that you are familiar with these terms and their definitions.<sup>1</sup>

- **Representations:** constructs that give shape to ways of thinking about or acting in the world

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<sup>1</sup> Unless otherwise stated, these key definitions are found in Queensland Curriculum and Assessment Authority, *Essential English Applied Senior Syllabus 2019 v1.1*, QCAA, Brisbane, pp. 44–62, [www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ess\\_english\\_19\\_app\\_syll.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_19_app_syll.pdf).

- **Issue:** a point in question or dispute<sup>2</sup>
- **Positioning:** refers to how texts influence audiences in certain ways
- **Persuasive:** capable of changing someone’s ideas, opinions or beliefs
- **Perspectives:** a point of view or way of regarding or 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
- **Nonverbal language features:** used to assist with effective communication, e.g. facial expressions, gestures, proximity (i.e. to the audience), stance, movement

## Key advice: Assessment objectives

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

Assessment objectives	Implications: What you need to do
3, 4	<p><b>Knowledge application</b></p> <ul style="list-style-type: none"> <li>• As you create your response, select and organise your <b>information</b> and <b>arguments</b> to support your <b>perspective</b> on the issue or idea, and achieve your purpose: to <b>persuade</b> your audience.</li> <li>• Ensure that you use <b>cultural assumptions, attitudes, values</b> and/or <b>beliefs</b>.</li> </ul>
1, 2, 6, 7	<p><b>Organisation and development</b></p> <ul style="list-style-type: none"> <li>• As you create your response, ensure that your information and arguments are organised in a <b>purposeful</b> way, and that you use <b>cohesive devices</b> to structure your arguments and highlight the strength of your perspective.</li> <li>• Create a <b>style</b> that is appropriate to the required persuasive genre and gives you the opportunity to develop your role as a <b>speaker</b> to the <b>audience</b> as required by the task.</li> </ul>
8, 9	<p><b>Textual features</b></p> <ul style="list-style-type: none"> <li>• As you create your response, ensure that your <b>language features</b> are appropriate to your persuasive purpose, the <b>audience</b> and the <b>context</b> in which you are speaking to that audience.</li> <li>• Also ensure that <b>spoken</b> and <b>nonverbal features</b>, (and complementary <b>audio, visual</b> and/or <b>digital</b> features, if needed) are used as a way of allowing you to achieve your persuasive purpose.</li> </ul>

## Key advice: Assessment conditions

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

### Three weeks notice of task

Carefully consider your planning process and allow time for:

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<sup>2</sup> Macmillan Publishers Australia 2023, Macquarie Dictionary, [www.macquariedictionary.com.au](http://www.macquariedictionary.com.au).

- thoroughly exploring the issue or idea and clarifying your perspective on that issue
- considering the cultural assumptions, attitudes, values and beliefs that underpin the issue, including your own
- **further** developing your perspective by researching the issue, considering
  - the potential strengths and weaknesses of your supporting arguments
  - the use of anecdotes or stories
  - the use of persuasive language features (e.g. metaphor, emotive words or phrases) and text structures (e.g. a cyclical structure)
  - the use of expert opinion
  - the use of fact-based supportive information, e.g. data, statistics
- considering your intended role as a speaker, and your intended audience, and how these might influence the style of your speech (i.e. different approaches may be required for different audiences, e.g. school students, social or religious organisations, political gatherings)
- organising 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 creating persuasive ideas and information within a coherently organised response **and** considering the core elements of persuasion
  - *ethos*: will the audience be able to trust you as an authority on the issue, and value your passion as a speaker who is trying to persuade them?
  - *pathos*: how strongly does your speech appeal to the emotions of the audience?
  - *logos*: how reasoned and logical are your arguments?
- refining your draft, especially in terms of
  - its suitability for your role, the audience and the purpose of the task
  - your use of structure and style for persuasive purposes
- adding in audio, visual and/or digital media features, if needed.

Edit your response according to these guidelines:

- macro editing, or re-examining the ‘big picture’
  - clarity of argument and ‘presence’ of your perspective/arguments
  - extent to which readers will be 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 for fluent spoken expression
  - use of audio, visual and/or digital media features (if applicable).

## Spoken/signed presentation of 4–6 minutes

Allow time to:

- learn your speech well enough that you can deliver the speech **and** engage in nonverbal features: facial expressions, gestures, proximity (i.e. to the audience), stance and movement
- practise the delivery of your speech, focusing on spoken features such as
  - articulation: saying each word and phrase clearly so that your audience is in no doubt about 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 to speak 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 appears 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 sufficient 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.

## Other

This is an individual task that you must take sole responsibility for.

Check the task to determine whether you are delivering your speech live or videorecording it. If you are recording your work:

- 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 timing — you must deliver a speech of 4–6 minutes
  - your use of spoken features
  - your use of nonverbal features
  - framing, i.e. check your presence within the image is appropriately sized
  - the clarity of the image
  - the suitability of your background.

# Persuading an audience

The following speech is an excerpt from a student response to the Essential English IA1. The student chose to speak to a school parade about the issue of homelessness. **Note:** The speech has been redacted for privacy.

Structural features	Excerpt	Language features
<p>As an organisational tool, the student has aligned their visual media (slides) with their scripted speech.</p> <p>The issue of homelessness and the student's perspective on that issue are introduced at the start of the speech.</p> <p>Having introduced the issue and perspective, the student addresses audience, purpose and context in the next section of the speech.</p>	<p><b>Slide 1</b></p> <p>How would you feel if you didn't have a place to sleep tonight? If you had no place to call home? This is a reality for many young people, not only today but every day. According to the 2016 Census, 17% of homeless people are your age, between 12 – 24 years old. This is unacceptable in today's society, and we need to make a change.</p> <p>Good morning, I'm [NAME] and I am a Year 12 student here at [SCHOOL]. The purpose of today's parade is to tell you about homelessness and how you can make a positive change for homeless youth, right here in [PLACE]. I, like most of you here today, have a home to go to after school. However, I am going to be speaking to you about the many youths who do not have a place to call home, and the damaging impact it has on these young people suffering in our region.</p>	<p>The student begins the speech with rhetorical questions, an effective persuasive device.</p> <p>The speaker's use of data develops their authority, an example of <i>ethos</i> and <i>logos</i>.</p> <p>Using the personal pronoun and the phrase 'like most of you today' helps to develop the relationship between speaker and audience.</p> <p>Words like 'damaging' and 'suffering' are examples of powerful emotive language.</p>

Structural features	Excerpt	Language features
<p>The speaker links the issue of homelessness with cultural assumptions, values, attitudes and beliefs, e.g. the concepts of safety, privacy and access to health care are raised.</p>	<p><b>Slide 3</b></p> <p>Here at [SCHOOL], our values involve respect, diversity and enjoyment. These values are so important, and we have the power as a school community to make a positive change for these homeless young people by supporting, acknowledging and raising awareness of this youth crisis. We all deserve to feel safe and supported in our homes. We all have a right to privacy and appropriate healthcare, education and employment opportunities, as well as mental health support. Just take a step back for a second. How would you feel living in these people's shoes, with no roof over your head and feeling unsafe every day? Unfortunately, youth homelessness is a common crisis and sadly this has put these young people at risk of exposure to violence, abuse, a lack of good healthcare, education, employment, and is often a reason for drug use and a decline in mental health.</p>	<p>Again, the speaker acknowledges context, audience and purpose.</p> <p>The speaker uses the plural pronoun 'we' to promote inclusivity, suggesting this is a community problem that requires a community solution.</p> <p>A powerful rhetorical question focuses the audience on the issue.</p> <p>Listing the potential consequences of homelessness is an example of <i>pathos</i>.</p>

Structural features	Excerpt	Language features
In this section, the speaker invokes a call to action: how this issue can be addressed by the audience and community.	<p><b>Slide 5</b></p> <p>... We need to take action and be involved in raising awareness for homeless youth here at [PLACE]. Let's start here at [SCHOOL] and take part on the 'Sleep Out' event. This event involves bringing donations of coins or non-perishable food items to give to those in need and support them as a group. The 'Sleep Out' event will take place right here, where we can experience what homeless people deal with every day. We must make a positive change by bringing donations and by experiencing what these people do every single day.</p>	<p>'Let's start here' is an inclusive appeal to audience.</p> <p>The emphasis on positive, practical change in this section — an example of <i>logos</i>.</p>

## More information

If you would like more information, please visit [www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english](http://www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english). Alternatively, email the English and Languages learning area at [essentialenglish@qcaa.qld.edu.au](mailto:essentialenglish@qcaa.qld.edu.au).



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