



YEAR 12 ENGLISH (ADVANCED)

MODULE B: Critical Study of Text

NON-FICTION: Speeches

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| Due Date: Term 2, Week 6, Tuesday, 5 th June 2018 by 3:20pm | Assessment Name: Module B Speech |
| Mark: x/15 | Weighting: 15% |

SYLLABUS OUTCOMES TO BE ASSESSED:

4. A student explains and **analyses** the ways in which language forms and features, and structures of texts shape meaning and influence responses
6. A student engages with the details of text in order to **respond** critically and personally
- 12a. A student **explains** and **evaluates** different ways of responding to and composing text

DIRECTIVES TO BE ASSESSED:

Analyse – Identify components and the relationship between them; draw out and relate implications

Evaluate – Make a judgement based on criteria; determine the value of

Explain – Relate cause and effect; make the relationships between things evident; provide why and/or how

Respond – To reply or answer in words

TASK DESCRIPTION:

Compose and deliver a speech that is aimed at fellow HSC students by considering the following statement:

Analyse and **explain** the textual integrity of two speeches that you have studied by commenting on the value of the speeches to today's society.

Your speech needs to **respond** critically and personally with detailed knowledge and understanding of two speeches of your own choosing. You will need to **evaluate** how context, values and attitudes have been conveyed.

You will also need to explore critically and personally the ways in which the language forms, features and structures help shape meaning and influence our response and create textual integrity (ethos, pathos and logos).

You will be required to submit a transcript of your speech on the due date. Speeches are to begin on the same day.

ASSESSMENT CRITERIA AND STUDENT CHECKLIST

You will be assessed on your ability to:

- **Explain** and **evaluate** the textual integrity of two speeches of your own choosing
- Identify the rhetorical techniques utilised by the composers, the language forms and features and structures of the texts
- **Analyse** ideas about logos, pathos and ethos
- **Respond** critically to compose and deliver a speech that considers purpose and audience
- Write a 6 minute speech in length
- Rehearse your speech, practising eye contact, voice and tone

YEAR 12 ENGLISH (ADVANCED) ASSESSMENT TASK SPEECH – MARKING CRITERIA

| Criteria | Mark: | |
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| <p>Respond critically and personally (x/5)(Outcome 6):</p> <p>Limited use of palm cards demonstrates thorough planning and practice. Eye contact needs to engage the audience and palm cards should be used as prompts only. Body language, stance and an effective voice demonstrate a confident physical presence as a presenter.</p> | 5 | Eye contact effectively engages the whole audience. Palm cards used minimally. Voice is strong and expression is effective. Gesture and stance are used effectively to engage the audience. |
| | 4 | Engaging eye contact – looking up from cards frequently. Voice is clear and uses variation in expression. Gesture is used occasionally. |
| | 3 | Sound eye contact. Looking up from cards regularly. Voice is clear with a steady pace. Sound expression. |
| | 2 | Occasionally looking up from palm cards. Voice may be quiet or lacking in expression. |
| | 1 | Totally reading speech from palm cards. Speaks in a monotone. |
| <p>Analyse language forms and features, and structures of texts and how they shape meaning (x/5) (Outcome 4):</p> <p>Presentation content demonstrates knowledge and engagement with the content of selected speeches and knowledge of their historical context.</p> | 5 | Demonstrates a detailed knowledge and insightful understanding of the selected speeches. Demonstrates a highly developed understanding of the texts’ context. |
| | 4 | Demonstrates a detailed knowledge and perceptive understanding of the selected speeches. Demonstrates a well-developed understanding of the texts’ context, |
| | 3 | Demonstrates an adequate knowledge and understanding of the selected speeches. Demonstrates a developed understanding of the texts’ context. |
| | 2 | Demonstrates a generalised knowledge and understanding of the selected speeches. Demonstrates a limited understanding of the texts’ context, |
| | 1 | Demonstrates an elementary knowledge and understanding of the selected speeches. Demonstrates little or no understanding of the texts’ context. |
| <p>Explains and evaluates the ways composing texts have resulted in textual integrity (X/5) (Outcome 12a):</p> <p>Presentation content discusses pathos, ethos and logos and links them to how they have been utilised to create textual integrity.</p> | 5 | Evaluates textual integrity by effectively considering pathos, ethos and logos in the selected speeches. |
| | 4 | Evaluates textual integrity by skilfully considering pathos, ethos and logos in the selected speeches. |
| | 3 | Evaluates textual integrity by adequately considering pathos, ethos and logos in the selected speeches. |
| | 2 | Evaluates textual integrity by attempting to consider pathos, ethos and logos in the selected speeches. |
| | 1 | Evaluates textual integrity with little or no consideration of pathos, ethos and logos in the selected speeches. |
| <p>Comment:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | | |
| Time: | | TOTAL(x/15): |