



Year 7, English

Task 4: Multimodal Speech Task

Due Date: Week 8, Thursday 12th September 3PM, 2024

Task Distributed: Term 3 Week 6
Tuesday 27th, 2024

Unit: Have You Got Something To Say?

Task Type: Speaking Task (Persuasive) **Task Weighting:** 20%

Outcomes: EN4-ECA-01, EN4-URA-01, EN4-RVL-01

Task Description

You have been asked to deliver a 2-3 minute persuasive speech for your fellow classmates convincing them of the importance of using their voice to stand up for issues they care about. You will film a video of yourself giving your speech and submit it to your Google Classroom.

You will present a speech in response to the following question:

Explain why it is important for young people to use their voice.

In your speech, you will reference your study of Solli Raphael as a key example of someone who is using their voice to create change in the world. Your response should explain two of Solli Raphael's poems as examples of how someone can use performance poetry to create awareness for important issues. You may choose any two of the poems you have studied in class, and you will need to analyse at least one quote/technique from both.

In class, you will be given a scaffold that will assist in writing your speech.

Your speech should include:

- An introduction which addresses the question and introduces yourself.
- Explain 2-3 reasons why young people should use their voice to create awareness for important issues.
- Explain 2 of Solli Raphael's poems as examples of someone using their voice, and an analysis of at least one quote from each poem.
- Persuasive language throughout (high modality, rhetorical questions, repetition, anecdotes, statistics etc)
- A conclusion which inspires your audience to use their voice for a cause they are passionate about
- Presenting skills such as eye contact, gestures, voice and pauses.

Submit the video of your speech, as well as your written transcript to your Google Classroom by 3 pm on the 12th of September.

You will need to practise your transcript before attempting to film yourself delivering the presentation. You may use your phone, camera or computer to film yourself delivering this presentation.

Please ensure you consider the following things when filming your presentation:

- Your face and top half of your body must be visible throughout the presentation.
- The audio must be loud and clear.
- Consider the appropriateness of your clothing, school uniform is not mandatory, but make sure you are dressed respectfully.
- Check that your video works once it is uploaded. Try a MP4 or MOV file type.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Explain: Make the relationships between things evident. Provide why and/or how.

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The speech should be **rehearsed, recorded** and **both the video and transcript submitted** using Google Classroom by Thursday 12th September, 3pm..

Students should ensure they have covered the following checklist:

- I have composed a persuasive speech within the 2-3 minute time limit, using engaging rhetorical and persuasive devices appropriate to the target audience.
- I have included well considered examples from two of Solli Raphael's poems.
- I have developed a clear structure to my speech appropriate to the text type.
- I have typed a written transcript of my speech.
- I have **transcribed, rehearsed** and **recorded** my speech.
- I have saved my speech in one of the following formats - Jane_Smith. mp4, .wmv, .mpeg2 or .mov.
- I have **uploaded the video file and a copy of my written transcript** to the Google Classroom submission box by **Thursday the 12th September (3pm)**.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date. At this time feedback including information on how to improve will be provided through the marking criteria.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.

Upon return of the task, students will also be expected to complete a self-reflection.

How does this link to my learning?

Public speaking is a key life skill required for school, further education, social situations and the workplace. Confidence comes from being able to use appropriate rhetorical skills to convey meaning and persuade an audience to believe in their opinions or values. This task also assesses the following Reporting Outcome:

- Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

7 English – Task 4: Speaking Task Marking Guidelines 2024

	CONTENT Outcomes	E Elementary achievement You have:	D Limited achievement You have:	C Satisfactory achievement You have:	B High achievement You have:	A Outstanding achievement You have:
		1	2	3	4	5
	EN4-URA-0 analyses how meaning is created through the use of and response to language forms, feature and structures.	Attempts to recall why it is important to use your voice. Summarises the poems with little or no analysis.	Describes why it is important for people to use their voice. References one poem or two poems with limited analysis of techniques.	Explains why it is important for young people to use their voice. Response may reference examples from ONE-TWO poems studied in class with an attempt to analyse techniques.	Clearly explains why it is important for young people to use their voice with effective vocabulary. Response makes references to examples from TWO poems studied in class with clear analysis of techniques.	Effectively explains why it is important for young people to use their voice with fluent and sustained vocabulary. Response makes references to well-chosen examples from TWO poems studied in class with effective analysis of techniques.
		1	2	3	4	5
	EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction	Limited attempt to use persuasive devices in their speech.	Basic use of persuasive devices in their speech.	Uses some persuasive devices in their speech.	Uses a variety of persuasive devices to strengthen their speech.	Uses a variety of effective persuasive devices to strengthen their speech. <i>(examples: repetition, rhetorical question, high modality, statistics/ analogy/ anecdote)</i>
		1	2	3	4	5
	EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.	Student read their speaking task with little audience engagement.	Makes limited use of presentation skills.	Delivers a sound persuasive speech using some elements of public speaking.	Confidently delivers a persuasive speech using a variety of public speaking conventions.	Skilfully and with an engaging presence, delivers a persuasive speech using a variety of effective public speaking conventions (eye contact, voice, tone, pause, body language, etc.)

TOTAL: /15

Literacy Criteria- 2024

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.5	0.75	1
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.5	0.75	1
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.5	0.75	1
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.5	0.75	1
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

TOTAL /5

TOTAL /20