

|  |  |
|--|--|
| <b>Learning Area:</b>                            | <b>English</b>   |
| <b>Extension Certificate Title:</b>              | <b>United Nations Address – If I were...</b>   |
| <b>Task Details:</b>                             | <p>Write and record a speech addressing a global issue. In your piece, consider the following:</p> <ul style="list-style-type: none"> <li>- Using the hook 'If I were...' students are to engage with a persona from a different social or cultural background to develop an insight into a global issue.</li> <li>- Thoughts/ feelings- ensuring you are culturally sensitive to experiences identified.</li> <li>- Reactions to the given situation</li> <li>- Key stakeholders</li> <li>- A key image must be selected as a talking point</li> <li>- Conduct research to avoid a biased perspective</li> </ul>  |
| <b>Victorian Curriculum Content Descriptors:</b> | <p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>- Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (<a href="#">VCELY485</a>)</li> <li>- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (<a href="#">VCELY486</a>)</li> </ul> <p><b>Responding to literature</b></p> <ul style="list-style-type: none"> <li>- Reflect on, extend, endorse or refute others' interpretations of and responses to literature (<a href="#">VCELT484</a>)</li> </ul> <p><b>Language for interaction</b></p> <ul style="list-style-type: none"> <li>- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (<a href="#">VCELA483</a>)</li> </ul> |
| <b>Resources Required:</b>                       | <p><a href="https://www.un.org/youthenvoy/2017/02/global-youth-videophoto-contest/">https://www.un.org/youthenvoy/2017/02/global-youth-videophoto-contest/</a></p> <p><a href="https://www.un.org/en/about-us">https://www.un.org/en/about-us</a></p> <p>Sample UN speeches:</p> <p><a href="https://www.youtube.com/watch?v=gkjW9PZBRfk">https://www.youtube.com/watch?v=gkjW9PZBRfk</a> (Emma Watson – He for She)</p> <p><a href="https://www.youtube.com/watch?v=qkZ13cVUBJs">https://www.youtube.com/watch?v=qkZ13cVUBJs</a> (Leonardo DiCaprio – Climate Change)</p>   |

### Assessment Criteria Rubric

(Please note this is an 80% pass rate. If you would like to resubmit you have 7 days to do so)

| <b>Construct, orally, a sustained and reasoned presentation on the selected issue.</b>  |  |  |   |  |
|---|--|--|---|--|
| <p><b>CONTENT</b></p> <p>Presentation, of complex ideas in a sustained, coherent and logical manner. Covers global issue with complexity and cultural sensitivity</p> <p>5</p>  | <p>A sustained, coherent and logical presentation. Good coverage of a global issue and cultural sensitivity</p> <p>4</p>                                   | <p>A presentation which is generally sustained and coherent. Addresses some aspects of a global issue and incorporates references to cultural experiences</p> <p>3</p> | <p>A superficial presentation. Limited discussion of a chosen issue and illustrates a biased perspective of cultural and social issues</p> <p>2</p> | <p>Little understanding of the content and selected issue. Does not identify cultural sensitivity</p> <p>1</p>                             |
| <p><b>STRUCTURE</b></p> <p>Structure is clearly defined, with well developed ideas. Powerful introduction with evidence of engaging hook, logical sequencing of body paragraphs and compelling conclusion.</p> <p>5</p> | <p>Cohesive and thoroughly developed ideas, within a highly effective structure. Engaging Intro, logical sequence of body and apt conclusion.</p> <p>4</p> | <p>Structure was satisfactory, some ideas were soundly developed. Intro, Body and Conclusion were present and effective to a reasonable degree.</p> <p>3</p>           | <p>Overall structure needed attention. Ideas lacked cohesion and development. Intro and/or Conclusion were not effectively utilised.</p> <p>2</p>   | <p>Presentation lacked any recognisable structure. Ideas rambled and were largely undeveloped. Abrupt/ineffective Conclusion.</p> <p>1</p> |

|  |   |  |  |   |
|--|---|--|--|---|
| <u>ORAL SKILLS</u><br>Skilful use of highly appropriate oral language conventions, such as tone, projection and appropriate language choices for audience.<br>5        | 4<br>An ability to use appropriate oral language conventions to engage an audience.<br><br>4                                  | An ability to use some appropriate oral language conventions to engage an audience.<br><br>3   | Wavering ability to use oral language conventions to engage an audience.<br><br>2                                | Limited use of oral language conventions to engage an audience.<br><br>1                      |
| <u>ARGUMENT</u><br>Sophisticated use of argument to develop a contention and position audience in relation to the issue<br>5   | Well-defined development of distinct, sound arguments in support of a strong contention<br><br>4                              | Clear separation of arguments in an attempt to develop and argue a contention<br><br>3   | Limited clarity in defining arguments resulting in unsuccessful support of the contention<br><br>2               | Little or no use of argument in support of an unclear or absent contention<br><br>1           |
| <u>IMAGE SELECTION AND ANALYTICAL DISCUSSION</u><br>Succinct explanation and discussion of selected global image with reference to illustrator's views and values<br>5 | Explanation pertaining to the symbolism of the image and analysed its meaning in relation to the authorial concerns.<br><br>4 | Satisfactory identification of symbols in the image and explanation of inferred meaning supporting an exploration of the message.<br><br>3 | Limited identification of symbols in the image with brief explanation of the message and their meaning.<br><br>2 | Vague reference symbols in the image and a generalised analysis of views and values.<br><br>1 |

Once this task has been submitted, your subject teacher will do an initial assessment and moderate with a Learning & Teaching Leader to ensure a fair and equitable result. The subject teacher will communicate your result to you and if you receive an 80% or above you will be awarded your Extension Certificate. If you do not reach the 80% pass rate you will have 7 days to resubmit to achieve the 80% pass rate.