

Desirable features

High-quality performance is evidenced by:

- a forceful or moving speech (one that has a significant message, appeals to the emotions and connects with the audience).
- a sustained (not much less than 10 minutes), well-spoken and well-structured public display of intensive knowledge of a chosen topic and of the various points of view that surround it.
- adaptations of an original speech in terms of tone, manner and mode of delivery to account for the distinctive receptivities of different audiences on different occasions.

Acceptable performance (successful task completion) is evidenced by:

- a speech of reasonable length that informs or engages the audience.
- display of some knowledge of a chosen topic.
- an attempt to adjust parts of an original speech to suit different audiences.



YEARS 7-9
TASK

6

Opinion-making Oracy

New Basics referents

Multiliteracies and communications media

- Making creative judgments and engaging in performance
- Communicating using languages and intercultural understandings
- Mastering literacy and numeracy

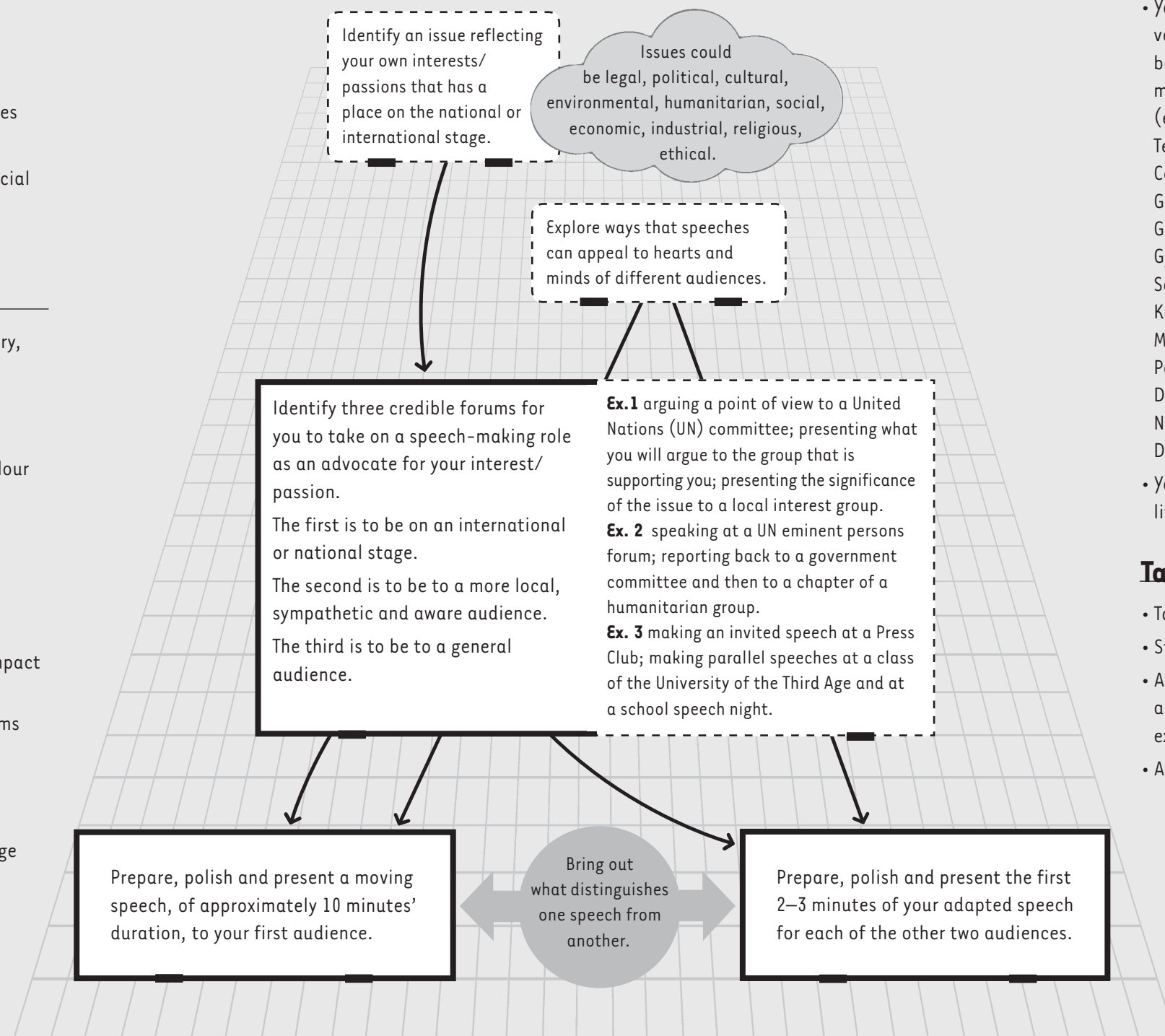
Active citizenship

- Interacting within local and global communities
 - Operating within shifting cultural identities
 - Understanding the historical foundation of social movements and civic institutions
- (Possibly others depending on choice of issue.)

Targeted repertoires of practice

- Acquiring a broad range of knowledge — literary, historical, philosophical, scientific, linguistic
- Analysing popular issues
- Being at ease in front of an audience
- Delivering information with sensitivity and colour
- Determining the relevance of evidence in supporting a position
- Gesturing in speech-making
- Interrelating ideas/themes/issues
- Presenting a lucid argument
- Recognising the emotional and intellectual impact of famous speeches
- Speaking to various audiences in various forums for various purposes
- Structuring/organising extended spoken text
- Studying and memorising
- Using a broad range of knowledge and language to convince and evoke

Students will make forceful speeches on an issue of international or national significance oriented to three unlike audiences in different forums.



Ideas, hints and comments

- For each of the two part-speeches, the concentration should be on tailoring the first few minutes of the full speech in order to engage the different audience and fulfil the different purposes.
- You might consider reacting to and analysing a variety of influential speeches, for good or for bad, by leaders in such fields as politics, social movements, humanitarian causes and spirituality (e.g. Phillip Adams, Beryl Beaufort, Shirley Temple-Black, Winston Churchill, Cicero, Eva Cox, Elizabeth I of England, Jane Fonda, Indira Gandhi, Mahatma Gandhi, Charles de Gaulle, Bob Geldof, Billy Graham, Xanana Gusmão, Tenzin Gyatso, Pauline Hanson, Adolf Hitler, Jesus Christ, Samuel Johnson, Kerry Jones, Paul Keating, John F. Kennedy, Martin Luther King, Vladimir Lenin, Nelson Mandela, Robert Menzies, Lowitja O'Donohue, Emily Pankhurst, Henry Parkes, Mary Robinson, Franklin D. Roosevelt, Dale Spender, Charles H. Spurgeon, Natasha Stott-Despoja, Margaret Thatcher, Desmond Tutu, Mary Whitehouse, Gough Whitlam.)
- You might like to explore powerful recitations in literature and film.

Task parameters

- Task intensity: medium
- Students must work on their speeches individually.
- As much as is possible, members of the final audience for the full speech should not have experienced any part of the three speeches previously.
- Available grades: 3