Unit 2, Outome 1, 2 – Community Calendar project, Persuasive Oral

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| **Excelling** | Seeks teacher feedback on their cue cards | Outlines their conclusion, referring back to their arguments/  reasons | Uses technical language | Counters opposing opinions | Presents for up to  5 minutes | Uses intonation to engage the audience | Incorporates a variety of appropriate body movement, posture, gesture and facial expressions | Engages with the wider audience | Varies sentence length for effect | Includes four or more appeals | Uses four or more devices |
| **Achieving** | Seeks teacher feedback on their final notes | Includes separate arguments/ reasons, each with related information | Explains and elaborates on specific information | Gives reasons for their opinion | Presents for between 3 and 4 minutes | Speaks at a speed which allows them to be understood | Enhances presentation with hand gestures and facial expressions’ | Engages with a few members of the audience | Pronounces key words accurately in full sentences | Includes three appeals | Uses three devices |
| **Satisfactory** | Seeks teacher feedback on their draft | Outlines an introduction to the topic | States specific information on the topic in their own words | Explains the opinion | Presents for between 2 and 3 minutes | Pronounces words clearly | Stands in a formal manner | Looks at the audience occasionally | Uses formal language | Includes two appeals | Uses two devices |
| **Not yet satisfactory** | Drafts the presentation in their workbook | Includes relevant information | States general information on the topic | States the opinion on the topic(s) | Presents for less than 2 minutes | Speaks in monotone | Remains in one position or moves around a lot | Looks at the teacher occasionally | Uses informal language | Includes one appeal | Uses one device |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Planning** | **Structure** | **Subject knowledge** | **Opinion** | **Length** | **Voice** | **Non-verbal communication** | **Eye contact** | **Spoken** | **Persuasive language appeals** | **Persuasive language devices** |
| **Content** | | | | **Presentation skills** | | | | **Language use** | | |
| How to make cue cards:   * Have 1 main heading or idea per card * Write clearly, using large font  (so you can read the card easily) * Have plenty of blank space around each work or phrase to help them stand out * Use bullet points or numbers to put your ideas in order | | | | *Monotone* = no change in speed or intonation, the voice stays the same the whole time, not engaging  *Intonation* = your voice going up and down when speaking, highlights key words, interesting to listen to  *Non-verbal communication =* body movement, posture (how you hold your body), gesture (hand movements) and facial expression  *Looks vs engages* = looking at someone means you glance at them for a short time but there is no connection. Engaging someone means you look them in the eye, may smile and are talking directly to them. | | | | |  |  | | --- | --- | | **Characteristics of formal and informal language** | | | **Formal**  Serious  Objective  Impersonal  Reasoned  Controlled  Reserved | **Informal**  Light  Humorous  Personal  Casual  Offhanded  Plainspoken  Simple | | | |