**ASSESSMENT YEAR 6**

**ARGUMENTATIVE SPEECH**

Using Microsoft PowerPoint as your platform, present a Argumentative speech in favour of protecting an endangered species found on the Granite Belt.

Your speech will contain:

* Argumentative language features
* Structure of an argumentative speech
* Facts about the endangered species,
* Examples of changes in the habitat of a species that has caused it to become endangered.
* Photographs and at least one embedded video.
* Any other argumentative elements such as tables, graphs etc.

The **audience** to whom you will present the argument is the local council.

Your **purpose** is toconvince them of the need toprotect this species.

Use the **graphic organiser** provided to plan the presentation and organise your notes.

You also have the option of **recording** the text of your PowerPoint.

Please hand/email in your graphic organiser and email the PowerPoint when complete.

**Resources:**

* Endangered species factsheets
* Notes
* SDRC Website for background information on the Council
* Websites and YouTube Videos
* PowerPoint
* Your Learning Team and fellow students
* Teacher

BRAINSTORM IDEAS

Introduction notes

Body notes

Body notes (cont.)

Conclusion notes

***CHECKLIST***

**STRUCTURE**

* My introduction begins with something like “Good morning, Mayor and Councillors ....
* My introduction states the purpose of my speech.
* The body of my speech is written in paragraphs, each with a statement and evidence.
* The body has facts about the endangered animal.
* The body has facts about why it is endangered.
* The body of my speech explains why it is important for the council to help protect this species.
* I have included images and at least 1 video link.
* The conclusion summarises my thoughts and feelings and restates the purpose in a strong manner.

**LANGUAGE FEATURES**

* I have used objective, impersonal language features.
* I have used unemotional language - thinking, explaining verbs.
* I have used a rhetorical question.
* My conclusion clearly restates the purpose.
* My conclusion is strong and convincing.

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| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions. **AC9S6U01** | Student comprehensively and persuasively examines the changing physical conditions within the habitat of a species which affects species survival with supportive detail and/or examples. | Student persuasively examines the changing physical conditions within the habitat of a species which affects species survival with some detail and/or examples. | Student examines the changing physical conditions within the habitat of a species which affects species survival with at least one example. | Student identifies changing physical conditions within the habitat of a species which affects species survival. | Student is yet to grasp the significance of the changing physical conditions within the habitat of a species which affects species survival. |
| Students explain the importance of protection of species. **AC9S6U01** | Student comprehensively explains the importance of protection of species with supportive detail, use of subject specific vocabulary and/or examples.  | Student clearly explains the importance of protection of species with some supportive detail, and some use of subject specific vocabulary. | Student explains the importance of protection of species. | Student identifies the importance of protection of species. | Student is yet to grasp the importance of protection of species. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Students use the objective language of an argument.**AC9E6LA02** | Student confidently, consistently, and accurately uses objective language of an argument. | Student confidently and with some accuracy uses objective language of persuasive text. | Student uses objective language of persuasive text. | Student sometimes uses objective language of an argument. | Student does not use objective language of an argument |
| Students use language features of an argumentative text, including one point of view.  **AC9E6LA03** | Student comprehensively uses language features of an argument, including a strong convincing viewpoint. | Student uses some language features of an argument, including a strong viewpoint., | Student uses language features of an argument, including point of view. | Student sometimes uses language features of an argument. | Student is yet to grasp the language features of an argument. |
| Students use the structure of an argumentative text.  **AC9E6LA03** | Student masterfully uses the structure of an argument to develop their viewpoint. | Student capably uses the structure of an argument to develop their viewpoint. | Student uses the structure of an argument. | Student partially uses the structure of an argument. | Student is yet to grasp the structure of an argument. |
| Students recognise how authors often adapt text structures and language features. **AC9E6LA03** | Student successfully incorporates images, video within a PowerPoint platform, skilfully adapting text structures and language features. | Student soundly incorporates images, video within a PowerPoint platform, knowingly adapting text structures and language features. | Student incorporates images, video within a PowerPoint platform, adapting text structures and language features. | Student partially incorporates images, video within a PowerPoint platform, adapting text structures and language features. | Student is yet to recognise that text structures and language features can be adapted. |
| Plan, create rehearse and deliver spoken and written argument.**AC9E5LY07** | Student has delivered a thoroughly planned, well-spoken and written argument, with well-constructed, comprehensive notes, sequential and creative delivery of the argument and successful editing of the written copy. | Student has delivered a well-planned and well-spoken and written argument, with comprehensive notes, sequential delivery of the argument and mostly successful editing of the written copy. | Student has planned, created, rehearsed, and delivered a spoken and written argument. | Student has attempted to plan, create, rehearse and deliver aspects of a spoken and written argument. | Student has not demonstrated the skills required for implementing elements of an argument. |