

ATTENTION YEAR 12 STUDENTS: PLEASE SEE SAC CONDITIONS BELOW.

Must submit on the day: (PRE-PRINTED)

- printed statement of intention
- printed copy of speech
- bibliography
- cue cards
- PPT slides

- any videos are not part of speaking time- 45 second total limit for videos
- you must be at school at least half an hour before your presenting time
- any absences require a medical certificate to be scored

SEE BELOW AN ASSESSOR BREAKDOWN OF WHAT TEACHERS ARE LOOKING FOR IN A HIGH RANGE PRESENTATION

What are we looking for in the high range?	DESCRIPTOR: typical performance in each range						WEIGHTING
	Descriptors	Very low 1-2	Low 4	Medium 6	High 8	Very high 10	
<p>Thorough justification of choices.</p> <p>Explain development of arguments</p> <p>Purposeful explanation of choices- What? How? Why?</p> <p>Focus on PLTs and use of evidence and effect</p> <p>Clear links between content and audience</p> <p>Future tense.</p> <p>Structured piece of writing</p> <p>Clearly explain any creative elements (e.g. persona, costuming)</p>	<p>Ability to write a statement of intention that carefully explains your decisions related to the content, approach taken to writing and the audience, purpose and context</p>	<p>Limited articulation of the intention of decisions related to content and approach made during the planning process with some reference to purpose, audience and context.</p>	<p>Basic articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating some understanding of purpose, audience and context.</p>	<p>Sound articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating solid understanding of purpose, audience and context.</p>	<p>Thorough articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating clear understanding of purpose, audience and context.</p>	<p>Insightful articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating complex understanding of purpose, audience and context.</p>	10

	Descriptors	Very low 1-2	Low 3-4	Medium 5-6	High 7-8	Very high 9-10	
<p>Well researched awareness of nuances and sides of argument</p> <p>Wide range of evidence sources</p> <p>Credible sources</p> <p>Who, when, where acknowledgement of sources.</p> <p>Reference list given to assessors</p> <p>Explanation of evidence and its relevance to contention.</p>	<p>Knowledge of the issue and selection of evidence to support the arguments (and acknowledgement of sources).</p>	<p>Limited understanding of the issue. Few references made to information and evidence.</p>	<p>Some understanding of the issue through the selection of acknowledged information and evidence used to support particular positions.</p>	<p>Satisfactory understanding of the issue through the selection and synthesis of acknowledged information and evidence used to support particular positions.</p>	<p>Detailed understanding of the issue through the careful selection and synthesis of appropriately acknowledged information and evidence used to support particular positions.</p>	<p>Thorough and detailed understanding of the issue through the meticulous selection and synthesis of appropriately acknowledged information and evidence used to support particular positions.</p>	30
<p>Each argument builds on the one before</p> <p>Links are made between evidence and overall argument</p> <p>Arguments clearly link back to overall contention and target audience</p> <p>Issue, POV and contention clear very early in speech</p> <p>Rebuttal is included and clear</p> <p>Direct addressing of target audience throughout</p>	<p>Presentation of a sustained, coherent and logical speech (clear point of view, contention, supporting arguments and links to relevant audiences)</p>	<p>Limited understanding or development of arguments. Some attempts to position the audience.</p>	<p>Some understanding of arguments demonstrated through the development of arguments that position the audience to support some of the points of view presented.</p>	<p>Sound understanding of argument demonstrated through development of broad and reasoned arguments that position the audience to support the points of view presented.</p>	<p>Detailed understanding of argument demonstrated through development of reasoned and credible arguments that position the audience to support the points of view presented.</p>	<p>Sophisticated and insightful understanding of argument demonstrated through the development of reasoned and convincing arguments that position the audience to support the points of view presented.</p>	

<p>Has cue cards but limited reliance on cue cards (no reading)</p> <p>Body language and tone matches contention</p> <p>Preparation is evident through familiarity and comfortability with presentation</p> <p>Any media presentations enhance overall speech (no reading from slides)</p> <p>Pauses, tonal shifts, volume changes for purposeful effect.</p> <p>Moderate speed of talking (not too fast or slow)</p>	<p>Oral presentation skills (eye contact, natural body language, voice projection, tonal changes, movement of arms, audience engagement using a VARK type of approach)</p>	<p>Limited control of oral language conventions.</p>	<p>Some relevant oral language conventions employed to position an audience.</p>	<p>Generally fluent and coherent oral language that employs the appropriate use of conventions to position an audience.</p>	<p>Persuasive, fluent and coherent oral language that employs the appropriate and accurate use of conventions to position an audience.</p>	<p>Highly persuasive, fluent and coherent oral language that employs the skillful use of appropriate conventions to position an audience.</p>	