**Stage 2 Essential English**

**Assessment Type 1: Responding to Texts**

**Advocacy**

Speeches provide inspiration, create history, instigate change and communicate to a wide audience. Emma Watson has used her profile to advocate for change in regard to gender equality. Your task is to respond to Emma Watson’s 2014 speech to the UN *HeForShe,* or another advocacy talk*.* In this task you’ll analyse how the speech challenges, informs and connects to a particular audience.

Having watched and discussed a speech, complete a response to text in written, oral or multimodal form. You’ll have 800 words, 6 minutes or equivalent in multimodal form.

In this task you should demonstrate:

C1 Clarity and coherence of written and spoken expression, using appropriate vocabulary.

Cp1 Comprehension of information, ideas, and perspectives in texts.

Cp2 Comprehension of ways in which the creators and readers of texts use language features and stylistic features to make meaning.

An1 Analysis of ways in which creators of texts convey information, ideas, and perspectives.

An2 Analysis of social, cultural, and/or technical language that supports effective communication in different contexts.

**Selected Texts**

Examples of advocacy speeches can be found at these sites:

Emma Watson’s *HeForShe* speech to the United Nations *-* <https://www.youtube.com/watch?v=Q0Dg226G2Z8>

Malala Yousafzai addresses United Nations Youth Assembly- <https://www.youtube.com/watch?v=3rNhZu3ttIU>

Leonardo DiCaprio (UN Messenger of Peace) at the opening of Climate Summit 2014- <https://www.youtube.com/watch?v=vTyLSr_VCcg>

Performance Standards for Stage 2 Essential English

| - | Communication | Comprehension | Analysis | Application | |
| --- | --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using varied and appropriate vocabulary.  Discerning use of consistently appropriate textual conventions for context and purpose. | Thorough comprehension of the information, ideas, and perspectives in a range of texts.  Thorough comprehension of ways in which the creators and readers of texts use a wide range of language features and stylistic features. | Thoughtful analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Sophisticated analysis of cultural, social, and/or technical language in supporting effective communication in a range of contexts. | Versatile selection and use of a range of language and stylistic features to convey information, ideas, and perspectives in a range of contexts.  Sophisticated creation of texts for different purposes, using appropriate textual conventions in real or imagined contexts |
| B | Usually clear and coherent writing and speaking, using appropriate vocabulary.  Effective use of appropriate textual conventions for context and purpose. | Comprehension of information, ideas, and perspectives in a range of texts.  Comprehension of ways in which the creators and readers of texts use language features and stylistic features. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Well-considered analysis of cultural, social, and/or technical language in supporting effective communication in a range of contexts. | Appropriate selection and use of some language and stylistic features to convey information, ideas, and perspectives in a range of contexts.  Effective creation of texts for different purposes, using appropriate textual conventions in real or imagined contexts |
| C | Generally clear and coherent writing and speaking, using mainly appropriate vocabulary.  Appropriate use of some textual conventions for context and purpose. | Comprehension of some information, ideas, and perspectives in a limited range of texts.  Comprehension of some ways in which the creators and readers of a narrow range of texts use some language features and stylistic features. | Description and some analysis of ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives  Analysis of cultural, social, and/or technical language in supporting effective communication in a limited range of contexts. | Appropriate selection and use of a narrow range of language and stylistic features to convey information, ideas, and perspectives in some contexts.  Creation of texts for some different purposes, using textual conventions in real or imagined contexts |
| D | Occasionally clear and coherent writing and speaking, using restricted vocabulary.  Occasionally appropriate use of some textual conventions for context and purpose. | Identification of some simple information, ideas, and/or perspectives in a limited range of texts.  Occasional comprehension of some ways in which the creators and readers of simple texts use some language features and stylistic features. | Description of the ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives.  Reference to cultural, social, or technical language in supporting effective communication. | Some selection and use of a narrow range of language and stylistic features to convey simple information, ideas, and perspectives in a restricted range of contexts.  Creation of texts for limited purposes, using some textual conventions in real or imagined contexts |
| E | Restricted clarity and coherence in writing and speaking, using limited vocabulary.  Limited use of textual conventions for a context or purpose. | Identification of a simple piece of information, idea, or perspective in a text.  Limited comprehension of one or more ways in which the creator or reader of simple texts use a language feature or stylistic feature to make meaning. | Recognition of the way in which a creator of a text conveys a simple piece of information, idea, or perspective.  Recognition of a way in which language supports communication. | Use of one or more language or stylistic features to convey a piece of information, simple idea, or perspective in a context.  Creation of a text for a purpose, with attempted use of textual conventions. |