

# Annotated example of student work

## Write a persuasive speech

There are **three examples** of student work associated with this task linking to outcomes OL9, R5, R13, W3

STRAND	ORAL LANGUAGE <b>and</b> READING <b>and</b> WRITING
ELEMENTS	Communicating as a listener, speaker, reader, and writer Exploring and using language Knowing the content and structure of language
LEARNING OUTCOME/S	<b>Oral Language:</b> 9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language  <b>Reading:</b> 5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading 13. Appreciate a variety of registers and understand their use in the written context  <b>Writing:</b> 3. *Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read
CONTEXT AND TASK	<b>Viewing First World War recruitment posters</b> and recalling their reading of <i>Dulce et decorum est</i> by Wilfred Owen. Reading and hearing a recruitment speech of that time, students discuss the features of the speech and its manipulative intent.  <b>Task:</b> Imagine you are a time-traveller with the opportunity to deliver a speech in reply to the one you have just heard. Knowing what you know about the history of the Great War, the use of propaganda and the poems you have read, <b>write a persuasive speech to deliver to these young men waking them up to the reality that they might face.</b>
TIME ALLOWED	Up to two classes for discussion/preparation Speech written in twenty-two minutes of class time.
CONDITIONS	Open access to given texts and other materials. The teacher gave short optional opening statement/s to scaffold the task.
STUDENT RESPONSE FORMAT	Written

## STUDENT RESPONSE: EXAMPLE A [Student work has been typed exactly as written]

Just a moment me brave Norfolk lads, lend me your ears, and listen to the travesties of war and the lies that disguise them. The true men among you, I hope, will soon wake from this god-awful dream and reach out to fellow men. Lies are being sold to you me lads, lies of life and drink and glory, lies of family and living and a well deserved death. But these are lies, nonetheless.

A life at war is a life of misery. There are no 'odd bullets' or 'regular meals'. Each bullet is well aimed and well practiced, and you wont have tales to tell the young lasses unless you have a limb blown off, and no woman of this era wants a handicapper to burden her. Hospitals will fill and uniforms will be distributed and what use is this for our hear-earned resources?

You will not die a hero, epic and remembered, but a number on a casualty list and name long forgotten. What will the wife or lass say when she hears the news? Who will hold her close and comfort her when she finds there is no body?

Who will be there for her in old age, and live to raise children with her?

You see, me lads, these are Britains darkest hours of yet, and yes, the grass is always greener on the other side, but do you dare leave Britain behind you? No! You stay and believe, and know you were not just a number on the list. You are the men of the Allies, and Britain needs you home.

Who, I ask, will be the first to awake?

Example A			
OVERALL JUDGEMENT	In line with expectations	Ahead of expectations	Has yet to meet expectations
		✓ (Distinction)	
<b>TEACHER COMMENTARY</b> (Supporting the judgement made)			
<ul style="list-style-type: none"><li>▪ A creative response to the task, completed with energy and flair</li><li>▪ The response is fully shaped and the register appropriate</li><li>▪ Nice use of balanced sentences, epigram, and rhetorical questions</li><li>▪ Closing phrase ties up well with the original speech</li></ul>			

## STUDENT RESPONSE: EXAMPLE B [Student work has been typed exactly as written]

Just a moment me brave Norfolk lads do you really believe these lies about travelling to turkey and fighting there most of you who sign up will be fighting the germans in france and the weather there is no better than here. he says that there are many happy hours. the happiest hour is when you sign and then it walking, shooting, eating, sleeping, dying is the only thing that will happen to you over in 'sunny france'. how many times has he given the same speech to young men like you not smart enough to, no its all lies

Example B			
OVERALL JUDGEMENT	In line with expectations	Ahead of expectations	Has yet to meet expectations
			✓ (Not achieved)
<b>TEACHER COMMENTARY (Supporting the judgement made)</b> <ul style="list-style-type: none"><li>▪ Does try to sustain a rhetorical approach</li><li>▪ Quite a slight and undeveloped response</li><li>▪ Mechanically very poor, especially in punctuation</li><li>▪ In terms of the final assessment, this is closer to the standard of writing at Ordinary Level</li></ul>			

## STUDENT RESPONSE: EXAMPLE C [Student work has been typed exactly as written]

Hello, hello, hell-O! May I just borrow your easily distracted minds for a jiffy! Now big Mr Army General, let me ask you this. have you ever been on the frontlines? Have you ever had your so called 'roast beef' on a summers afternoon? I don't think so! Do the Hun instanley recognise Norfolk lads? Is your paper-thin excuse of a helmet going to keep you alive, even recognisable after an explosive mortar travelling over 100 miles an hour!? Now, you tell me, if you believe in all that codswallop he just spat out, the army is not for you!

Now would you rather die surrounded by your family and many friends after a long fufilled life? Or be stamped and spat on by the emeny? All alone, only with your thoughts. The dreams of your children growing up, finding love and growing old are all your left with as you lieing face down on the cold hard ground.

All you manage to meraciously survive your first battle. Their 'perfect comfort' consisted of 4 hours of a cold deluded nightmare (what they call 'sleep') in a soggy cramped tent, which you share with 15 other men.

Join the war? HA, Join the slaughter.

Example C			
OVERALL JUDGEMENT	In line with expectations	Ahead of expectations	Has yet to meet expectations
		✓ (Higher merit)	
<b>TEACHER COMMENTARY (Supporting the judgement made)</b> <ul style="list-style-type: none"><li>▪ Sustains the register fairly well throughout</li><li>▪ Very good opening and ending phrasing</li><li>▪ Consistent use of rhetorical devices, especially questions and exclamations</li><li>▪ Atmospheric word choice... 'cods wallop he just spat out', 'stamped and spat on by the enemy', 'a cold deluded nightmare (what they call 'sleep')...</li><li>▪ Imagery from family life in paragraph two is particularly effective</li><li>▪ Mechanical flaws can be worked on</li></ul>			

## Material used to support the task

Audio file of the speech

### **Joining the Army to fight for your King and Country (Speech)**

“Well now, my brave Norfolk lads, help yourself to the landlords’ finest ale, compliments of King George himself, and let me tell you what a noble life awaits the true men among you in the great and glorious old 9<sup>th</sup>, Norfolk’s own heroic regiment, admired by the whole army and feared by the King’s enemies!

Think of the opportunity, my lads, to travel to abroad to exotic Turkey, see the Czar’s magnificent Palace in Russia or maybe fight the Hun in sunny France – a bit further than the Tower of London for you Norwich blokes, I say! Think what tales you’ll have to tell the girls when you come home to your village. And comradeship’s the thing, my boys. You’ll always have friends about you and many a happy hour in the tavern or canteen.

Imagine what you’ll be able to tell your nippers on a winter’s evening at the fireside in the years ahead! If anything unlikely happens just think of the glory of dying for your country and the medal your sweetheart will collect!

You’ll get a handsome new uniform, a helmet for your head and sturdy boots. Complete protection from flying mortars and the odd bullet! You’ll get regular meals – the roast beef of Old England and best bread from the wheat fields of your own country. You’ll be housed in perfect comfort!

If you join this week, there’s a special bounty of £5 payable to you. Think of that boys, more money than the parson collects from the plate in a month of Sundays. And you’ll get your regular pay, seven shillings a week, and I have here the first shilling of that for each of you. Now who’s going to be the first to take it?”

## Features of quality in support of teacher judgement

Mark	Features of Quality
<b>Distinction</b>  45 - 50	Shows creative manipulation of all aspects of the chosen genre. Writes with full awareness of the effects that can be achieved through imaginative word choice and development of ideas. Fully shapes the work for its intended audience. Writes with creativity and flair throughout the work in order to achieve desired effects.
<b>Higher merit</b>  38 – 54	Shows full control of chosen genre. The writing fully achieves the writer’s intended purpose. Shows full audience awareness in content and development of ideas. Writes competently and fluently showing sophisticated awareness of word choice and sentence structure to achieve desired effects.
<b>Merit</b>  32 - 37	Shows control of chosen genre. The writing is clearly shaped to the intended purpose. Development of content and ideas is managed effectively with the receiver/audience in mind. Writes with competence, showing awareness of word choice and sentence structure to achieve desired effects.
<b>Achieved</b>  25 - 31	Shows a basic awareness of genre. The writing has recognisable shape and reasonable development of content and idea. Writes with basic competence showing an awareness of appropriate word choice and sentence structure in order to achieve an effect.
<b>Not Achieved</b>  0 – 24	Shows little or no awareness of the chosen genre. Writes with little attention to structure and has negligible development of content or ideas. Displays little or no intention to achieve a desired effect. The student does not display basic writing competence and lacks attention to word choice and basic sentence structure.