**Stage 1 Essential English**

**Assessment Type 2: Creating Texts – Advocacy Text Creation**

**Purpose:**

Demonstrate clear and accurate communication skills

Use language skills to interact with others

**Task Explanation:**

Select an organisation or decide on an issue about which to develop an advocacy text. Examples can include; a speech at assembly, a presentation video for students to watch, a UN presentation or a newsletter article

**Format:**

800 words maximum written outcome or equivalent in oral /multimodal

**Requirements:**

**Your product must include:**

* Introduction to the issue and/or organisation you advocate for
* Reasons why the issue/organisation needs help
* Ways to support the issue/ organisation
* Targeted and persuasive language features

**Process:**

1. Complete the in class activities to help identity the features of advocacy texts
2. Complete the planning document to identify steps
3. Use diagrams and visuals to fully explore your concepts
4. Draft it personally, with a partner and then work with your teacher
5. Edit the piece appropriately and submit both digitally and in hard copy

**Stage 1 Essential English Performance Standards**

| - | Communication | Comprehension | Analysis | Application |
| --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |

**Persuasive techniques include the use of:**

* exaggeration
* expert opinion
* fact and statistics
* emotive and powerful language (consider the adjectives, adverbs and verbs)
* rhetorical questions (that do not require answers)
* shock tactics
* personal pronouns ( e.g. “we” includes audience, “they” suggests the opposition)
* inclusive and exclusive language
* anecdotes
* humour
* imagery and figurative language such as metaphors and similes
* use of images
* body language
* tone
* camera angles, shots and editing
* layout features that highlight or draw reader’s attention
* fact and statistics
* Emotive appeals making us feel, for example

-guilt (e.g. not being a good parent)

-envy (e.g. of people with faster cars)

-charitable

-caring for the environment

-family oriented

-fashionable and beautiful

-popular

-fearful

-traditional

-pride (e.g. in our country)

**PLANNING THE TEXT:**

* 1. WHAT CAUSE ARE YOU GOING TO ADVOCATE FOR?
  2. WHAT DO YOU KNOW ABOUT THIS CAUSE? DO SOME BACKGROUND RESEARCH AND FILL IN A MINDMAP
  3. WHO ARE YOU DIRECTING YOUR ADVOCACY TEXT TOWARDS? IN WHAT CONTEXT? i.e. a presentation at school, a speech at the UN, a community seminar, a newsletter article etc.
  4. WHAT ARE THE KEY REASONS WHY A PERSON LISTENING SHOULD SUPPORT THIS ORGANISATION?
  5. WHAT ARE THE KEY WAYS THAT A PERSON LISTENING COULD SUPPORT THIS ORGANISATION?
  6. WHAT FACTS DO YOU HAVE THAT SHOW SUPPORT IS NEEDED?
  7. WHAT STORIES CAN YOU TELL TO ENGAGE PEOPLE EMOTIONALLY?
  8. WHAT DESCRIPTIVE WORDS CAN YOU USE TO DESCRIBE THE SITUATION ACCURATELY?

**NOTES FOR MY RESEARCH**

**AGENCY OR ISSUE I AM ADVOCATING FOR:**

**BACKGROUND INFORMATION**

**WHAT THEY DO**

**HOW THEY HELP**

**CHALLENGES THEY FACE**