

A

Representative of the Congress of the Fédération de Football Association

To the media and soccer fans across the globe.

Since the world cup began, there have been soccer fans, which get overly upset at the results of the year's world cup, and start fights. Occasionally, this continues onto shootings, and riots.

This is to take place in a conference room.

B

Is it worth the death? Every year, there are riots at soccer games. Fans across the world fly, or bus in to see the World Cup soccer game live. There is no rush in the world greater than sitting in a stadium, full of soccer fans, watching the world cup game. But afterwards, that is where the real rush is, isn't it? You are all aware that a riot, or a shooting, takes place every year at the World Cup Soccer Championship Game. Up to 94 people die. Hundreds injured.

It is nice to have an international sport, where fans can come to watch their teams compete for a great honor. It is a great honor to have your team compete for the World Cup. It's better that nations compete in sport, than in warfare. Battles can be won as players score goals, and after the hour and a half, game is up. Then the war is over and the countries call a truce on the fields-at least the leaders do.

But others, leave, feeling defeated, as if they *have* lost a war, not a game. They take their violence off the field. They take the aggression put on the ball sent to score a goal, and turn it into a bullet, sent to kill the man who shot the ball. Or better yet. One of his fans. Why do you bring weapons to games? Why do you have to fire bullets into the crowds? Why do people have to die?

I have the answers for these questions. It's quite simple actually. Because *your* team didn't win the world cup. So you can change all that. All you have to do is fire that gun, kill a few fans, and it will be all over. So a few fans die, their families will now be heartbroken. You just shot the father of a young baby boy, who's mother died when he was born, and he was an only child. his parents were immigrants so he has no family. But that doesn't matter, because now your frustration is gone.

A man sitting next to you, wearing the jersey of the other soccer team, quickly moves to club you with something, but you see a fist fly in and hit him in the face before he hits you. Now arms and legs are flying. you can hear gunshots, but all you can think of is *what have I done?* (with emotion, sadness) indeed, what have you done? (speak slightly faster) You've killed an innocent man, because he was a fan of another soccer team. You've left his boy homeless and without a family. You've started a riot in a soccer stadium, resulting in the death of hundreds, and injured many more.

(Normal pace again) Who is responsible for this? The opposing soccer team that won? The people that died? How about the people that started the World Cup, the Congress of the Fédération de Football Association? No. You are responsible, because you brought a weapon to a peaceful game.

So what can be done to stop you from doing all of this? If you do not stop, fans of different teams will have to be separated, visiting a country to

HIGH LEVEL 1

C

watch the World Cup will be less enjoyable, because limitations will be placed on where you can go during your visit. If the hooliganism does not abate then the Word Cup should be held in a country that can do more to stop you from committing these acts. There are people who suggest hosting the World Cup in [REDACTED]. A country where citizens cannot even spit out their gum on the sidewalk. If you start to cause problems there, they'll give you a beating.

Weapons are not meant to be at games. The World Cup was made for the enjoyment of soccer fans. Leave it as fun, nothing more. Ladies and Gentlemen, if you want to keep the Word Cup alive and enjoyable for all, (span hands outward from body palms facing upwards) leave your weapons at home.

D

Bibliography

Perry, Greg *Once Again Hooligans*. May 2nd 2002
<http://www.myrightstart.com/soccer-violence.php3>

Anderson, Paul *World Cup Soccer Violence; "Hooligans" coming here?*
May 2002
<http://www.emergency.com/socrviol.htm>

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates some understanding of the facts surrounding the chosen issue. The student shows familiarity with conditions surrounding the international soccer tournament, including the violence it triggers (e.g., “a riot, or a shooting, takes place every year at the World Cup Soccer Championship Game. Up to 94 people die. Hundreds injured”). The student also recognizes that the national pride associated with World Cup games fosters intense feelings that can lead to violence (e.g., “But others, leave, feeling defeated, as if they *have* lost a war ... They take their violence off the field”).

Thinking/Inquiry

- The student supports the perspective taken using ideas of limited relevance to the purpose and audience. The student makes a connection between the competitive spirit of players and fans and the aggression and violence triggered by defeat. However, the student then defines the issue narrowly as a weapons-related problem (e.g., “You are responsible, because you brought a weapon to a peaceful game”). This narrowing of focus limits the scope of the argument, as well as its relevance for media and fans.

Communication

- The student organizes information and ideas with some appropriateness. The student uses a dramatic opening question (“Is it worth the death?”) and includes a number of provocative questions throughout (e.g., “Why do you have to fire bullets into the crowds?”). However, the attempt to answer the questions is occasionally incoherent (e.g., the description of the sequence of events in paragraphs 4 and 5).
- The student uses language and a voice that are of limited appropriateness. There is nothing in the language or tone to identify the speaker specifically as a representative of the “Congress of the Fédération de Football Association”. The speech is clearly addressed to soccer fans, but though the media are also part of the stated audience, no reference is made in the speech to them or their role.

Application

- The student uses oral presentation techniques with limited effectiveness. Anecdotal details are included, but they are overly dramatic and only marginally relevant to the issue (e.g., “You just shot [t]he father of a young baby boy, who’s mother died when he was born, and he was an only child. his parents were immigrants so he has no family”). In an attempt to write short, emphatic sentences, the student too often produces sentence fragments (e.g., “Or better yet. One of his fans.”).
- The student builds in speaker notes with limited effectiveness. Very few are provided, and those that are included offer little guidance to help the speaker enhance the overall delivery of the speech.
- The student predicts a minimally realistic and effective resolution. The student proposes an alternative to two undesirable solutions. However, the proposed alternative – to “leave your weapons at home” – oversimplifies the issue and ignores other possible approaches to preventing violence.

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Thinking/ Inquiry and Application categories of knowledge and skills, as well as in one criterion in the Communication category. In the Knowledge/Understanding category, and in the other Communication criterion, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a speech that addresses a valid concern, namely, violence in World Cup soccer games. However, the student focuses narrowly on fans who bring weapons to the game, losing the opportunity to discuss a wider range of causes of violence and potential solutions for it.

HIGH LEVEL 1

Next Steps

In order to improve his or her performance, the student needs to:

- make the speech more relevant by including more information about the history and root causes of soccer violence;
- develop a resolution that addresses more aspects of the problem;
- build in additional and more specific speaker notes;
- edit work to eliminate errors in sentence structure, spelling, and grammar.