

English
University Preparation
(ENG3U)

The Speech Writer

The Task

Students were presented with the following scenario:

You are a speechwriter who has been hired to write a speech defending a position on a significant, current social issue. You will identify the title of the person who has hired you to write the speech (e.g., local politician, activist, school president, scientist, artist, sports figure). You will also identify the intended audience, its specific interest in the issue, and the venue in which the speech will be delivered (e.g., conference, symposium, lecture). Using the conventions of effective speech making as a guide, you will research and critique the social issue you have selected, identify and defend a perspective on the issue, explore the consequences of your position, and make predictions for a successful resolution to the issue.

Final Product

Each student was to submit:

- a cover page outlining the context for the speech (i.e., title of speaker, audience, venue);
- a script for a speech of 600 to 800 words on a significant social issue, accompanied by speaker notes to assist delivery (e.g., notes about voice, body language, timing);
- a bibliography.

Note: The bibliography was not assessed as part of the exemplar task.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from three strands: Literature Studies and Reading, Writing, and Language.

Students will:

1. analyse and interpret information, ideas, themes, and arguments in print and electronic texts;
2. organize and analyse information, ideas, and sources to suit specific forms and purposes for writing;
3. evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience;
4. select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing;
5. use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries;
6. use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 65–72 of this document.