Year 9: Spoken Language

<u>Overview:</u>

During this scheme students will prepare and deliver a speech that is 3-4 minutes long and will then respond to questions about their speech. Students will be marked on the content of their speech but also on their delivery. Speeches should be based on one of the three following topics:

-Climate change

-Inequality in society

-School uniform

<u>English Concepts:</u>

Communication: *How do writers speak to readers through texts? To what extent are texts a vehicle for communicating a writer's message?*

Character: *To what extent is a text a product of culture or tradition? How do texts and literary works express the values and beliefs of a society?*

Creativity: *How do writers write? How do writers make creative choices? How is my piece of writing a vehicle for communicating my message?*

<u>Texts:</u>
Students will explore a range of texts including some non-fiction articles and speeches, to inform and expose students to examples of effective speeches. Please use the Spoken Language Endorsement Booklet to support students with their research on their chosen topic.

<u>Skills:</u>
Students will evaluate the effectiveness of a text and the impact that it has on the audience in question.
Students will learn about the history of famous speeches to develop their cultural capital and their understanding of the world around them.

Students will use the texts that they have studied to inform their own writing, applying the authorial methods that they have analysed into their own crafted speech.

 Students will develop their vocabulary through the weekly key words.
Students will be reminded of key literacy skills such as spelling, punctuation and grammar.

Application Check:

Data entry for Application Check is due 04/07/2022. Please note, there is a new format for this academic year.

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.

Week One
 	
How should a presentation be structured?
 	
What are the key features of a good presentation?
	Introduce students to the concept of a presentation/speech – pupils must understand that, by the end of this half term, they will be presenting to their peers on a given topic.
	
	Pupils should discuss and explore the key building blocks of a speech:
	  - An engaging introduction
	  - A well-structured and detailed main argument, consisting of several points
	  - A clear and memorable conclusion
	
	Concept: Creativity
	[Use the examples in the Resources folder – 'Effective Speech Introductions' to explore how the characteristics of an effective speech introduction can be crafted in different ways.]
	
	Concept: Communication
	[Time should then be given for pupils to practise writing their own speech introductions based on the given topics. These do not have to be finalised at this stage – this is simply a drafting process.]
		-**Logos:** Offering logic, reason and proof.
		
		-**Metaphor:** Used to make a direct comparison between two things (*as* or *like* are not used).
		
		-**Facts:** Information that is proven to be true.
		
		-**Statistics:** Numbers and data that are used to prove something.
		
		-**Expert Opinion:** When a professional person gives their opinion on a topic.
			How to structure a speech effectively:
			
			https://www.lovelearningtutors.com/main-blog/2018/4/30/how-to-write-a-speech-english-gcse-exam
			
			-Spoken Language Endorsement Booklet
			
			-Effective Speech Introductions

		-**Analogy:** A comparison between two things to help an explanation.	
	TEACHER NOTE: In order to keep to a more streamlined unit, we have decided to limit the topic choices for pupils to present on. They can choose from the following broad areas: -Climate change -Inequality in society -School uniform Booklets of resources and ideas on each topic are provided in the resources folder. HA pupils can, of course, supplement this material with their own research.		
Weeks and key questions.	**Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.**	**Terminology with non-negotiables in red.**	**Useful texts or links that enable the exploration of the content and terminology.**
Week Two *How does a speech appeal to its audience?* *How do speakers create different emotions within their listeners?*	**Concept: Communication** [Introduce pupils to the idea of pathos, and spark ideas about how speeches appeal to a listeners' emotions.] **Concept: Creativity** [Martin Luther King's speech is an excellent example of pathos used well. Pupils should comment on specific words, phrases and ideas that King uses to appeal to his audience's emotions.] Teachers should model effective speech writing at this stage, writing example paragraphs that appeal to audience emotions. For the benefit of LA pupils, these paragraphs could be based on one of the three given topics that pupils will be working on. **Concept: Character** [Time should be given in this week to allowing pupils to research and note ideas on their topic (using the resource packs provided) and drafting key paragraphs for their speeches.]	-**Pathos:** Bringing out emotions, usually pity of sadness, in your audience. -**Anecdote:** A short, true story to engage your audience. -**Emotional Appeal:** Appealing to audience emotions such as pride, fairness or heroism to encourage them to take action. -**Direct Address:** Speaking directly to the audience using 'you'. -**Hyperbole:** Extreme exaggeration.	Some speeches with emotional appeal: Best man speech: https://www.youtube.com/watch?v=p1If1vDU8BU Obama: https://www.youtube.com/watch?v=eWynt87PaJ0 (before Presidency) https://www.youtube.com/watch?v=rYHPcKd3iRc (Inauguration) Tessa Jowell MP: https://www.youtube.com/watch?v=wJkFdBj5O2c

		-**Rhetorical Question:** A question where the writer does not give the answer, leaving the reader to fill in the gaps.	
Weeks and key questions.	**Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.**	**Terminology with non-negotiables in red.**	**Useful texts or links that enable the exploration of the content and terminology.**

Week Three
 	
How can I ensure that my audience believe in what I am saying?
 	
How can I make myself sound more credible?
	Concept: Creativity
	This week could focus around the topic of social inequality.
	[Teachers could use Emma Watson's speech on gender inequality to shape the content for this week. The full speech is provided in the Resources folder. Teachers may wish to take excerpts from this or use the whole thing. Other possibilities could be to look at Martin Luther King's speech, or speeches from prominent figures who have advocated for change against inequality such as Nelson Mandela and Emmeline Pankhurst.
	
	By this point, pupils should have a clear understanding of their topic choice, and what they would like to say about it. Teachers should the speech studied to lead discussion on the following key questions:
	    - How does the speaker use their own experiences within her speech?
	    - How do they craft her language to conclude on a memorable note?]
	
	Concept: Communication
	[HA groups may also explore use of jargon in relation to the topic of choice in the speech. They can then explore jargon in their own topic area and try to build it into their own speeches.
		-**Ethos:** Building your own credibility so the audience trust you.
		
		-**Inclusive Pronoun:** Using 'we', 'us' or 'our' to make the audience feel involved.
		
		-**Formal Language**: Sophisticated vocabulary to sound knowledgeable.
		
		-**Jargon:** Subject-specific terminology.
			Emma Watson's speech in full:
			https://www.youtube.com/watch?v=gkjW9PZBRfk

	Time should be given in this week for drafting and re-drafting of speeches, with pupils focusing on Aristotle's idea of ethos and how they can make their speeches more credible and believable.] Teachers may want to incorporate analysis throughout the next few weeks, so analytical skills are practised throughout the unit in preparation for their Application Check.		
Weeks and key questions.	**Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.**	**Terminology with non-negotiables in red.**	**Useful texts or links that enable the exploration of the content and terminology.**
Week Four *How can I incorporate logos, pathos and ethos to my speech?*	This week could focus around the topic of climate change. **Concept: Creativity** Teachers could use Jason Momoa's climate change speech to shape the content for this week. Students should consider the following questions: -How does the speaker make use of facts and statistics? What effect do these have on the credibility of their speech? -How can they incorporate logos, pathos and ethos into their speeches to resonate with their audience? **Concept: Communication** [Students should continue to re-draft their speeches, ensuring that they have included Aristotle's ideas of pathos and logos to engage their audience.]	-**Repetition:** Repeating words or phrases to reinforce your argument. -**Tricolon:** Three parallel phrases or words, which come in quick succession without interruption.	https://www.independent.co.uk/life-style/jason-momoa-climate-change-speech-un-island-nations-samoa-pathway-a9124486.html
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Week Five *How can I deliver my speech effectively?*	This week could focus around the topic of school uniform. Articles available in the Spoken Language Endorsement Booklet. **Concept: Communication** [This week should focus on the delivery of the students' speeches. Please allow students to watch the exemplar videos of students performing their speeches provided by the exam board. Students should consider the following questions: -Based on the mark scheme, what would you award the students? Pass, merit or distinction and why? -What did you notice that the students did well when presenting? -Which areas could be improved in their speeches?]	-**Tone:** The use of the voice to express a particular feeling or mode. -**Pitch:** The high or low sound of the voice which changes depending on mood, content, emphasis. -**Pace: T**he speed with which one speaks. -**Volume:** How loud or quiet speech is.	-Spoken Language Endorsement Booklet -GCSE Spoken Language Award mark scheme. -Standardising material – downloaded videos PowerPoint.
Weeks and key questions.	**Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.**	**Terminology with non-negotiables in red.**	**Useful texts or links that enable the exploration of the content and terminology.**
Week Six *Can I apply my knowledge of effective speeches to writing my own speech?*	This week is the first week back after half term, so may be a good time to sit the Application Check. Please allow students to prepare for their application check in lessons, by providing something like a walking talking mock to support students. This is an opportunity for pupils to refine some of the key ideas and techniques that they have learned in previous weeks.	The key terminology for this week is a recap of the key terms from previous weeks (especially logos, pathos and ethos) – pupils should be encouraged to try applying these terms to their own written speeches, as well as understanding their impact on their audience.	
Week Seven and Eight	**Concept: Creativity** [What makes a good presentation?	-**Straightforward**: uncomplicated and easy to understand.	How to use note cards effectively:

Can I apply my knowledge of effective speeches to writing my own speech?	All classes should engage with the mark scheme engagement materials provided in the resources folder, using WWW/EBI or similar to deliver feedback on each of the example speeches. **Concept: Character** [Classes could look at other famous speeches, for example Martin Luther King, Tony Blair, Winston Churchill. These are examples of professional, expert speakers – what can we learn from their own content and delivery?]] Because presentations cannot be given from the full text of the speech, teachers may wish to build in some time to advise pupils on what to include on their A5 notes card, and how these can most effectively be used. **By the end of this week, all pupils should have written up their final speeches, as well as creates a notes card (no larger than A5 – can be written on both sides) in order to help them deliver the speech. Time should be given in lessons this week to ensure all pupils are on track to finish their speech.** If time allows, pupils can rehearse their speeches to each other, in pairs/small groups. Teachers must use their own professional judgement in letting groups out of the classroom in order to do this (restrictions permitting).	-**Challenging**: testing one's abilities; demanding. -**Sophisticated**: aware of and able to interpret complex issues; subtle.	https://open.lib.umn.edu/publicspeaking/chapter/14-3-using-notes-effectively/
Weeks and key questions.	**Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.**	**Terminology with non-negotiables in red.**	**Useful texts or links that enable the exploration of the content and terminology.**
Week Nine	**Concept: Communication** [This week is dedicated to pupils presenting their final speeches/presentations.	-**Paralinguistic Features:** Non-verbal communication. This includes your body language, facial expressions, hand gestures and the eye contact that you make with the audience.	This is the link to the full playlist of Spoken Language standardising resources:

| | Please begin the week with a recap of the lessons learned from the example speeches, last week. Pupils should be able to confidently articulate what they need to be successful in this task.

Teachers should decide as to how presentations will be delivered –
   -   In front of the whole class
   -   In front of a small group of peers, just outside the classroom

If option three is taken, teachers are reminded that the Q&A session at the end of the presentation should take place, with the teacher asking a range of questions on the pupil's chosen topic. If options one or two are taken, the audience of pupils can take on this task, with teacher guidance if needed.]

Please ensure that a separate mark sheet is filled out for each pupil – a copy of this is provided in the "overview" folder (labelled AQA-8700 etc.). If a notes card has been used, this should be stapled to the mark sheet once the pupil has finished with it. | | https://www.youtube.com/watch?v=AvgMG24HU8U&index=1&list=PLBhgvcteMlthp9c-ZTjLse2V-HKnjQxS6 |