**2021 Speech Task**

*‘You have been asked to speak, as a representative of a national youth organisation, at the*

*launch of a major campaign* ***against******stereotyping****. Write the* ***speech*** *you would deliver.’* ***(100m)***

Ladies and gentlemen, esteemed guests **thank you so much** for attending this meeting today. It is my privilege **as a representative of this organization** to announce to you **our campaign against stereotyping**.

Having conducted **surveys** of **our** members, having looked at hours of social media posts and a variety of media publications over the course of the last number of months, **our organization** has a heightened awareness of the **cancer** and the **danger** that is **stereotyping**. Regardless of whether **we** stereotype people based on their race, their religion, their gender, their age or indeed their sexuality - **IT IS WRONG**! **We** are all individuals. **We** are not the same. To treat **us** as if **we** are is **offensive** and **outrageous** and it is my and **our organization**’s determined aim that this campaign which we are launching today will help to **remove this culture of stereotyping from our national conversation.**

**We** don't have to look too far back in **our** shared **history** to see the dangers of

**Understanding of genre**

1. Audience aware
2. Clear thesis
3. Persuasive tone
4. Appropriate register – controlled & accessible language
5. Inclusive language

**Other strengths in the OP**

1. Purposeful
2. Imaginative engagement
3. Free of basic avoidable errors

**Weaknesses**

1. Somewhat functional – lacks impact – originality

**Emotive language** – deliberately negative – tailored to fit the requirements of the Q.

References to evidence

Surveys

Social media **imaginative**

Media publication

Repeated use of plural personal pronoun

Use of capitalisation & punctuation to create emphasis...

Malleable

**stereotyping**. Like me, many of **you** here today are too young to remember the

**September 11th attacks** in 2001. However, **we** are all aware of those iconic images of the twin towers in New York tumbling. **We** are all aware of the terrible crime that was committed that day. **We** are all aware of the impact those events had on our world. **What we may not be aware of** is the resulting mistreatment of Muslims around the world. Western governments, media and indeed individuals seemed at that time to **look at all Muslims and suspect that they were terrorists.** This has had a **negative** impact not only on relationships between countries but also on **our** relationships with our neighbours in the multicultural, multiethnic communities **we** inhabit. A recent **survey** of young Muslims living in Dublin carried out by **our organization** found that a shocking **82%** had been called ‘terrorist’ by people who don't know them and were simply judging them based on the **stereotyped** image of the 911 bomber**. Ladies and gentlemen**, is this **acceptable?** Are these young people today to **suffer** for the sins of people they never knew**?** Are these young people to be **humiliated** for crimes they would never commit**?** Nowhere is there a better example of the **dangers and the damage that can be done by stereotyping** than the

Concrete example

**Repetition**

Juxtaposition

**The conscience factor**

**Invented statistical evidence – plausible / believeable**

**Audience aware**

**Rhetorical Questions**

**Emotive language**

**Triad**

**Audience awareness**

Reiteration of the thesis

Rhetorical Qs

Emotive language – triadic structure

Link back to the key words in the task

experiences of **our** Muslim neighbours and fellow citizens following the events of 9/11.

Later today **you're** going to meet two young people, **Amir and Yasmeen**. These young people share common traits: they are of the Muslim faith, and they were born and raised in Ireland. **You're going to hear** their accounts of what it's like to grow up under these circumstances. **You're going to hear** the impact on well-being and mental health when young people are **stereotyped** and **suffer discrimination** due to that stereotyping. And **you're going to hear** how these young people are full of **positivity** and **optimism** and how they make a **constructive contribution** to their communities and to **our** country. These are the young people that are going to be going around to schools all over Ireland as part of **our campaign**. They are going to talk to their peers about the dangers of **stereotyping** and they're going to show the young people of Ireland that **we** are all different while sharing common traits. They are an integral part of **our campaign**, and their passion is to show that you don't judge a person by their religion rather you judge them, as **Martin Luther King** once said, by the content of their character.

I stand here before **you** today as **the representative of an organization** whose

Attention to detail – plausible – imaginative engagement with the task

Strengths

1. Purposeful
2. Audience aware
3. Imaginative
4. Repetition – emphasis
5. Emotive language
6. Buzz words
7. Conscience factor

No basic errors – appropriate tone – controlled but passionate

Historical allusion

Cultural allusion

role is to give voice to **our** young people. **Recently I went and visited a school on the northside of Dublin**. While there **I met with a group of 6th Year students** who offered very interesting insights into their experiences of **stereotyping**. One of them talked about how **the way in which they dress can lead to them being judged** as criminal or antisocial. One of them talked about how **the education system presumes that we're all the same and that we all learn in the same way** and that we can judge excellence in all students in the same way. Another one talked about **our so-called obsession with mobile phones and how we are judged** as being self-obsessed, selfish or uncaring and vain. Of course, everybody here in this room is familiar with the term ‘***snowflake’*** generation. **We** are supposed to be **spoiled** and **weak** and **overindulged**. **We** are supposed to have no discipline. Well, let me ask **you** how you would have coped in the last three years when the coronavirus epidemic struck and **took away** **our** outlets for social exchange; **took away** our access to education **took away** our chance to develop in the way others have developed. **This campaign** intends to highlight the very real everyday **struggle** that young people encounter and yes, ladies and gentlemen, later today you're going to meet some of

anecdote

those pupils including Tadgh, Max, Cillian Cosmin and Ayo. They are all a valuable part of **this campaign** that we are launching today which will show the real-life impact of **stereotyping** on young people in **our** nation.

Are any of **you** here Leaving Cert students**?** OK, it's great to see **you** here, **you're** very welcome. As a matter of interest how many people in the room have done the leaving cert**?** OK so that's almost everybody in the room...I am a Leaving Cert student. I enjoy English. I thought the subject was really interesting and thought-provoking. As part of my studies, I read William **Shakespeare's play ‘*Othello’*** and I watched the **John Landis movie ‘*Trading Places’***. I didn't expect either of these texts to have anything to say to me that was relevant to my world. But then I saw Othello being called ‘*barbary horse’*. I heard Iago call him, over and over again, the ‘Moor’. I heard Brabantio rage against the idea that his white daughter could love a black man. When I watched ‘*Trading Places’* I listened to the Duke brothers. These men, for **those of you who have not seen the film** are representatives of the WASP elite in American capitalist society. They give a young black man called Billy Ray Valentine a chance. He succeeds. He meets their expectations. He makes them

Malleable – able to be manipulated

Give the audience a task - interactive

money. And what did they do? They reject him because he's a black man.

Both of those texts highlight one of the most concerning areas of **stereotyping** that **we** as a nation have to face. **We** are now a multicultural country. And yet young people who are not from a European ethnic background encounter the same kind of racism in our society today that **haunted** Othello and that is depicted in ‘*Trading Places’*. I think **we** like to think of ourselves as Irish people as welcoming. Have you ever seen the sign in the airport? Céad Míle Fáilte? 100,000 welcomes? Research conducted by the **USI**, by the **ESRI** and by **our own** **organisation** has shown that many young people of colour who live in Ireland don't feel welcome. They are the **victims** of racial **stereotyping** and **we** as representatives of all the young people in Ireland, are determined that **this campaign** will highlight and fight this **poisonous** presence in our society.

So, I think I've spoken for long enough. I will conclude by saying **I want** **this speech** to be the beginning of a conversation. **I want** us as citizens of this country to talk about our experiences of **stereotyping**. **Our organization wants** to highlight the fact that we're all different. **Our differences** enrich us. **Our difference**s are what gives our society value. **Our**

Rhetorical Q

**difference** is what creates **great** art. **Great** sport. **Great** ideas. When we **stereotype**,

**1,350 words** – an ambitious and impressive length – reasonable – 80 minutes to complete

**P 28/30**

**C 27/30**

**L 27/30**

**M 10/10**

**92/100 = H1**

**P 26/30**

**C 25/30**

**L 24/30**

**M 9/10**

**84/100 = H2**

**P 26/30**

**C 23/30**

**L 21/30**

**M 8/10**

**78/100 = H3**

**we** **suppress** difference. When **we** **stereotype**, **we** **cut ourselves off** from the wealth of interaction with others. When **we** **stereotype**, **we cause harm**. **I hope that you** will engage with **our campaign**, in this hall today, on social media and within your own communities. **I hope you** will think about the effects of **stereotyping** and join **us** in our campaign to **eradicate** this **cancer** that affects so many lives in modern Ireland.

**Circular structure**