

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:  Achievement Standard 91102 version 2  Construct and deliver a crafted and controlled oral text |
| Resource title: What Really Gets Me Going Is… |
| 3 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91102-02-5501 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard English 91102: Construct and deliver a crafted and controlled oral text

Resource reference: English 2.5A v2

Resource title: What Really Gets Me Going Is…

Credits: 3

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the Achievement Standard English 91102. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to deliver an oral presentation on a topic that elicits a personal response from them. This topic may arise from literature they have studied in class during the year or from their own experience of life.

Students need to show a developed understanding of their identified idea from a specific side of their topic. The goal is to create a presentation that expresses personal opinion and convinces others to believe in the opinion expressed by the speaker.

You need to provide opportunities for students to:

* Develop a personal response to ideas present in texts studied both in and out of class time.
* research their chosen issue (independently)
* practise possible seminar delivery techniques
* plan and rehearse and receive constructive feedback.

Conditions

Students will prepare for this activity during in- and out-of-class time.

Presentations will be delivered to an audience during class time.

Studied text(s) and world ideas must be appropriate for classroom use at level 7 of *The New Zealand Curriculum* and for the age of the students, i.e. text(s) should not have a rating that prohibits their use for level 2 NCEA students.

Students will prepare and deliver their own presentations. Their preparation is not directly assessed, but the planning and preparation process for the seminars should ensure authenticity.

It is possible for two or more students to construct and deliver a presentation together and be assessed. In this case, the presentation needs to be of sufficient length to showcase the individual performance of each student. Accordingly, each student must have a significant role, and his or her individual contribution to the presentation should be at least four minutes long.

Resource requirements

None.

Additional information

Opportunities also exist to connect the students’ oral texts (seminars) to the assessment of other internal standards such as Achievement Standard 91104 *Analyse significant connections across texts, supported by evidence*. Wherever such integration between different parts of the programme occurs, you must ensure that the work presented for each assessment is developed sufficiently to meet the criteria for each standard. In all such cases, you should refer closely to each relevant standard including the Explanatory Notes and the Conditions of Assessment guidelines.

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Achievement Standard English 91102: Construct and deliver a crafted and controlled oral text

Resource reference: English 2.5A v2

Resource title: What Really Gets Me Going Is….

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
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| * + Construct and deliver a crafted and controlled oral text which develops, sustains, and structures ideas.   + Construct and deliver a crafted and controlled oral text using oral language features appropriate to audience and purpose to create effects. | * + Construct and deliver a crafted and controlled oral text which develops, sustains, and structures ideas convincingly.   + Construct and deliver crafted and controlled oral text using oral language features appropriate to audience and purpose to create convincing effects. | * + Construct and deliver crafted and controlled oral text which develops, sustains, and structures ideas effectively.   + Construct and deliver crafted and controlled oral text using oral language features appropriate to audience and purpose to command attention. |

Student instructions

Introduction

This assessment activity requires you to construct and deliver an oral presentation on a topic that you are able to develop a personal response to. You can use ideas from the texts you’ve encountered this year as a springboard or use an experience or idea you have encountered in life.

You need to show a significant personal response to your chosen idea. Your goal will be to convince your audience of your opinion on the chosen matter.

Your chosen idea can come from any text, studied or independently read. It can also come from any issue or experience you have encountered in the world.

You are advised to utilise information from the Class Blog page to assist you.

You should check with your teacher that your topic is suitable for a Level 2 class and will allow you to achieve at every level.

It is possible for two or more of you to construct and deliver a presentation together and be assessed. In this case, each of you must have a significant role. You must check with your teacher before preparing and presenting a group presentation. In a group presentation, each student’s contribution will need to be at least four minutes in length.

Task

This task comprises four parts:

* Deciding on an issue that appeals to you personally and will allow you to construct a persuasive presentation aimed at a Level 2 English Class.
* Construct a presentation utilizing key elements of persuasive language.
* Incorporate appropriate oral language features that enhance your persuasive presentation.
* Deliver your presentation.

See Resource A for guidance and the appendix for an example of persuasive language features.

Part 1: Choose an issue

When choosing a speech topic, you should consider how well you can develop a persuasive presentation around it. Make sure your issue has a clear side that you can stand by and support.

Note: when you are brainstorming your ideas around the issue you wish to address, ensure you come up with a clear STATEMENT around this which indicates your opinion on the matter.

Use key features of persuasive speaking to ensure that you have a convincing presentation. Your goal is to manipulate the argument so that your audience feels they have no choice but to agree with your opinion. See the appendix for an examples of this.

Express your ownviews on the idea you have chosen, and your reaction to it. A clear and well developed personal response is required in this task.

Part 2: Construct a presentation

Develop a structure for your presentation. You will need to include an effective introduction, body, and conclusion.

Ensure your presentation is clearly organised and that you select appropriate techniques for your intended audience.

Part 3: Incorporate oral features

Use appropriate oral language features in your presentation.

Part 4: Present the presentation

Deliver your presentation in a confident and sustained way. See Resource A for guidance.

Resource A - Seminar

Constructing your presentation

The following focusing questions may assist you:

* How will I introduce my topic?
* Which side of the argument will I present and how will I approach this?
* How can I incorporate my own views or reactions?
* How can my research into this topic change, challenge, or expand the views of my audience?
* How will I conclude my presentation? What message do I want to leave my audience?

Language features

These include:

* direct address to the audience
* sound devices
* structures such as deliberate repetition, listing
* choice of words and phrases such as evocative adjectives, puns
* figurative language such as similes
* imperative statements
* humour, analogy, or anecdotes
* personal pronouns, colloquialisms (if appropriate to engage your audience)
* pauses, emphasis
* voice variety (pitch, rhythm, intonation, volume, pace)
* body language (gestures, facial expressions, stance, eye contact, movement).

Delivering your presentation

Use appropriate oral language features.

Show a clear sense of organisation.

Present ideas that are developed with detailed explanations and evidence.

Present an argument that convinces your audience of your opinion.

Assessment schedule: English 91102 What Really Gets Me Going Is…

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student constructs and delivers a crafted and controlled oral presentation.  The presentation demonstrates that the student can develop, sustain, and structure ideas and use appropriate oral language features in a crafted and controlled oral text.  This means that the student:   * builds on ideas by adding comments, explanations, details, or examples * crafts the presentation so that there is a clear sense of organisation * deliberately uses oral language features appropriate to the selected audience and purpose.   These features could include:   * oral language (e.g. rhetorical questions, alliteration) * body language (e.g. eye contact, stance, gesture, facial expression) * voice (e.g. tone, volume, pace, stress).   The student deliberately uses these oral language features to create meaning and effect. | The student constructs and delivers a crafted and controlled oral presentation.  The presentation demonstrates that the student can develop, sustain, and structure ideas convincingly and use appropriate oral language features in a crafted and controlled oral text to create effects.  This means that the student:   * combines ideas and structure in a way that is reasoned clear and relevant * builds on ideas by adding comments, explanations, details, or examples * crafts the presentation so that there is a clear sense of organisation * deliberately uses oral language features appropriate to the selected audience and purpose.   These features could include:   * oral language (e.g. rhetorical questions, alliteration) * body language (e.g. eye contact, stance, gesture, facial expression) * voice (e.g. tone, volume, pace, stress).   The student deliberately selects and uses these oral language features to create meaning, effect, and audience interest. | The student constructs and delivers a crafted and controlled oral presentation.  The presentation demonstrates that the student can develop, sustain, integrate, and structure ideas effectively and use appropriate oral language features in a crafted and controlled oral text to command attention.  This means that the student:   * makes connections between ideas throughout an oral text * builds on ideas by adding comments, explanations, details, or examples * develops and sustains ideas in a structure so that the effect is insightful and/or original * builds on ideas by addin*g* comments, explanations, details, or examples * crafts the presentation so that there is a clear sense of organisation * deliberately uses oral language features appropriate to the selected audience and purpose.   These features could include:   * oral language (e.g. rhetorical questions, alliteration) * body language (e.g. eye contact, stance, gesture, facial expression) * voice (e.g. tone, volume, pace, stress).   The student sustains the confident and articulate use of oral language features to create meaning, effect, and audience engagement. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Appendix – examples

The two examples below come from an online blog called 10 Famous Speeches in English and What You Can Learn From Them.

The link to the site is on the class blog page or accessible below:

<https://www.englishtrackers.com/english-blog/10-famous-speeches-in-english-and-what-you-can-learn-from-them/>

Martin Luther King- *I Have a Dream* 1963

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

**What makes this a great speech?**

– **Abstract nouns** like “**dream**” are incredibly emotional. Our dreams are an intimate part of our subconscious and express our strongest desires. Dreams belong to the realm of fantasy; of unworldly, soaring experiences. King’s repetition of the simple sentence “I have a dream” evokes a picture in our minds of a world where complete equality and freedom exist.

– It fuses **simplicity** of language with **sincerity**: something that all persuasive speeches seek to do!

– Use of tenses: King uses the **future tense** (“will be able”, “shall be”, “will be made””), which gives his a dream certainty and makes it seem immediate and real.

– Thanks to its highly **biblical rhetoric**, King’s speech reads like a sermon. The last paragraph we’ve quoted here is packed with **biblical language and imagery**.

King George VI- *Radio Address* 1939

In this grave hour, perhaps the most fateful in history, I send to every household of my peoples, both at home and overseas, this message, spoken with the same depth of feeling for each one of you as if I were able to cross your threshold and speak to you myself.

For the second time in the lives of most of us, we are at war.

Over and over again, we have tried to find a peaceful way out of the differences between ourselves and those who are now our enemies, but it has been in vain.

**What makes this a great speech?**

– At only 404 words long, the speech is impressively **economical** with language. Its short length means that every word is significant, and commands its audiences’ attention.

– This is a great example of how speechwriters use **superlatives**. George VI says that this moment is “the most fateful in history”. Nothing gets peoples’ attention like saying this is the “most important” or “best”.

– “**We**”, “**us**” and “**I**”: This is an extremely personal speech. George VI is using the first person, “I”, to reach out to each person listening to the speech. He also talks in the third person: “we are at war”, to unite British people against the common enemy: “them”, or Germany.