

Adapted from Crown Resource Level 1 NCEA - AS90857 Version 2 Mission Heights Junior College



Achievement Standard 90857 (Version 2) Subject Reference: English

Achievement Standard Purpose Statement: Construct and deliver an oral text **Credits:** 3

Assessment Title: I've Got Something to Say!

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Student Assessment and Task Information

| MHJC Working Towards Expected Curriculum Level | MHJC At Expected Curriculum Level | MHJC Above Expected Curriculum Level | MHJC Beyond Expected Curriculum Level | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <p>You have</p> <ul style="list-style-type: none"> • attempted to present some relevant ideas • used some structure to prepare content which is appropriate for language and purpose • spoken audibly | <p>You have</p> <ul style="list-style-type: none"> • presented some relevant ideas • begun to structure content and used appropriate language for audience and purpose • spoken audibly, using oral language techniques with limited success | <p>You have:</p> <ul style="list-style-type: none"> • presented some relevant ideas • structured content and used appropriate language for audience and purpose • spoken audibly, using oral language techniques with some success | <p>You have:</p> <ul style="list-style-type: none"> • presented relevant ideas which are justified • cohesively structured content and used appropriate language for audience and purpose • spoken audibly, using oral language techniques with success | |
| | | NCEA Achievement | NCEA Achievement with Merit | NCEA Achievement with Excellence |
| | | Develop and structure ideas in an oral text. | Develop and structure ideas convincingly in an oral text. | Develop and structure ideas effectively in an oral text. |

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|--|--|-----------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| | | Use oral language features appropriate to audience and purpose. | Use oral language features appropriate to audience and purpose with control. | Use oral language features appropriate to audience and purpose with control to command attention. |
|--|--|-----------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|

ASSESSMENT CONDITIONS

In- class/out of class time allowed:

You will be given approximately 10 sessions in English to work on your assessment. You will also be expected to work at home on this assessment.

All topics must be approved by your teacher.

You are permitted to record your speech and provide your teacher with the video file. It is expected that you record using school video cameras.

KEY ASSESSMENT PROCEDURES

AUTHENTICITY

All students will sign an authenticity declaration

LATENESS

Work is to be handed in on the due date, in the timetabled period for that class, the time stipulated in the upload assignment on MHOL or prior to that date. If a student is absent on the due date, work can be delivered to reception. Late work may not be assessed.

MISSED ASSESSMENTS

1. Where possible students need to complete a Missed Assessment form prior to the day of absence. Students who are absent from an in class assessment must have completed the Missed Assessment form and provided supporting documentation or have provided a signed absence note, giving a reason for their absence and a supporting medical certificate where appropriate, on their return to school. After form is completed it needs to be taken to reception to be scanned along with supporting documentation and the copy forwarded to the NZQA Principal's Nominee by reception (Ms Lambert). The original should be submitted with your assessment evidence to your classroom teacher. 2. Approval will be given for sickness, bereavement, serious family reason or on other compassionate grounds. Prior approval should be sought for sporting and cultural representation using the Missed Assessment Opportunity form on MHO. Students should not be penalised when they are representing the school in a school sanctioned event. Family holidays are not normally considered a reason for missing an assessment or assignment deadline. 3. An opportunity for rescheduling the missed assessments may be available during the assessment period. 4. In exceptional circumstances assessments may be scheduled at alternative times. These circumstances will be considered by the assessment committee. The assessment committee will consist of the Principal, the Deputy Principal and the NZQA Principal's Nominee.

EXTENSIONS

- Extensions of time may be granted on compassionate grounds or for illness as in (b) above. All extensions should be made on the approved form available in the Appendix of this document and also available on MHO.
- Where possible, application should be made in writing as soon as possible in advance of the hand in date.
- Staff should carefully consider major school events interruptions such as examinations and camps and not schedule internal assessments near to that time.
- Where a class has been given written notification of an assessment date extensions to this on a whole class basis are to be approved by the NZQA Principal's Nominee

RESUBMISSIONS No resubmissions will be granted, for the following reasons:

- content of speeches is checkpointed with feedback during the assessment process
- students are permitted to record multiple attempts at the speech and submit their best attempt. As a result of these assessment conditions, resubmission will not be offered for this standard.

Student Instruction Sheet

Situation/Setting/Context

This assessment activity focuses on the construction and delivery of an oral presentation in a formal setting. The subject of your oral presentation could be an issue of particular personal interest from your current whanau context. You could also choose to use the list of topics suggested on Mission Heights Online as a resource to help you select a subject for your oral delivery.

In your preparation you should focus on:

- *elements of your subject that would be of interest to your target audience.*
- *delivering a well structured and prepared speech that would capture the attention of your target audience,*
- *effective use of relevant evidence and appropriate oral language features.*

You are required to construct and deliver an oral presentation of about 3 to 5 minutes in a formal setting.

Task Instructions

Part 1: Thinking and planning your ideas

Start by thinking of a wide range of possible topics and writing a few ideas notes about each one. This could be done on your own or in a small group. Here are some sources and examples of good topics:

- a text you studied, which deals with an important theme (e.g. responsibility, justice)
- a current topical issue in the news (e.g. the behaviour of celebrities)
- a topical issue in society (e.g. finding a job, censorship)
- an important issue at school (e.g. cafeteria food, uniforms)
- an issue that is important to teenagers (e.g. tertiary education, relationships).

Think about what you have written down and then choose a topic. You might have chosen this topic because you already know something about it, you might have strong feelings or beliefs about it, or you might be curious and want to find out more about it.

Think about what the purpose of your oral presentation will be. You might want to stimulate thoughts or feelings in your audience, you might want to inform them of something that is important to you, or you might want to persuade them to alter their ideas or attitudes. Being clear about the purpose of your presentation will help you select and develop ideas.

Once you are clear about your topic and your purpose, brainstorm ideas. These ideas will need to be developed and structured.

Part 2: Developing and structuring your ideas

Research your topic in order to develop your ideas. Researching your topic could extend or test your opinions or feelings and give you material that will be appropriate for the purpose of your presentation. This material could include:

- statistics

- quotations

- primary sources (your own research) e.g. survey, interviews, personal experience

- secondary sources (research done by others) e.g. reference books, internet, newspapers, magazines.

Decide how your ideas will be structured (organised). Here are some ways you could structure your ideas:

1. in order of importance

2. chronologically (in order of time)

3. logically (cause and effect)

4. as a series of points related to a single theme.

Part 3: Planning and writing your presentation

Your presentation should have:

- an introduction – where you greet and hook the audience and give an overview of your topic
- a body – where you state, support and explain your ideas
- a conclusion – where you summarise your ideas.

While writing your presentation, use verbal language features that are appropriate to your purpose and topic, such as:

- rhetorical question
- direct address to audience
- use of personal pronouns
- sound devices, such as alliteration
- repetition
- figurative language, such as metaphor
- emotive language
- humour
- analogy

Look at the text of part of a student's presentation. The notes indicate the verbal language features that have been used and the reasons for using them. You may not use this section as part of your presentation.

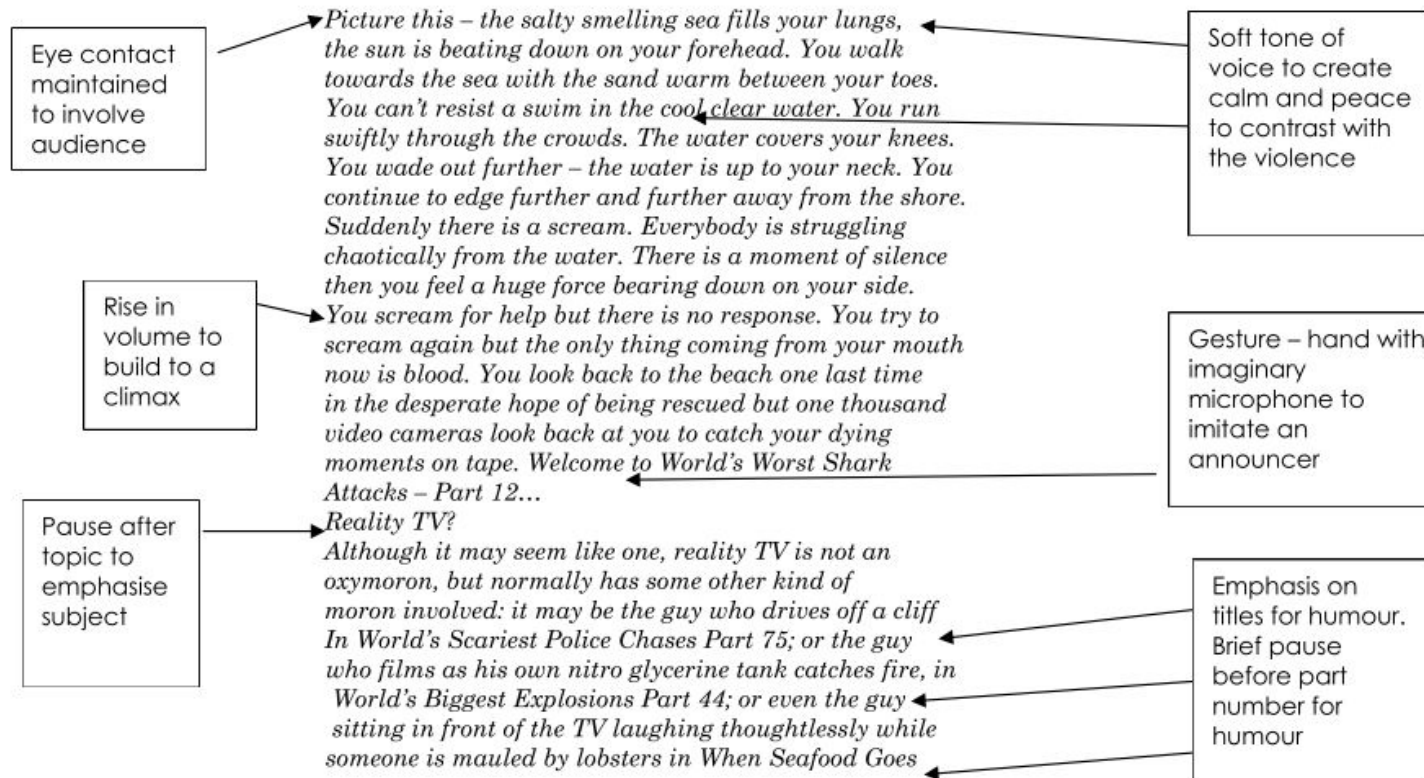


Part 4: The Rehearsal Zone

There are many techniques you can use when delivering your presentation. Think about your content (e.g. is it light-hearted or serious?) and how this will affect the way you use your voice and body. Identify specific sections in the text of your presentation where you could use appropriate delivery techniques. Some techniques you should consider are:

- (a) varying your volume, tone, pace, or stress to emphasise a point or to gain or hold attention
- (b) pause for dramatic effect or emphasis
- (c) eye contact to engage and hold your audience's attention
- (d) gesture, movement and facial expression that support and emphasise your content
- (e) stance that is appropriate for a speaker in a formal situation
- (f) using props, costume or demonstration materials.

Now look again at the “Reality TV” presentation. This time, the annotations focus on delivery and presentation techniques.



Part 5: The Delivery Zone

Deliver your oral presentation to the class.

(Before delivering your presentation, your teacher will show you some exemplars)

Success criteria: You must ensure that:

The presentation is sufficiently long to enable you to develop and structure:

- compelling ideas that are well organised
- ideas by adding specific details and relevant examples
- ideas and details in a way that is appropriate to the purpose and audience.

The oral language features you select are appropriate to purpose and audience, which may include the use of:

- verbal language techniques (e.g. rhetorical questions, alliteration)
- body language (e.g. eye contact, stance, gesture, facial expression)

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- voice (e.g. tone, volume, pace, stress)
- presentation features (e.g. props, costume, demonstration materials or items).

Recommended Sources: (if appropriate – could be MHOL references/websites or books)

- **MHOL Suggested Current Issues Resource**
- **World Book**
- **Newspaper – local and regional**
- **Current Affairs Television programmes such as 20/20 and 60 Minutes**
- **Biography or Autobiography you may have read**

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Topic Selection Sheet

Student Name:

Class:

Whanau:

Topic:

Brief:

Student Signature:

Teacher Signature:

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Research and Planning Templates

1. Research

Research your chosen speech topic. Please use the MHJC Research Process for Speech Research. Your notes and sources (interviews, videos, website links, book titles, etc) should all be recorded on that document.

2. Organising your ideas

Select and organise your best ideas from your research into the scaffold below.

Speech Title:

| Point / Topic sentence/ Statement | Explanation | Evidence [include source information] | Link/ Analysis/ Conclusions / Summary |
|-----------------------------------|-------------|---------------------------------------|---------------------------------------|
| | | | |
| | | | |
| | | | |

3. Ensure your teacher initials this document before you begin writing your speech. Remember to use an introduction and conclusion to hook your audience.

4.

Student Signature:

Teacher Signature:

Final Checklist

Before handing in you should tick off each of the criteria to check your own progress.

Checklist for achievement in this standard:

- I have selected a topic
- I have discussed the topic with my teacher
- I have had the topic approved by the teacher (include the approval document) I have planned the
- topic well, using a graphic organiser
- I have researched my topic (could include primary and secondary sources of information)
- I have collated and added all necessary research into the research template document on MHO I have written the
- speech all on my own
- I have written the speech in class time
- I have included the draft of the speech
- I have received feedback on the draft
- I have utilised the feedback to re-craft the speech
- I have included current and relevant information in the speech
- I have included language features in the speech
- I have timed and practised my speech with a friend
- I have given the final copy of the speech to my teacher