# **Creating Oral Texts: Year 8 English Assessment**

## **Manu kōrero - speaker / orator (speech)**

**Topic: What is unity to you?**

This term, our context is “**Go For Gold**” and we’ve explored the idea of ‘unity’.

**Task Instructions**

In this assessment, you’ll **write a speech / presentation** about your chosen topic related to ‘unity’.

*For example: How is unity shown through sports, the Olympics, other team activities (eg music)*

**NB**: This ONE piece of work will gain ONE grade for English.

Your English teacher will grade your speech / presentation content and presentation skills.

(see rubrics below for more information).

**Include in your speech:**

* **Describe the features of unity**
* What is unity?
* What sort of people are united?
* What different things do people do to unite?
* **Describe how unity differs for various people and groups**
* Compare and contrast my own understanding of unity with that of other people
* How are our understandings similar and different?
* **Explain how the concept of unity changes over time and how we can protect and sustain our own and others’ cultures.**
* What influences unity to change over time?
* What is ‘unity’ to people?
* Describe the importance of ‘unity.’
* How can we unite others?
* Describe ways we can maintain our own idea of unity.

**Option A:** individual speech - choose this option to be considered for the MHJC speech competition.

*(2.30-3.30mins: 400-450 words)*

**Option B:** presentation with a partner - slides must not show your script.

(2.30-3.30mins ***each***: 400-450 words).

**Resources**

* [Speech Exemplar](https://www.studyclix.ie/leaving-certificate/english/higher/state-exams/2015/paper-one/solutions/sample-essay-persuasive-speech)
* [Speech Planning Template](https://docs.google.com/document/d/1vUmPM5XfUQs-Gsw628j0rjSYK0YLsfxFvpA2SDhgMYk/edit)
* [Persuasive Techniques](https://www.matrix.edu.au/5-techniques-to-make-your-audience-believe-your-speech/)
* [Presentation Techniques](https://blog.hubspot.com/blog/tabid/6307/bid/34274/7-lessons-from-the-world-s-most-captivating-presenters-slideshare.aspx)

You will have 6 hours of class time to plan and write your speech or presentation.

You should not work on this task at home.

Script documents must be uploaded to MHO by Week 9 Friday 3pm on the English page.

We will upload the docs in English lessons on that day.

Presentations are in Week 10, during English class time.

You’ll receive a schedule and will be able to choose your audience.

| **Required Details** |
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| * Do your speech / presentation on Google Docs or Slides. * Your speech/presentation should be easily readable and legible on cue cards. * Write on the assessment template in your Google Classroom. * If you choose a speech it must be 2.30-3.30mins: 400-450 words. * If you choose a presentation with a partner, it must be 2.30-3.30mins **each**: 400-450 words. * You are to write persuasively on the topic of Unity. * All work must be in your own words. * DO NOT COPY or PASTE |

**Assessment Rubrics**

**English Y8 - Oral Language Assessment**

|  | **Working Towards**  **Curriculum Level** | **At**  **Curriculum Level** | **Above**  **Curriculum Level** | **Beyond**  **Curriculum Level** |
| --- | --- | --- | --- | --- |
| **Content (Ideas/ Structure)** | You are starting to identify your interpretation of your chosen ideas, issues and/or events in a structured oral text. | You have described your own interpretation of your chosen ideas, issues and/or events in a structured oral text. | You have discussed your own interpretation of your chosen ideas, issues and/or events, using structures that support my purpose, and may have included perspectives of others. | You advocated for your own interpretation of your chosen ideas, issues and/or events, as well as perspectives of others, using structures that support my purpose and build meaning |
| **Language** | You are starting to make **consistently** appropriate language choices for your audience & purpose. | You selected appropriate language features for effect. | You selected a range of language features for effect, which is beginning to support your purpose. | You deliberately selected a range of language features for effect to support your purpose. |
| **Accuracy in Writing** | You made errors in grammar, spelling, and/or punctuation and these are intrusive at times as the reader has to infer meaning | You have made some errors, but your meaning is mostly clear and minimal reader inference is needed. | You have carefully edited your writing to ensure you have just few intrusive errors and that your meaning is clear. | You have carefully edited your writing to ensure you have no intrusive errors and that your meaning is consistently clear. |
| **Voice** | As a manu kōrero, you started to project your voice to the audience. You may have started to use a natural, varied tone. | As a manu kōrero, you clearly projected your voice to the audience and used a natural, varied tone. | As a manu kōrero, you effectively projected your voice. Your voice is clear and you use tone and pace for effect some of the time | As a manu kōrero, you used tone and pace for effect & emphasis most of the time. |
| **Presentation** | As a manu kōrero, you try to use one or more presentation technique [eg body language, gesture, eye contact] | As a manu kōrero, you used one or more presentation technique [eg body language, gesture, eye contact] with some success | As a manu kōrero, you successfully used a range of presentation techniques [eg body language, gesture, eye contact] most of the time. | As a manu kōrero, you successfully selected a range of presentation techniques [eg body language, gesture, eye contact] |

**NZ Curriculum - English**

| **Ngā whāinga me ngā hunga mā rātou ngā Tuhinga | Text purposes & audiences**  **KNOW**: As a text creator, I can use stories to advocate for myself, for others, and to try to change my world | **Ngā āhuatanga reo | Features & structures of language**  **KNOW**: Codes, conventions, & features of different types of texts are often subtle and able to be flexibly applied. Recognising them and the effects they have in different types of texts supports the analysis and crafting of texts.  **KNOW**: Structural elements can be arranged for deliberate effect to build up meaning across a text. |
| --- | --- |
| * *We’re PLANNING/DOING an oral text* to show that, as a text creator, I create texts to advocate for myself, for others, and to change my world | * We are *PLANNING an oral text* by *organising* my own text so that my structures support my purpose/ meaning * We are *PLANNING an oral text* by *choosing* language that is appropriate to the topic, audience, & purpose |
| **Success Criteria**   * I created a speech or presentation that explores the topic ‘unity.’ | **Success Criteria**   * I selected a range of presentation techniques (eg voice, body language, gesture, eye contact) to help my purpose * I selected a range of language features for effect to help my purpose |