‘GLOBAL PERSPECTIVES’

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

Resource reference: English 2.5A v2 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 the topic of a global issue, looking at different perspectives around the issue. The issue could have been brought up in The Kite Runner, The Intouchables, Short Stories you have read, or another international issue.

You need to show a clear understanding of your topic – the issues, causes, effects and possible solutions. You may also relate the issue to a how you may be effected by it, and/or how your family or our wider community may be effected.

You should check with your teacher that your topic is relevant and your discussion is thorough.

Possible global issues related to our texts:

* Treatment of women
* Immigration
* The plight of refugees
* Sexual violence
* The gap between rich and poor
* Terrorism
* Racism
* Stereotyping people

Task

This task comprises four parts:

* Choose a key global issue and brainstorm possible ideas you may discuss
* Construct a seminar outlining various perspectives on the topic
* Incorporate appropriate oral language features
* Deliver your seminar.

Part 1: Choose an issue

Choose a global problem or issue.

Research the background, causes and effects and possible solutions to the issue.

Express your ownviews on the topic you have chosen, and your reaction to the issue. Your ideas will need to be clearly linked to the topic and provide detailed explanations and evidence.

Part 2: Construct an Oral Presentation

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

Ensure your seminar 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 seminar.

Part 4: Present the seminar

Present your seminar in a confident and sustained way. See Resource A for guidance.

Resource A - Seminar

Constructing your seminar

The following focusing questions may assist you:

* How will I introduce my topic?
* Which perspectives will I present, and in what order?
* How can I incorporate my own views or reactions?
* How has my research into this topic changed, challenged, or expanded my views?
* How will I conclude my seminar? What message do I want to leave my audience?

Oral features

These include:

* direct address to the audience
* sound devices such as alliteration
* structures such as deliberate repetition, rhetorical questions
* choice of words and phrases such as evocative adjectives, puns
* figurative language such as similes
* 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).

Presenting

Use appropriate oral language features.

Show a clear sense of organisation.

Include one or more perspectives on an issue.

Present ideas that are developed with detailed explanations and evidence.

Show how the ideas are clearly linked to the issue.

Ensure that the overall effect of both ideas and structure is compelling and integrated.

Assessment schedule: English 91102 Global Issues

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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