



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

English Level 2

This resource supports assessment against:

Achievement Standard 91102 version 2

Construct and deliver a crafted and controlled oral text

Resource title: Perspectives

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

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: Perspectives

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 a seminar on an issue arising from a text they have studied during the year. The activity will take place as part of a literature study, and the studied text could be a novel, drama, film, or short text.

Students need to develop an understanding of an identified issue from a variety of perspectives. The perspectives presented may come from specific characters or groups of characters in the studied text, or the studied text may be used as a springboard to a broader understanding of the issue.

You need to provide opportunities for students to:

- discuss the key issues present in a studied text, including the various perspectives presented
- 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.

Seminars will be delivered to an audience during class time.

Studied text(s) 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 seminars. 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 seminar together and be assessed. In this case, the seminar 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 seminar 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	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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 a seminar on the topic of issues presented to you. You can use the texts you've encountered this year, as well as personal experiences to help you form your content.

You need to show an understanding of your topic from at least two perspectives. The perspectives presented may come from specific characters or groups of characters in your studied text, or you could use your studied text as a springboard to a broader understanding and worldwide context of the issue.

The chosen text can be written, oral, or visual (i.e. a novel, drama, film, or short text). Utilise information from the classroom website to assist you.

You should check with your teacher that your topic can be viewed from at least two perspectives and will allow you to achieve at every level.

It is possible for two or more of you to construct and deliver a seminar 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 seminar. In a group seminar, each student's contribution will need to be at least four minutes in length.

Task

This task comprises four parts:

- Look at the idea of prejudice and use a text you have studied this year as a springboard for varying perspectives on your chosen topic.
- Construct a seminar outlining various perspectives on the topic.
- Incorporate appropriate oral language features.
- Deliver your seminar.

See Resource A for guidance and the appendix for an example of perspectives.

Part 1: Choose an issue

When choosing what issue you will cover, ensure it enables you to demonstrate your understanding of this from at least two perspectives.

Use the views and actions of specific characters from your text to present differing perspectives, or use the text as a springboard from which to view the topic in a broader context. See the appendix for an example.

Brainstorm as many different perspectives as possible, and then select the key perspectives to explore.

Express your own views on the topic you have chosen, and your reaction to the perspectives you are presenting. Your ideas will need to be clearly linked to the topic and provide detailed explanations and evidence.

Part 2: Construct a seminar

Develop a structure for your seminar. 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?
- How closely will I refer to my text?
- Which perspectives will I present, and in what order?
- Do characters' perspectives change during the text? Why/why not?
- 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 your seminar

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.

Suggested Issues

Should Israel Folau have lost his contract with Rugby Australia.

Should Wanaka allow domestic and international flights come to the Airport

Was New Zealand treated unfairly in the Cricket World Cup final

Should Female sports people be paid the same as males in the same sport e.g. Tennis

Should the Springbok Tour of 1981 have gone ahead?

Any other issue you can think of that has 2 or more clear perspectives that could be explored.

Assessment schedule: English 91102 Perspectives

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student constructs and delivers a crafted and controlled oral presentation.</p> <p>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.</p> <p>This means that the student:</p> <ul style="list-style-type: none"> • 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. <p>These features could include:</p> <ul style="list-style-type: none"> • oral language (e.g. rhetorical questions, alliteration) • body language (e.g. eye contact, stance, gesture, facial expression) • voice (e.g. tone, volume, pace, stress). <p>The student deliberately uses these oral language features to create meaning and effect.</p>	<p>The student constructs and delivers a crafted and controlled oral presentation.</p> <p>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.</p> <p>This means that the student:</p> <ul style="list-style-type: none"> • 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. <p>These features could include:</p> <ul style="list-style-type: none"> • oral language (e.g. rhetorical questions, alliteration) • body language (e.g. eye contact, stance, gesture, facial expression) • voice (e.g. tone, volume, pace, stress). <p>The student deliberately selects and uses these oral language features to create meaning, effect, and audience interest.</p>	<p>The student constructs and delivers a crafted and controlled oral presentation.</p> <p>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.</p> <p>This means that the student:</p> <ul style="list-style-type: none"> • 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 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. <p>These features could include:</p> <ul style="list-style-type: none"> • oral language (e.g. rhetorical questions, alliteration) • body language (e.g. eye contact, stance, gesture, facial expression) • voice (e.g. tone, volume, pace, stress). <p>The student sustains the confident and articulate use of oral language features to create meaning, effect, and audience engagement.</p>

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

An example of an appropriate text is Niki Caro’s film *North Country*. A key issue in this film is the unfairness of gender discrimination. In this film, Josey Aimes, a victim of domestic abuse, returns home to her parents’ mining town in Northern Minnesota with her two children. She takes a job at the local mine in order to provide for her family. As a result, she and the other female employees at the mine are subjected to verbal, physical, and sexual harassment from the male miners. *North Country* focuses on the issue of gender discrimination.

In this text it would be possible to look at **differing perspectives** from:

- Josey Aimes – Josey is motivated at first by wanting to provide for her family, and then fights for the rights of all female employees at the mine
- the other women who work at the mine – those who do not want Josey to make the situation any worse and those who eventually stand with her
- Bobby Sharp – this miner, who harasses Josey, offers a miner’s view of women and their suitability as miners
- Hank Aimes – Josey’s father represents, at least at first, the views of a typical male miner
- Sammy Aimes – Josey’s son offers his perspective on the role he would like his mother to play.

Text studied	<i>North Country</i> directed by Niki Caro	
Issue arising from text	Gender discrimination – exploration of the role of women in a traditional mining town.	
Perspective 1	Josey Aimes	Not a heroine – ordinary woman who wants to provide for her family. In the court case = crusader for equal rights.
Perspective 2	Other women who work at the mine	Glory, Big Betty, Sherry, and Peg – why some women want Josey to stop the lawsuit, how some are motivated to support her eventually.
Perspective 3	Hank Aimes	Offers typical male miner’s viewpoint. Changes viewpoint – his disgust of how miners treat his daughter.
Perspective 4	Sammy Aimes	Offers a child’s view of a mother’s role.

Extract from seminar on gender discrimination in *North Country*

Josey’s perspective	Oral language features
What is our first impression of Josey Aimes? Battered housewife? Victim? A woman forced to return home to her parents? Josey is portrayed as an ordinary, single mum who tries to live independently by working at the mine. However, her rights are violated at work as she and many other women get abused because they are entering a non-traditional domain for women. The male miners don’t believe that women should be allowed to work at the mine, as it is no place for a woman.	Use of rhetorical questions to engage audience and to create a sympathetic view of Josey.
Hank conforms to the expectations and attitudes of the	The student offers his or her own

<p>male miners and does not want Josey to challenge the norms. Bobby believes that it is inappropriate for women to become miners, and this translates to him giving the women cleaning jobs. He is also able to assert his power over Josey as she must do as he asks.</p>	<p>opinion about the miners' attitudes towards women.</p>
<p>If women are able to do the same work as the male miners, then their masculinity is threatened. Most of the harassment the women are subjected to has sexual overtones to allow the men to reassert their masculinity. Josey seeks many ways to solve the problem such as going to the Head Manager Don Pearson and attending the union meeting to express her opinion. Toward the end of the film, she files a lawsuit against the company, as no improvements are being made, and wins the case. Josey did not desire to be a crusader for women's rights; she didn't even want to work at the mine in the first place. As an audience, we admire her tenacity and sense of justice because her determination to do what is right costs her greatly in her relationships with her parents, son, and friends. We can't help but question whether we would be as brave as Josey in the face of such adversity. Could we suffer the humiliation she experiences at the hands of Bobby's wife at the ice hockey game or at the union meeting, when even the other women sit in silence and refuse to support her?</p>	<p>Ideas are developed, sustained, and integrated with specific examples used from the film. The student offers a personal response to Josey's experience and perspective as a female miner.</p>
<p>Use of quotation as contextual evidence to support ideas. Josey: "Yeah, I would like a turn at the gavel." Peg: "Oh, she really lost it now."</p>	<p>This could lead into discussion of Josey's perspective in contrast to those of the other women. Why does Peg think Josey has lost it by asking to speak at the union meeting? What are we encouraged to think at this point?</p>