

What matters? & why?

Achievement Standard English 91102/2.5

Level: 2 Credits: 3 Construct and deliver a crafted and controlled oral text

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

Task: We will each create a speech on something that is important to us, something that matters, ideas that need the wider audience of the teacher and a group of peers. Our audience is the teacher and the rest of the class. We are aiming to command the attention of our peers and teacher, and convince them of the importance of our issue. Establishing ***why your speech matters*** is crucial.

Your speech will be between **four and six minutes**. You may use visual aids such as a slide show and props to support your speech.

A good place to start is Jasper Jones, and what that novel teaches us about the human condition. However, you may move a long way from that topic and still have something important to say. We will spend **weeks 7 & 8 of Term Three** developing our ideas into speech drafts.

Friday 13 September will be devoted to workshopping your speech to develop your presentation skills. Do not expect to have writing time in class during this lesson.

Your speech must be **complete and practised and ready by Wednesday 18 September**. Presentations will be held **in class and at lunchtime on Wednesday 18 September & in**

class on Thursday 19 September. If you successfully negotiate with Ms Quick to do your speech in front of a smaller audience at lunchtime, you must be available for either of the lunchtimes on the presentation dates.

Assessment criteria: You will be assessed on how well you:

- Develop, sustain, and structure your ideas
- Craft a controlled oral text - this means that you are clearly confident with your material and your delivery shows significant levels of preparation.
- Use oral and verbal features appropriate to purpose and audience - *e.g. rhetorical questions, pause, emphasis, repetition, alliteration, emotive language, statistics, imagery, eye contact, engagement with audience, humour, anecdote, gesture, rhythm, variation of voice*
- Props can support your speech, but it is your actual speech which I grade.
- Your audience is your teacher and your classmates.

Assessment schedule: AS 91102: Construct and deliver a crafted and controlled oral text

Evidence/Judgements for Achievement	Evidence/Judgements for Merit	Evidence/Judgements for 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.	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)	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 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:

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.	• 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.	• 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.
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