



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

## 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

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### Teacher guidelines

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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"><li>Construct and deliver a crafted and controlled oral text which develops, sustains, and structures ideas.</li><li>Construct and deliver a crafted and controlled oral text using oral language features appropriate to audience and purpose to create effects.</li></ul>	<ul style="list-style-type: none"><li>Construct and deliver a crafted and controlled oral text which develops, sustains, and structures ideas convincingly.</li><li>Construct and deliver crafted and controlled oral text using oral language features appropriate to audience and purpose to create convincing effects.</li></ul>	<ul style="list-style-type: none"><li>Construct and deliver crafted and controlled oral text which develops, sustains, and structures ideas effectively.</li><li>Construct and deliver crafted and controlled oral text using oral language features appropriate to audience and purpose to command attention.</li></ul>

### Student instructions

#### Introduction

This assessment activity requires you to construct and deliver a seminar on the topic of prejudice. 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 element of prejudice 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.