

Exemplar for Internal Assessment Resource 1.6

English Level 1

This exemplar supports assessment against:

Achievement Standard 90857

Construct and deliver an oral text

	Grade Boundary: Low Excellence
2.	<p>To achieve this standard at Excellence the student needs to:</p> <ul style="list-style-type: none"> • Develop and structure ideas effectively in an oral text • Use oral language features appropriate to audience and purpose with control to command attention. <p>The student develops and structure her ideas effectively in a dramatic monologue by:</p> <ul style="list-style-type: none"> • Taking the audience chronologically through the events being discussed • Developing her material carefully so the audience are aware of this being a conversation although only one side is heard • Including a good balance of comments, details, information, opinion and reflection, providing a credible conversation <p>To meet Excellence more securely, the monologue needs to be a little more 'compelling' so the audience are not only interested in the characters- Rose, Jane, etc, but are determined to 'hear more'.</p> <p>The student uses oral language features appropriate to audience and purpose with control to command attention through the use of:</p> <ul style="list-style-type: none"> • an appropriately reflective tone • variation of pace, including appropriate hesitations, pauses and silences • To meet Excellence more securely, further changes in tone, volume, intonation and emphasis would help sustain audience interest. Variety of body language (gestures and facial expression) would help maintain audience attention

	Grade Boundary: High Merit
3.	<p>To achieve this standard at Merit the student needs to:</p> <ul style="list-style-type: none"> • Develop and structure ideas convincingly in an oral text. • Use oral language features appropriate to audience and purpose with control. <p>The student develops and structures his ideas convincingly in a demonstration of drum technique. Ideas are structured sequentially, connecting the beginning (clip of the drummer) to show how drums sound in optimal conditions, to how to tune and maintain them.</p> <ul style="list-style-type: none"> • Shows a clip of a passionate drummer drumming to show feeling and sound to grab audience attention. • Shows and narrates the process of removing a drum skin and replacing it – gives reasons why you do this. Gives some historical facts about the use of drums from the beginning of mankind. Gives some practical information about the price of drum skins and where to buy grease. • Shows and narrates the process of tuning the drum as well as giving historical information about the evolution of drum skins from animal skins to present day plastic and nylon drum skins. • Organises the demonstration clearly by linking the end back to the beginning. <p>To secure Excellence the ideas need to be developed and structured effectively. Although the presentation is sequentially well-organised some of the explanations become lengthy and repetitive e.g. “skins mark”. This prevents the presentation from achieving the compelling element required for Excellence.</p> <p>The student uses oral language features appropriate to audience and purpose with control by:</p> <ul style="list-style-type: none"> • using the drum as an appropriate presentation feature • having a confident and assured manner and delivery style • addressing the audience <p>To secure Excellence, the presentation needs to command attention. At times it is difficult to hear what the student is saying when he is looking downwards and speaking into the drum rather than to the audience. Further use of vocal variation would assist demonstration.</p>

	Grade Boundary: Low Merit
4.	<p>To achieve this standard at Merit the student needs to:</p> <ul style="list-style-type: none"> • Develop and structure ideas convincingly in an oral text. • Use oral language features appropriate to audience and purpose with control. <p>The student develops and structure his ideas convincingly in a demonstration of the skilful use of the taiaha, a traditional Maori weapon.</p> <p>The student demonstrates this idea by:</p> <ul style="list-style-type: none"> • sufficiently explaining and demonstrating the use of the taiaha, eg 'fast and agile' • including some information and reasons for certain movements, strikes, holds etc <p>The student structures the presentation in a connected way by:</p> <ul style="list-style-type: none"> • introducing the use of the taiaha in its cultural context • explaining and demonstrating how deadly a weapon a taiaha can be • using an appropriate sequenced step by step demonstration • concluding the demonstration appropriately <p>To meet Merit more securely the student could:</p> <ul style="list-style-type: none"> • connect the use of the Taiaha more convincingly to traditional Maori culture • develop further explanations as to the significance of the weapon (holds, strikes, counter-strikes etc) during the demonstration. <p>The student uses oral language features appropriate to audience and purpose with control by:</p> <ul style="list-style-type: none"> • demonstrating the use of the taiaha in a convincing manner • confidently and clearly using voice (tone, pace, intonation, volume, emphasis) • engaging and linking all comments and demonstrations to the audience • using a partner as an opponent (presentation feature) at appropriate times in the presentation.

	Grade Boundary: High Achieved
5.	<p>To achieve this standard the student needs to:</p> <ul style="list-style-type: none"> • Develop and structure ideas in an oral text. • Use oral language features appropriate to audience and purpose. <p>The student develops and structure her ideas in a speech that develops the ideas that:</p> <ul style="list-style-type: none"> • despite all the bad things (pollution, murder, suicide) our world does have value and beauty • we should work on improving our world by working on people’s attitudes within it. <p>To meet Merit, ideas could be developed with further explanations so that the audience is convinced of, for example, her argument that:</p> <ul style="list-style-type: none"> • people must hate their world, experience hopelessness <p>The student uses oral language features appropriate to audience and purpose by:</p> <ul style="list-style-type: none"> • presenting herself as confident and assured, at times at Merit level • using significant eye contact, gesture and vocal variation. • using appropriate tone and facial expressions, particularly in the second half of the presentation , when discussing "the world is beautiful but has a disease called man. We just have to work on curing the disease." <p>To meet Merit, language features need to be more controlled by:</p> <ul style="list-style-type: none"> • adopting a more serious tone when murder, pollution and suicide are discussed • adopting a more appropriate facial expression when stating "I just got murdered" • linking gestures more carefully and deliberately to the text

	Grade Boundary: Low Achieved
6.	<p>To achieve this standard the student needs to:</p> <ul style="list-style-type: none"> • Develop and structure ideas in an oral text. • Use oral language features appropriate to audience and purpose. <p>The student develops and structure his ideas in his role as second speaker in a debate about violence and the new anti-smacking laws by:</p> <ul style="list-style-type: none"> • rebutting the previous speaker (opposing team) • developing the case for his team • using appropriate details and examples, such as statistics and reference to expert opinions and studies. <p>To meet Merit, ideas need to be developed with further explanations so that the audience is more convinced of, for example, the argument that this is a 'long term action' plan.</p> <p>The student uses just sufficient oral language features appropriate to audience and purpose by:</p> <ul style="list-style-type: none"> • emphasizing a few key words, e.g. "70 percent" • altering his pace at the end to emphasise "family violence- it is not okay" • speaking clearly • using an appropriately serious tone <p>To meet Achieve more securely the student could:</p> <ul style="list-style-type: none"> • rely less often on his notes • make more eye contact with the audience • vary pace and volume