**NZQA**

**Approved**

Achievement standard: 90857 Version 2

Standard title: Construct and deliver an oral text

Level: 1

Credits: 3

Resource title: But wait, there’s more

Resource reference: English VP-1.6 v2

Vocational pathway: Construction and Infrastructure

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90857-02-7241 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or example material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to construct and deliver an oral text that focuses on why solar panels are a great investment for new or existing houses.

You are going to be assessed on how effectively you develop and structure your ideas, and how you use oral language features which are appropriate to audience and purpose with control to command attention when you express why solar panels are a great investment for a new or existing house.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You have been asked to prepare a 3-5 minute talk explaining why solar panels are a great investment for new or existing houses. You will be speaking to people who are considering investing in renewable energy using solar panels.

## Part 1: Preparing your ideas

Your talk needs to cover many aspects related to solar panels, for example:

* how they work
* the different ways they can be used
* ways to make them work best
* their advantages
* other things a prospective user may need to know – the more you can think of, the better.

You will need detailed knowledge of solar panels and the advantage of installing them so research the internet and brochures. Talk to retailers and existing owners to discover the benefits and drawbacks of this energy source. Make sure you support all of your ideas with details.

## Part 2: Organising

The purpose of your talk is to persuade customers to invest in solar panels for their new or existing home. This means that your ideas need to be well-organised to be effective. You could consider:

* mindmapping your main ideas and details
* thinking about what needs to be in your introduction/main part of the talk/conclusion
* deciding the order in which information is presented at each of these stages
* working out a ‘hook’ to open your talk and a memorable way to finish it
* using link words to connect ideas in the main part of your talk so your audience doesn’t get lost, for example:
* ‘firstly…’
* ‘once you have done this, then you should…’
* ‘finally…’
* planning where you will use visual material, etc. in your talk
* ensuring that your ideas are well-organised and that they all work towards the focus of your talk (why solar panels are a great investment).

## Part 3: Making language choices

Select oral language features (verbal language and voice and body language techniques) that will make your talk interesting, for an audience considering solar panels as an investment. Consider the following examples:

* Verbal language, for example the use of personal pronouns, rhetorical questions, imperatives, humour, colloquialism, emotive language.
* Variation of voice, for example pitch, pace, pause, tone, volume.
* Body language, for example gesture, movement, facial expression, eye contact.

## Part 4: Producing, practicing and polishing

Produce a draft so you can practise and polish your talk, for example presenting it in front of a mirror/friends/family or recording yourself. Evaluate yourself or use the feedback from others to decide on improvements, for example:

* What aspects work well?
* What aspects do you need to improve?
* Is your talk sufficiently researched or do you need to make more use of your research?
* Have you presented your ideas clearly, building on each point by adding details or examples and working everything towards the theme?
* Are your ideas well-organised and the points you make compelling?
* Have you used oral language features to command the attention of your audience?

## Part 5: Delivering your talk

Present your ideas orally to your audience. You will be assessed on what you say and how you say it. Your talk should take 3 – 5 minutes.

# Resources

## Mind mapping

[www.mindmapping.com/](http://www.mindmapping.com/)

[www.mindmeister.com/](http://www.mindmeister.com/) Free application on iPhone

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or example material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to construct and deliver an oral presentation about why solar panels are a great investment. Learners’ ideas will be developed and structured effectively, and their controlled use of language will be appropriate to audience and purpose, and command attention.

# Conditions

Learners could be given time to peer critique their presentations, with sufficient time afterwards to follow up any suggestions and to make their presentation ready for final delivery. The presentation could be live or recorded.

Learners are required to construct their own presentation, which means that they must develop their own content.

# Resource requirements

* Video camera (to record learner presentations for archive)
* Access to course materials, internet, appropriate books and magazines.

# Additional information

None.

## Other possible contexts for this vocational pathway

Construct and deliver an oral text using oral language features appropriate for the audience and the purpose of the talk, for example:

* The chief executive of the Canterbury Earthquake Recovery Authority (CERA) addresses construction firms about an aspect of the rebuild of Christchurch.
* A steel frame manufacturer talks to architects, engineers and builders about the benefits of steel framing in new houses.
* A City Council official discusses the annual roading plan with council road gangs.

# Assessment schedule: English 90857 – But wait, there’s more

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner develops and structures ideas in an oral text about the benefits of using solar panels, using language features appropriate to audience and purpose by:   * arranging, linking and building on ideas by adding details or examples, and working towards a planned whole appropriate to audience and purpose   For example:   * + explaining   + demonstrating   + providing information and reasons   + introducing and sequencing the material   + concluding appropriately. * developing and structuring ideas around one or more themes   For example:   * + property warming; specific ideas that could be developed include the characteristics of solar panels   + cost effectiveness; specific ideas that could be developed include effectiveness in different climates and weathers. * selecting and using oral language features that are appropriate to the purpose and audience   For example:   * + verbal language techniques (e.g. rhetorical questions)   + body language (e.g. eye contact, facial expression)   + voice (e.g. appropriate, clear tone, volume, pace, stress)   + presentation features (e.g. appropriate and relevant demonstration materials or items)   + using cue cards or notes appropriately.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas convincingly in an oral text about the benefits of using solar panels, using language features appropriate to audience and purpose with control by:   * arranging, linking and building on ideas by adding details or examples, so that the work is generally credible, connected and appropriate to audience and purpose   For example:   * + listing   + providing appropriate and relevant details and examples   + including references   + providing historical facts and practical information   + organising the demonstration, process and content clearly and methodically. * developing and structuring ideas around one or more themes   For example:   * + property warming; specific ideas that could be developed include the characteristics of solar panels, and the ease of use of solar panels over other energy sources for the home. * selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience, with control.   For example:   * + having an appropriate, assured manner and delivery style   + using props/data shows/whiteboard   + appropriately addressing and engaging the audience   + variation in the use of eye contact   + appropriate gestures and facial expressions.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas effectively in an oral text about the benefits of using solar panels, using language features appropriate to audience and purpose to command attention by:   * arranging, linking and building on ideas by adding details or examples, so that the development of the ideas and structure is compelling, well organised, credible, connected and appropriate to audience and purpose   For example:   * + taking the audience chronologically through the events being discussed   + developing the material so the argument is believable   + connecting present, local examples with the past, global issues/events   + including a good balance of comments, details, information, opinion and reflection. * developing and structuring ideas around one or more themes   For example:   * + property warming; specific ideas that could be developed include the characteristics of solar panels, and the ease of use of solar panels over other energy sources for the home.   + comparison with other energy sources to determine cost effectiveness   + methods of storage and maintenance. * selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience in the delivery of a confident and sustained presentation, with control to command attention   For example:   * + varying the tone, as appropriate for the content; humorous, serious etc.   + using pauses, hesitations, silences effectively   + using natural, appropriate body language and facial expressions and gestures that emphasise the points being made   + making appropriate reference to notes   + demonstrating familiarity rather than 'over learned' content   + using personal pronouns appropriately (‘*Now I’m thinking that you are thinking…’*) which keep the audience focussed on the speaker and their personal interest and 'expertise' on the subject.   *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.