**NZQA**

**Approved**

Achievement standard: 91102 Version 2

Standard title: Construct and deliver a crafted and controlled oral text

Level: 2

Credits: 3

Resource title: Speaking of design

Resource reference: English VP-2.5 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-02-2015-91102-02-8159 |
| 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 exemplar 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 a crafted and controlled oral presentation which develops, sustains and structures ideas about a planned or existing interior design solution. You will use oral language features appropriate to your audience – your interior design colleagues or customers – and purpose, to create effects.

You are going to be assessed on how effectively you develop, sustain and structure ideas about a design solution. This includes your use of oral language features appropriate to audience and purpose to command attention.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and 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 give a presentation to your interior design colleagues on a particular design which you are currently working on, or which interests you.

This task comprises four parts:

* Choose and research an interior design.
* Construct a seminar outlining various perspectives on the design.
* Incorporate appropriate oral language features.
* Deliver your seminar.

## Part 1: Choose and research an interior design

You can decide if you will use a design of your own (Option A) or an existing interior solution (Option B). The space needs to be more complex than a single room.

Option A – Own Design: This must relate to a specific space, for example, an open plan kitchen, dining and living area of a house. You will need a client to provide a second perspective.

Option B – Existing Space: This may be a local business or domestic interior, or a celebrated international interior. Ensure that you have access to complete technical information about the project and are able to gather information about how the designer, client and/or users feel about the outcome. Check with your tutor that the information you have is sufficient before using this option for your investigation and presentation.

Gather the following information about your chosen space:

* dimensions
* natural light sources
* materials, colours, fittings, paint type, floorings, lighting and ceilings
* function.

Gather responses to the space from two or more perspectives:

* designer
* client
* tradespeople
* users.

Research and/or visit other spaces with a similar function. Note what you like and dislike, or what works and doesn’t work, about these spaces.

Evaluate the strengths and weaknesses of your chosen space. Consider how they support the function of the space and their effect on the occupants. You need to present a sustained argument to support your findings that includes:

* the overall effect and/or success of the space
* the physical layout
* colour
* materials
* lighting
* specific problems with the space and how these have been overcome, or what needs to happen to resolve them
* how the design of the space relates to its specific function and character.

Sources of information may include books, magazines and the internet. Arrange to interview the occupants, owners, and customers if the space is commercial. If possible interview the designers and contractors as well. You can use their response to support your central idea.

## Part 2: Construct a seminar outlining various perspectives on the design

Decide your position about the space: how successful is the outcome, does it fulfil its intended function, how is it different from other similar spaces, what could be changed?

Support your position with evidence. A summary of the key issue is not sufficient. You must evaluate the success of the design and then build a sustained and convincing argument to support your position. You may use views from different perspectives. Ensure that examples are consistent.

Develop a draft. Look for interesting or unexpected ways to support your ideas. Think of a strong ‘hook’ to begin with and an unexpected ‘sting’ to finish with. It may be useful to start and finish with the core message. You should link all your evidence to the central idea.

The following focusing questions may assist you:

* How will I introduce my topic?
* Which perspectives will I present, and in what order?
* 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?

Produce a draft and ensure that your presentation has:

* a general overview of the interior design, function of the space, who was involved
* a summary of at least two perspectives about the project problems, solutions, responses. You will need to speak for at least four minutes to give you enough time to develop and sustain your ideas.

Swap your first draft with another learner. Comment on each other’s work:

* What do you like most?
* How could they improve the message?
* What else could they include?

## Part 3: Incorporate appropriate oral language features

Identify appropriate oral language features in your presentation. These should be used to engage your listeners and emphasise your argument.

Oral language features may 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, anecdotes
* personal pronouns, colloquialisms
* pauses, emphasis
* voice variety (pitch, rhythm, intonation, volume, pace)
* body language (gestures, facial expressions, stance, eye contact, movement).

Work in pairs or small groups and practice your seminars in front of each other. Give feedback including:

* How engaging was the opening?
* How clearly structured was the argument?
* What oral devices were used or could be used to help make a connection with the audience or strengthen the message?
* Were some parts too long or too short?
* What suggestions can you make?

Produce a final draft of your presentation that combines the content from Part 2 and the oral language features from Part 3.

## Part 4: Deliver your seminar

Deliver your presentation in a confident and sustained way by:

* using appropriate oral language features
* showing a clear sense of organisation
* including both perspectives on the issue
* identifying your position on the issue
* presenting ideas that are developed with detailed explanations and evidence
* showing how the ideas are clearly linked to the issue
* ensuring that the overall effect of both ideas and structure is compelling and integrated.

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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 exemplar 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 deliver a crafted and controlled oral presentation of at least four minutes that promotes a planned or existing interior design solution. Learners need to develop an understanding of a design solution from at least two perspectives, identify a personal position and support this with a sustained and cohesive argument. The oral text must be appropriate to the audience and purpose and command attention.

# Conditions

Presentations will be delivered to an audience.

Learners will prepare and deliver their own presentation. Their preparation is not directly assessed, but the planning and preparation process should ensure authenticity.

It is possible for two or more learners to construct and deliver a presentation together and be assessed. In this case, the presentation needs to be of sufficient complexity and length (at least eight minutes) to showcase the individual performance of each learner.

# Resource requirements

Learners need access to:

* an appropriate interior design location
* books and magazines
* the internet
* a video camera to record learner presentations for archive and moderation purposes.

# Additional information

Assessors/educators should provide opportunities for learners to:

* discuss an interior design plan or an interior space, including various perspectives
* research their chosen design (independently)
* practise possible presentation delivery techniques
* plan, rehearse and receive constructive feedback.

The following websites may be useful:

Exemplars for 91102 <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/>

## Interior design

[www.dulux.co.nz](http://www.dulux.co.nz)

[www.resene.co.nz](http://www.resene.co.nz)

[www.decoratenz.org.nz](http://www.decoratenz.org.nz)

[www.smarterhomes.org.nz/materials/painting-and-decorating](http://www.smarterhomes.org.nz/materials/painting-and-decorating)

## Other possible contexts for this vocational pathway

Design projects: kitchen or bathroom, boat building, landscape gardening, furniture making.

Health and safety risks and solutions related to a particular construction industry.

# Assessment schedule: English 91102 – Speaking of design

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner constructs and delivers a crafted and controlled oral text that demonstrates that the learner can develop, sustain, and structure ideas and use oral language features appropriate to audience and purpose to create effects.The learner:* builds on ideas by adding comments, explanations, details, or examples

For example:A planned or existing design solution is explained and developed through at least two perspectives, and this is sustained through the learner’s own ideas about the effectiveness of the design solution.* crafts the presentation so that there is a sense of purpose and organisation
* deliberately uses oral language features appropriate to the selected audience and purpose

Oral language features could include:* techniques such as rhetorical questions, alliteration
* appropriate body language such as eye contact, stance, gesture, facial expression
* use of voice devices such as tone, volume, pace, pitch, pause, intonation, inflection

The learner deliberately uses these oral language features to create meaning and effect.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner constructs and delivers a crafted and controlled oral text that demonstrates that the learner can develop, sustain, and structure ideas convincingly and use oral language features appropriate to audience and purpose to create convincing effects. The learner:* combines ideas and structure in a way that is reasoned, clear and relevant
* builds on ideas by linking comments, explanations, details, or examples

For example:A planned or existing design solution is explained and developed convincingly through at least two perspectives, and this is sustained through the learner’s own convincing ideas about the effectiveness of the design solution. * crafts the presentation so that there is a clear sense of purpose and organisation
* deliberately uses oral language features appropriate to the selected audience and purpose to create convincing effects

Oral language features could include:* effective oral language techniques such as rhetorical questions, alliteration, hyperbole
* effective body language such as eye contact, stance, gesture, facial expression
* use of effective voice devices such as tone, volume, pace, pitch, pause, intonation, inflection

The learner deliberately selects and successfully uses these oral language features to create meaning, effect, and audience interest.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner constructs and delivers a crafted and controlled oral text that demonstrates that the learner can develop, sustain, and structure ideas effectively and use oral language features appropriate to audience and purpose to command attention.The learner:* makes connections between ideas throughout an oral text
* builds on ideas by integrating comments, explanations, details, or examples

For example:A planned or existing design solution is explained and developed effectively through at least two perspectives, and this is sustained through the learner’s own insightful ideas about the effectiveness of the design solution. * crafts the presentation so that there is a clear and sustained sense of purpose and organisation
* develops and sustains ideas in a structure so that the effect is insightful and/or original
* deliberately uses oral language features appropriate to the selected audience and purpose to command attention

Oral language features could include:* engaging oral language techniques such as rhetorical questions, alliteration, hyperbole, imperative
* commanding and confident body language such as eye contact, stance, gesture, facial expression
* use of attention grabbing voice devices such as tone, volume, pace, pitch, pause, intonation, inflection

The learner sustains the confident and articulate use of oral language features to create meaning, effect, and audience engagement.*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.