**NZQA**

**Approved**

Achievement standard: 90857 Version 2

Standard title: Construct and deliver an oral text

Level: 1

Credits: 3

Resource title: Be healthy

Resource reference: English 1.6 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90857-02-7243 |
| 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 an oral text that has a health promotion focus.

You are going to be assessed on how effectively you develop and structure your ideas on health promotion, and how you use oral language features which are appropriate to audience and purpose with control to command attention.

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

Prepare an oral presentation for a broad audience. Your presentation is to focus on one aspect of a person’s lifestyle that could have an impact on their health, for example:

* lack of regular exercise
* unhealthy food choices
* smoking
* stress in the workplace or at home
* alcohol abuse.

## Part 1: Preparing your ideas

Your talk needs to cover a range of ideas related to the health aspect you have selected, for example:

* reasons for lifestyle choice
* impact of the choice on health
* solutions to the problem.

Make sure you support all your main ideas with details.

Check the suitability of your chosen presentation method with your assessor/educator before proceeding.

## Part 2: Organising your ideas

The purpose of your talk is to promote healthy lifestyle choices. This means that your ideas need to be well-organised to be effective. You could consider:

* mind mapping 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 main focus of your talk (promoting healthy lifestyle choices).

## 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 wanting to learn about healthy lifestyle choices. Consider the following:

* 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, practising 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 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 construct and deliver an oral presentation promoting healthy lifestyle choices. 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

Access to appropriate interviewees, recording equipment (for archive purposes), computers, a library, and information technologies may be required.

# 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:

* A police officer talks to a high school group of learners about important aspect/s of staying safe in the community.
* A Plunket nurse discusses best practices for looking after a baby in its first year of life with the child’s mother.
* A security officer addresses a meeting of building managers about best practices in building security.
* A tutor speaks to trainees at a nanny school about important aspect/s of the job.

# Assessment schedule: English 90857 – Be healthy

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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 promoting a healthy lifestyle, 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 and concluding appropriately. * developing and structuring ideas which could be around the aspect of alcohol abuse by teenagers. Specific ideas that could be developed include: * incidence of teenage alcohol abuse. * 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 props, costume, 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 promoting a healthy lifestyle, 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/ content clearly and methodically. * developing and structuring ideas could be around the aspect of alcohol abuse by teenagers. Specific ideas that could be developed include: * description or definition of issue * incidence of teenage alcohol abuse * statistics to establish seriousness. * 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 promoting a healthy lifestyle, 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 by adding details or examples, so that the work is compelling, well-organised and appropriate to audience and purpose * including a good balance of comments, details, information, opinion and reflection. * developing and structuring ideas could be around the aspect of alcohol abuse by teenagers. Specific ideas that could be developed include: * description or definition of issue * incidence of teenage alcohol abuse * statistics to establish seriousness * case studies to identify reasons why teenagers choose to abuse alcohol. * 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 pause, hesitation and silence effectively * using natural, appropriate body language and facial expressions and gestures to 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.