**NZQA**

**Approved**

Achievement standard: 91102 Version 2

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

Level: 2

Credits: 3

Resource title: Our facility

Resource reference: English VP-2.5 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91102-02-8161 |
| 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 the importance to a community of its fitness and recreation facility. You will use oral language features appropriate to your audience - the local community – and purpose, to create effects.

You are going to be assessed on how effectively you develop, sustain and structure ideas about the fitness and recreational facility and its importance to the community. This includes your use of oral language features appropriate to the 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 work in a community fitness and recreation centre. The centre would like to increase the number of people using the facility and want to raise awareness of its services and benefits amongst residents in the local area. You have been asked to make a presentation about the fitness and recreation centre, the services it provides and why they are important, at a local community meeting.

Prepare and deliver an oral presentation. It needs to be at least four minutes long so that you can develop and sustain your ideas sufficiently to convince the public that the centre is important to them and the community as a whole.

## Part 1: Plan your ideas

Brainstorm and research ideas about why the fitness and recreation facility (where you work) is important to the local community. Consider:

* why people in the community should use your facility
* people it might be suited to within your local community
* what facilities and services it offers them
* how fitness and recreation needs differ across the community
* how the products and services on offer in the facility might meet the needs of people within the community
* how the fitness and recreation centre might differ from any local competitors
* barriers to people’s use of the facility
* how the facility might overcome any barriers to use
* other aspects that you consider to be important.

## Part 2: Choose a position and construct your presentation

Choose the ideas that you will develop. You will need to give perspectives from the local community as well as your own perspective of how the needs of the local community may be met. Sources of information may include local newspaper/magazine articles, internet, promotional materials, and interviews with customers and other community members.

Explain your own views on why and how the facility is important to the local community, and your reaction to the perspectives of local community members. Your ideas will need to be clearly linked to the topic and provide detailed explanations and evidence. It is important to remember that a summary of information is not sufficient.

### Produce a draft

You will need to build a convincing explanation of the importance of the fitness and recreation facility to the local community. You need to include sufficient development of your ideas to sustain a four minute presentation.

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 investigation into this topic changed, challenged, or expanded my views?
* How will I conclude my presentation?
* What message do I want to leave my audience?
* Use your focusing questions to construct your first draft.

### Peer critique

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

* What do you like most?
* How could they improve the message?
* What else could they include?
* Is it clearly structured with an effective introduction, body and conclusion?

## Part 3: Incorporate oral features

Use appropriate oral language features in your presentation. These should be selected to enhance viewer engagement 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, 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).

### Peer critique

Working in pairs or small groups: practise your presentation in front of each other. Give feedback including:

* How engaging was the opening?
* How clearly structured was the argument?
* What oral features 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?

## Part 4: Deliver your presentation

Deliver your presentation in a confident and sustained way by:

* using appropriate oral language features
* showing a clear sense of organisation
* including different perspectives on an issue
* clearly 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 assessment activity requires learners to construct and deliver a crafted and controlled oral text which develops, sustains, and structures ideas effectively on the importance to a community of its fitness and recreation facility. The learners will use oral language features appropriate to the audience –local community members – and purpose to command attention.

# Conditions

Presentations will be delivered to the audience.

Learners will prepare and deliver their own presentation.

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

Access to appropriate community fitness and recreation facilities, interviewees, recording equipment, computers, a library, and information technologies may be required.

# Additional information

None.

## Other possible contexts for this vocational pathway

Catering: Appropriate catering options for different events.

Travel: Advantages and disadvantages of different destinations.

Tour Operations: Advantages and disadvantages of different adventure activities.

# Assessment schedule: English 91102 - Our facility

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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 presentation which develops, sustains and structures ideas about the importance to a community of its fitness and recreation facility. The learner uses oral language features appropriate to the purpose and audience to create effects.  The learner:   * identifies, then develops and sustains ideas about whether products and services offered by the facility meet the needs of the community target market, including identification of barriers to using products and services (e.g. learn to swim classes restricted by instructor/swimmer ratios) * builds on ideas by adding evidence, which may include comments, explanations, details, or examples * crafts the presentation so that there is a sense of purpose and organisation * deliberately uses oral language features appropriate to purpose and audience (the local community)   These features could include:   * + oral language 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 convincingly crafted and controlled oral presentation which develops, sustains and structures ideas about the importance to a community of its fitness and recreation facility. The learner uses oral language features appropriate to purpose and audience to create convincing effects.  The learner:   * identifies, then convincingly develops and sustains ideas about whether products and services offered by the facility meet the needs of the community target market, including identification of barriers to using products and services (e.g. learn to swim classes restricted by instructor/swimmer ratios) and how these may be minimised (e.g. personal training services targeting individual member needs) * builds on and supports relevant ideas by adding convincing evidence, which may include comments, explanations, details, or examples * crafts the presentation so that ideas are linked, combined and structured in a way that is reasoned and clear * deliberately uses oral language features appropriate to the purpose and audience (the local community)   These features could include:   * + convincing oral language techniques such as rhetorical questions, alliteration, hyperbole   + convincing body language such as eye contact, stance, gesture, facial expression   + use of convincing 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 an effectively crafted and controlled oral text which develops, sustains and structures ideas about the importance to a community of its fitness and recreation facility.  The learner uses oral language features appropriate to the purpose and audience to command attention.  The learner:   * identifies, then effectively develops and sustains ideas about whether products and services offered by the facility meet the needs of the community target market, including identification of barriers to using products and services (e.g. learn to swim classes restricted by instructor/swimmer ratios); how these may be minimised (e.g. personal training services targeting individual member needs) and how community needs are promoted (e.g. different types of exercise classes designed for local needs compared with competitor products) * builds on and supports relevant ideas by integrating comments, explanations, details, or examples * crafts the presentation so that there is a clear and sustained sense of purpose and organisation so that the effect is insightful and/or original * deliberately uses oral language features appropriate to the purpose and audience (the local community)   These 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.