**NZQA**

**Approved**

Achievement standard: 91102 Version 2

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

Level: 2

Credits: 3

Resource title: Stand and deliver

Resource reference: English VP-2.5 v2

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91102-02-8160 |
| 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 an issue that has arisen within the primary industries sector in recent years. You will use oral language features appropriate to your audience – your primary industries colleagues - and purpose, to create effects.

You are going to be assessed on how effectively you develop, sustain and structure ideas about an issue in the primary industries sector. 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 are a farm worker and have been asked to make an oral presentation to the New Zealand Young Farmers group in your region about a current farming and/or primary industry issue. Select, prepare and deliver an oral presentation about an issue that affects farming or another primary industry. Your aim is to raise the awareness and understanding of this issue amongst your colleagues and other farmers. Your oral presentation needs to be at least four minutes long.

## Part 1: Choose a significant or topical issue affecting the primary sector

Identify an issue that has recently arisen in farming or another primary industry. For example:

* the introduction of a salmon farm in a particular harbour
* riparian land use and regulations
* battery chicken farming
* a biosecurity incursion such as didymo or the possibility of a foot and mouth outbreak.

Clearly identify the issue, making sure that there are different points of view about it. Gather information about this issue, including differing perspectives and opinions that are held about it. There may be clearly divided ‘for/against’ opinions about this issue, or there may be a range of different perspectives.

You should identify:

* basic facts, costs, economic benefits, equipment, locations, history, training and skills needed and environmental impact
* how the industry and this particular issue is perceived by the public
* the key positive and negative aspects of the particular issue.

## Part 2: Construct a presentation outlining various perspectives on the topic

Outline the issue that you have chosen. You need to state the main perspectives about the issue and decide your position about it.

Support your position with evidence. A summary of the key issue is not sufficient. You need to build a sustained and convincing argument to support your position. You may use views from different perspectives.

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 (the issue)?
* Which perspectives will I present, and in what order?
* How can I incorporate my own views or reactions?
* How has my research into this issue changed, challenged, or expanded my views?
* How will I conclude my seminar? What message do I want to leave my audience?

Ensure that your presentation has:

* a general overview of this particular issue: what it is, who is involved, and how it came to be
* a summary of the arguments for and against the issue and an explanation of why it is contentious.

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 could 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
* 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 practise your presentation 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 for Part 2 and the oral language features from Part 3.

## 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 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 assessment activity requires learners to prepare and deliver a crafted and controlled oral presentation of at least four minutes that demonstrates an understanding of a current issue within a primary industry. Learners must develop, sustain and structure ideas effectively; using oral language features appropriate to the audience and purpose to command attention.

# Conditions

Learners will prepare and deliver their own presentation.

Presentations will be delivered to an audience.

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:

* local primary industry operations
* books and magazines
* the internet
* a video camera (to record learner presentations for archive and moderation purposes).

# Additional information

Assessors/educators need to provide opportunities for learners to:

* discuss a key issue in the primary industry sector, including the various perspectives presented
* independently research their chosen issue
* practise possible presentation delivery techniques
* plan, rehearse and receive constructive feedback.

The following websites may be useful:

Exemplars for constructing and delivering a crafted and controlled oral text <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/>

Ministry for Primary Industries <http://www.mpi.govt.nz/>

Primary ITO – for information about training for Agriculture and Horticulture <http://www.primaryito.ac.nz/>

Forestry [www.fitec.org.nz](http://www.fitec.org.nz) and [www.insights.co.nz](http://www.insights.co.nz)

Seafood [www.sito.co.nz](http://www.sito.co.nz) or [www.seafoodito.co.nz](http://www.seafoodito.co.nz)

## Other possible contexts for this vocational pathway

Agriculture: irrigation, genetic modification, organic farming.

Dairy: waste management.

Chicken and Porcine: factory farming.

Forestry: overseas export and ownership.

Health and Safety risks and solutions related to a particular primary industry. Explore the issue from at least two different perspectives, for example cost and/or time versus safety, and argue for a particular approach.

# Assessment schedule: English 91102 – Stand and Deliver

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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 an issue that affects farming or another primary industry. The learner uses oral language features appropriate to the purpose and audience to create effects.The learner:* identifies, then develops and sustains ideas about an issue which affects the sector (e.g. in a presentation which looks at the proposal to introduce a salmon farm in the local harbour, the learner could discuss the pros and cons of the effect on the local economy and the environment)
* builds on ideas by adding evidence, which may include comments, explanations, details and examples (e.g. the learner could argue that allowing commercial fishing and farming could allow diseases – as sometimes fish escape and get into the rivers. This could destroy spawning grounds.)
* crafts the presentation so that there is a sense of purpose and organisation
* deliberately uses oral language features appropriate to the purpose and audience (your colleagues)

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 an issue that affects farming or another primary industry. The learner uses oral language features appropriate to the purpose and audience to create convincing effects.The learner:* identifies, then convincingly develops and sustains ideas about an issue which affects the sector (e.g. in a presentation which looks at the proposal to introduce a salmon farm in the local harbour, the learner could argue against the proposal by providing convincing details about the potentially huge impact that disease would have on the local fishing industry)
* builds on and supports relevant ideas by adding convincing evidence, which may include comments, explanations, details or examples (e.g. the learner could provide specific evidence about the impact and likelihood of disease on both the salmon and other fish in the harbour, by referring to and giving specific details and statistics of similar patterns of disease found in shellfish farms)
* 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 (your colleagues)

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 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 an effectively crafted and controlled oral presentation which develops, sustains, and structures ideas about an issue that affects farming or another primary industry. 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 an issue which affects the sector (e.g. in a presentation which looks at the proposal to introduce a salmon farm in the local harbour, the learner could argue that insufficient research had been carried out on the environmental effects or actual economic impact of salmon farming. The learner could develop points about the impact of an industrial scale salmon farm on the tourist industry, the effect of the estimated 6000 tonnes of fish food on the harbour, and the long term effect of the anti-fouling chemicals used in other fish farms around the country)
* builds on and supports relevant ideas by integrating comments, explanations, details or examples (e.g. by presenting detailed statistics and expert opinions, such as comments about the genetic markers used for fish breeding being the cause of malformed spines; and the need for more than $700,000 government research money to investigate the rise in deformed fish and the necessary vaccines developed to combat this increase)
* 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 (your colleagues)

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.