

Approaches for Orals

- ?? 2 Orals per semester
 - 1 Application
 - 1 Text Response / Communications

- ?? All evidence, such as cue cards, notes, tapes, videos etc, must be included for assessment.

- ?? Deadlines for orals should be treated the same as any other assessment. If an oral has not been completed then the overall marks for that unit will need to be adjusted accordingly.

Applications

Clearly stated in the Curriculum statement. Need for teachers & students to have very clear understanding of these.

No marking sheet. *Suggestion:* Write comments on separate sheet regarding actual presentation (clearly spoken, varied tone etc), meeting all criteria, time of speech. Place sheet with Application. Give an indication of a mark to help include the oral as part of the overall mark. The oral is 1 of 6 of the overall marking assessment criteria.

Suggestion: Whichever Applications students are doing give them a copy of the criteria & assessment criteria for the oral. Each Application has different criteria to be addressed in the orals.

Suggestion: This unit works well having orals put on tape, (saving class time) or video etc. This gives some variety & helps students who find giving orals a bit daunting.

All Applications require a working journal. This is the basis for the orals. Generally speaking all orals are a reflection of the process undertaken throughout the Application.

Film Reviewing.

Discuss every aspect of the process such as why have the particular films been chosen, genre, audience, how they were viewed (number of times, where, independently, note taking (what particular aspects of the film were observed), which reviews were read, where did they appear (newspapers, internet).

Film Making.

Explain how & why students decided to make a film, how much prior knowledge they had of film making, actual process used, outside resources used, clear discussion of all techniques used. Often students like to show the film to the class. (not included as part of time of oral)

Interacting.

Need to carefully reflect on language used, give specific examples, give reasons for their choice, effectiveness of interaction, what aspects of the interaction affected the overall quality (both positive & negative), how they would change their approach if doing this again. Often students are happy with their end result but many realize time management was poor or they interviewed the wrong people etc.

Investigation.

Why did students decide to do the particular investigation, how did they decide upon the resources (both primary & secondary), how did they select the relevant information & form (report, programme etc), language used in final product, critical analysis of all sources used.

Language.

Explanation of choice of specific language, reason for choice, resources used, clear explanation of all processes used, how ideas have been drawn together & how information has been presented.

Web Authoring.

Clear explanation of the whole process, with emphasis on the written information, hyperlinks, visual design, as well as 2 of the following: sound, photo editing, video editing, animation. A comment about copyright rules & how students have ensured these have been met. Carefully check curriculum statement. Often students will show website to class.

Oral Language.

Check curriculum statement carefully & ensure students have met all criteria (sample marking sheet from previous PAS course is quite useful & included here)

Prose Reviewing.

Similar to film reviewing. Careful & detailed explanation of whole process from reasons for choice of books, independent or group reading, types of texts, types of reviews, audience, any connections between texts (not a requirement), other reviews read, process of producing working journal & discussion of drafting & proof reading of actual reviews.

Workplace Writing.

Detailed explanation of reason behind decision of particular type of writing, explanation of examples followed, convention of each form of writing, editing & drafting processes, any visual components included, process of setting out layouts etc.

Writing for Publication.

Clear explanation of type of writing & reason, where ideas were generated, examples followed, actual process of drafting & editing to be carefully explained. Explanation of student's understanding about publishing, explanation about any visuals that may have been included.

If an oral is not completed, remember that it is 1 of the 6 assessment task for the overall Application & relevant marks need to be deducted. If unsure check with moderator & weigh up reasons for not completing oral.

Text Response/ Communications.

- ?? A SSABSA assessment sheet (2005) is to be completed for both oral units.
- ?? All evidence (notes, cue cards, tapes etc) must be submitted with assessment sheet.
- ?? Ensure all assessment criteria are addressed & marked on sheet.
- ?? As well as ticking all boxes it is a good idea to also write a comment to indicate further reasons for the mark.
- ?? Often a good idea to write a mark out of 20 on assessment sheet to help when the final mark is being decided upon for the overall unit.
- ?? The oral response is 1 of 3 components of each unit.

Text Responses.

Not all the Text Response criteria need to be addressed with all 3 responses. Therefore the personal response may not necessarily be covered in the oral presentation

Ensure that you have the 2005 Oral Presentation Summary Sheet & tick all boxes. The 3 criteria areas (understanding, analysis and communication) must be addressed & marked on the assessment sheet. Also ensure that students fill in all the relevant details at the top of the sheet.

Orals need to reveal;

?? an in-depth & perceptive understanding of the text.

?? Areas such as structure, characters, setting, language, genre, audience, author/director/poet, quotations, point of view etc need to be acknowledged

They can be a straight forward explanation of an aspect of a text.

e.g. The Australian poems studied each reflect aspects of Australia or the Australian culture. How successful are they and how do you relate to these poems?

Explain how the themes of the text are portrayed by the author and explain their significance to the text.

The orals could be more creative allowing students to take on voices of characters, authors or directors etc.

e.g. Imagine that you are the writer & you have been asked to give a talk to a group. Explain how you created the text. You will need to discuss the intended audience & how that influenced your choice of characters, setting, themes etc.

Imagine that you are one of the central characters. Explain your actions, relationships with others etc.

Present a eulogy at one of the character's funerals

The oral could be presented on tape, video etc but I strongly encourage my classes to present 1 of their orals each semester in front of an audience (usually the class).

Communications.

Students use the oral mode to report on 1 example of communication. In the Communication Study students must study 2 or 3 categories. If they only do 2 then they must ensure that they look at different types of examples. If they study mass- media communication & advertising & complete 2 pieces of work on advertising , then they must ensure the advertisements are different.

The oral will involve the students carefully explaining the form of communication, purpose, language structures & features, audience and context & effectiveness of communication. Factors that influence the interrelationship of the audience & author need to be addressed.

The 4 assessment criteria, (understanding, application, evaluation and communication) must be addressed and marked on sheet.

Suggestions:

Report on an advertisement as a form of communication and consider its use of language structures & features, the effectiveness of its form, purpose, language, audience and context considered in the creation of the advertisement.

Study a topic that is presented in both the newspaper & a current affairs programme. Discuss the target audiences of both, the language & structural features used, as well as the form & purpose of both types of reporting & the effectiveness of both forms of media communication.