

YEAR 10 ENGLISH (Advanced and Standard)
Unit 1: SEMINAR ON AN ISSUE
Oral Presentation to the class

TASKS:

1. **Speaking: Present a seminar to your class based on an issue of interest to you and your peers. Include a visual aid. Speak from a 100 word point form plan. LENGTH: 5 minutes**
2. **Write a 200 word reflection on your preparation and delivery of your seminar.**

Other tasks (satisfactory completion)

3. Research:
 - (a) Submit – bibliography of your research.
 - (b) Apart from completing research in preparation for the seminar, specific research skills activities must be completed, including an analysis of a website related to your topic and an exercise requiring you to transform information into your own words.
4. Revise the requirements of an effective speech.
5. Complete an evaluation of another student's presentation.

DATE: Week 5, Term 1 2008, Monday February 25th

ALL students must be prepared to present their seminar on this day and have all relevant materials with them. Students will be chosen at random to present over the ensuing lessons. Please ensure you let your teacher know if there any dates on which you can't present (dentist, sport, etc).

A reflection on your own presentation (200 words) is due TWO days after your seminar. Late submission will mean zero for this segment of the assignment.

Tasks 2 and 5 will be completed on specific days as designated by your teacher.

LENGTH: 5 minutes

AUDIENCE: Fellow year 10 students and respective teacher.

PURPOSE: To inform the class about an issue of concern and to persuade them to agree with your point of view about the issue

RATIONALE:

As a precursor to the oral presentations required in senior studies, students are being asked to present a seminar to their peers on an issue which is important to them and their society. Individual motivation and organisation are key elements of the task. Skills such as the ability to locate, synthesise and impart information are of particular importance. This includes the ability to critically evaluate websites and other texts. Students need to learn how to absorb and adapt others' ideas to suit their particular needs and to avoid plagiarism. Students must also develop the ability to judge and reflect on their own and others work so as to improve in future tasks.

TOPICS: What is an issue? Choose an **issue** about which you have a strong opinion. It should also be an issue that involves **values** of some kind and be in the news in the last few years, eg immigration, abortion, drugs in sport, racism, euthanasia, the influence of the media, advertising, juvenile crime, prejudice, etc.

Your topic must be **approved** by your teacher before you begin your research. Use the PROPOSAL form and submit this by the due date.

ASSESSMENT: See attached Marking Guide

STEPS:

- a) Brainstorm various topics in a general way and decide which issue you would like to do. Consider: topicality, personal engagement, audience interest and availability of information: facts and examples.
- b) Fill in a **Proposal** form and present it to your teacher with an outline of your approach. This includes developing a contention that you will support.

- c) When approved, begin your **research**. Draw on a wide range of sources. Maintain a [bibliography](#). Select material pertinent to your contention. Make notes of your own views as you go.
- d) **Revise** the requirements of an effective speech. Think about how you will engage and maintain your audience's attention, especially the opening, development of the argument and the ending.
- e) **Write a full copy of your speech**. You must hand this in after your presentation. (see below)
- f) Organise visual aids and equipment in advance, eg: OHPs, white boards and markers, handouts, self-generated posters, etc. Do not expect your teacher to organise these things for you on the day. You may **not** use videos or PowerPoint.
- g) **Rehearse** your speech several times. Try to do this to an audience and ask for advice. Try to know it well but not learn it by rote - it will not engage the audience.

h) **Reduce** your speech script to **palm cards - you may use 100 words only**. You must show your cards to your teacher before you speak. Larger notes may be confiscated. You will not be permitted to read.

Remember that your visual aids will also help you to remember your speech.

- i) Present your seminar - good luck! Hand in your complete script.
- j) Write your **reflection**. Use the following questions as a guide. **Length: 200 words**.

REFLECTION

1. Are you happy with your choice of topic? Why/why not?
2. How well did you manage your planning in preparation for the seminar (time, research, note taking, a/v materials and equipment)?
3. What have you realised about the ways in which you learn? Consider the ways you presented your seminar and the material you used.
4. What have you learnt about presenting seminars (voice, stance, gestures, use of equipment etc)?
5. How well did you work with other people? Strengths? Problems?
6. What would you alter for future presentations? Why/why not?

PRESENTATION OF SCRIPT (submit after delivery)

- This should be in 12pt font, double spaced and on loose-leaf A4 paper.
- Attach any other resources and visual aids used.
- Include your bibliography.
- Staple or put in a plastic sleeve.
- Name it!

Year 10 English
Seminar Presentation

Student:

Teacher:

Delivery Date:

Issue:

#	Criteria	ADV	HC	C	D	ED
1.	Select appropriate issue for audience. Create appropriate contention					
2.	Demonstrate ability to work independently					
3.	Demonstrate ability to research issue. Provide bibliography and/or notes.					
4.	Demonstrate ability to collate and synthesise relevant information.					
5.	Select and use relevant visual material and/or other supplementary material					
6.	Organise exposition in clear, logical order					
7.	Demonstrate depth of understanding of issue, its underlying values and its wider ramifications					
8.	Demonstrate ability to inform and explain knowledge					
9.	Demonstrate ability to persuade audience - quality and relevance of arguments and evidence. Links to contention.					
10.	Demonstrate ability to persuade audience through use of rhetorical devices.					
11.	Establish and maintain audience engagement through creativity of approach.					
12.	Meet time limits: 5 minutes					
13.	Engage audience with body language: posture, movement, facial expressions, gestures, eye contact, etc.					
15.	Engage audience with voice: clarity, pace, tone, expressiveness.					
16.	Demonstrate adequate rehearsal - knowledge of material, confidence, fluency					
17.	Demonstrate ability to manage technology, materials and palm cards					
18.	Demonstrate ability to reflect: use of reflection text type, quality of insights. Length: 200 words					
19.	Peer Assessment of: Accuracy, helpfulness of comments.					

Mark: /20

Advanced: 18 – 20

Highly competent: 14 – 17

Competent: 9 – 13

Developing: 5 – 8

Experiencing Difficulty: 1 - 4

Comment:

Year 10 English
Seminar Presentation
Peer Assessment

Student judging: _____

Student being judged: _____

Delivery Date: _____ Issue: _____

#	Criteria	ADV	HC	C	D	ED
1.	Select appropriate issue for audience. Create appropriate contention					
2.	Demonstrate ability to research topic.					
3.	Demonstrate ability to collate and synthesise relevant information.					
4.	Select and use relevant visual material and/or other supplementary material					
5.	Organise exposition in clear, logical order					
6.	Demonstrate depth of understanding of issue, its underlying values and its wider ramifications					
7.	Demonstrate ability to inform and explain knowledge					
8.	Demonstrate ability to persuade audience - quality and relevance of arguments and evidence. Links to contention.					
9.	Demonstrate ability to persuade audience through use of rhetorical devices.					
10.	Establish and maintain audience engagement through creativity of approach.					
11.	Speak for 5 minutes					
12.	Engage audience with body language: posture, movement, facial expressions, gestures, eye contact, etc.					
13.	Engage audience with voice: clarity, pace, tone, expressiveness.					
14.	Demonstrate adequate rehearsal - knowledge of material, confidence, fluency					
15.	Demonstrate ability to manage technology, materials and palm cards					

Mark: /20

Advanced: 18 – 20

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Comment: (make two positive comments and give two pieces of advice for improvement):