

ORACY Australia Association Inc.

Assessing the skills of speaking and listening – oral communication

SYLLABUS

Oral English Assessments

PRIMARY and SECONDARY YEARS

English as a Second Language Assessments

PRIMARY and SECONDARY YEARS

Drama Assessments

YEAR 7 - YEAR 12

Group Speaking Assessments

PRIMARY and SECONDARY YEARS

Religious Education Assessments

PRIMARY and SECONDARY YEARS

Adult / Vocational Assessments

CERTIFICATE OF ACHIEVEMENT

Instructor of Oral English Certificate

*Oral language is the medium we use to make friends, earn a living and become participating members of the community. It is through speech that we assimilate the thoughts, opinions, ideas, emotions, humour, wisdom, common-sense, even moral and spiritual values of those around us and it is through perceptive **listening** and courteous **speaking** that we move towards breaking down social, professional and racial barriers.*

Christabel Burniston MBE

Founder ESB International Ltd

Issued 2017 by: ORACY Australia Association Inc.

Patron: Mary Yule (Stuart) CSTD DDA Lond. IPA
FESB

Mary is a Fellow of the English Speaking Board; gained Central School Teachers' Diploma, Diploma in Dramatic Art London University and International Phonetics Association Diploma. Mary spent her childhood in the countryside of Kent and then went to boarding school, Malvern Girls College. At 18 she studied at Central School and then taught for 3 years Speech and Drama at Kobeelya Church of England Girls' School in Katanning WA. Returning to UK she spent five years in the position of Voice teacher at the Royal Scottish Academy of Music and Drama. She became an examiner for ESB in 1966 and **returned to WA in 1969 and with Christabel Burniston's blessing she set up the Western Australian Branch of ESB (now ORACY)**. She was an examiner for AMEB, married James Yule and they returned to UK in 1973. She taught part time Drama for 17 years in Monmouth Boys' School, while farming organically, raising two children and examining for ESB.

Patron : Letitia Nicoll LGSM Dip CE MSTSD FESB

Tish is a Fellow of the English Speaking Board; a Member of the Society of Teachers of Speech and Drama; a Member of the British Voice Association and a Member of the Panel of Speech and Drama Adjudicators of the British and International Federation of Festivals. Born in Aberdeen, Scotland, Tish is a Licentiate of the Guildhall School of Music and Drama. She has a wide range of experience in teaching all age groups in schools, colleges and the business world. She now lives in Oxfordshire and works freelance. She is a visiting lecturer in Vocal Communications in the UK and Italy. She also assesses for The English Speaking Board (International) Ltd and was their Examiner Training Officer for seven years. She has travelled widely both in UK and overseas lecturing, running workshops, examining and adjudicating.

CONTENTS

ORACY: Introduction

Oral English Assessments: Guidelines

Primary Years: Year 2
Year 3
Year 4
Year 5
Year 6

Secondary Years: Year 7 Program A
Year 8 Program A
Year 8 Program B
Year 9 Program A
Year 9 Program B
Year 10 Program A
Year 10 Program B
Year 11 Program A
Year 11 Program B
Year 12 Program A
Year 12 Program B

English as a Second Language: Guidelines

**INTRODUCTORY
PRELIMINARY
ELEMENTARY
INTERMEDIATE
ADVANCED**

Drama Assessments: **Guidelines**
Year 7
Year 8
Year 9
Year 10
Year 11
Year 12

Group Speaking Assessments: Primary
Secondary

Religious Education: Primary
Secondary

Adult/Vocational: **Guidelines**
Certificate of Achievement

Instructor of Oral English Certificate

ORACY Australia Association Inc.

INTRODUCTION

ORACY Australia Association Inc. was formed to promote and assess oral communication skills for all levels and all ages. The emphasis is very much on spoken English as a practical and enjoyable life skill and that effective oral communication is fundamental to the development of the whole person. The focus at the assessment is on the student, both as an **effective speaker** and as an **active listener**, sharing knowledge and ideas with others.

ORACY

This neologism was coined by Dr Andrew Wilkinson in his book *Spoken English*, in which he explains that it is analogous to the familiar 'literacy' and 'numeracy'. Oracy is defined as "**general ability in the skills of speaking and listening**".

Literacy relates people to books

Numeracy relates people to things

Oracy relates people to people – one of the prime functions of oral communication. Interesting people – interested in others.

ESB Western Australian Association Inc., which is now named ORACY Australia Association Inc., was established in Perth, Western Australia in 1969. It grew from a belief in the value of personal relationships: a belief that these relationships could only develop truly through **effective speaking and active listening**.

The Executive Board of the ORACY Australia Association consists of a six member honorary board, nominated and elected from the ORACY membership. The appointment of the assessors is made through the invitation of this board.

ORACY Australia is a non-profit making organisation which conducts assessments in oral English / communication promoting the following outcomes

- to demonstrate the use of clear and vigorous spoken language in a variety of oral communication situations
- to demonstrate active, critical listening skills
- to discriminate in the choice of subject matter
- to demonstrate skills of research, structuring, organising and communicating source material to an audience
- to execute expertise in the use of visual aids
- to demonstrate authority, confidence, sincerity and spontaneity in addressing others
- to interpret, rehearse and communicate a variety of factual and imaginative writing
- to demonstrate verbal and non-verbal communication techniques
- to work to time limits
- to participate in group interaction and discussion

FORMAT AND PROGRESSION

Each series of programs is designed to encourage progression in Oral English from Year 2 to Year 12. The skills required at each stage are distinguished by increasing demands of thinking, comprehending, selecting, making, shaping, speaking, listening, sharing, responding and presenting, appropriate to context and level.

The series focuses on presentation skills, with the emphasis on practical oral communication within the context of participating, responding within the group, and appreciating language and literature.

The series at Primary and Secondary levels is intended to complement and work naturally within the School Curriculum.

The Drama Assessments complement the Drama for Year 11 and Year 12 School Curriculum.

ASSESSMENT

All assessment is external, carried out on-site at centres by trained assessors.

Assessment takes place within a participating peer group, as student interaction is an integral part of the assessment. **Each candidate must attend for the assessments of at least five other candidates** to give opportunities for each to demonstrate listening and responding skills as well as competence as a speaker.

Oral competence is complemented by visual aids/ power point, prepared in advance of the assessment to assist in fulfilling performance tasks and assessment criteria.

Organisers entering students should provide the venue and listeners for a minimum of two hours.

It is implicit in an ORACY assessment that the listening group, the candidates and the assessor are of equal importance. Each is dependent on the other for effective communication to occur and each therefore, has a responsibility to the other.

The assessor may give general oral feedback to candidates on the day, enabling them to learn as a group.

Each candidate receives an individual written report and a certificate stating the result.

LEVELS OF ACHIEVEMENT

Each grade has its own criteria for each section.

The student may achieve **Not Demonstrated, Satisfactory, High, Very High or Outstanding** for each section.

The final result is the aggregate for the four sections with **Section 1 carrying double weighting**. Each of the other tasks carries equal weighting.

Satisfactory indicates the minimum level at which criteria have been met for that grade.

The student must participate in all sections of the assessment.

It is essential that each student has a copy of and is aware of

- the relevant assessment
- the criteria on the report form
- Guidelines for Students and Teachers – the DO and DON'T
- ORACY Website www.oracy.org.au

To gain an **over all Outstanding** the student *must* receive an **Outstanding in 3 sections out of 4 and at least a High in Section 1**

In a 3 Section Assessment the student must gain an OS in Section 1 and at least a Very High in the other two.

In a 2 Section Assessment the student must achieve an OS in Section 1 and at least a Very High in the other.

A candidate may be marked **Unsatisfactory/Not Demonstrated** on one section and still achieve an overall Satisfactory. An **overall Unsatisfactory** is possible where a student has not achieved in 2 sections.

A **Certificate of Participation** may be awarded at the assessor's discretion.

The candidate's report gives the individual level of attainment for each task and the aggregate (overall) level. The aggregate level is the one recorded on the certificate.

Booking and Administration

Requests for

- assessments, application forms and the scale of fees should be made in writing or by telephone at least six (6) weeks prior to the school/centre's suggested dates.
- assistance with syllabus/guidance should be directed to the Administrator.
- in-service for teachers should be directed to the Administrator.

On receipt of the completed *Application Form for Assessments*, the *Information for Organisers* will be forwarded.

The *Information for Organisers* includes procedures for the assessment day, guidelines on candidate numbers and the scale of fees.

All enquiries to: **The Administrator**
ORACY Australia Association Inc.
PO Box 284
COTTESLOE WA 6011

Phone : (08) 9383 1529
Facsimile: (08) 9384 0805
email : sangor@bigpond.com

YEAR 2 ORACY Assessment

TOTAL SOLO TIME: 8 – 10 minutes
(includes set up)

Section 1: SHOW AND SHARE

not to exceed 2 minutes

Tell the listening group about a favourite possession, such as a pet, a toy, a game or a model which you bring to the assessment.

Criteria

- structure your talk with beginning, middle and end
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- use your visuals to prompt thinking, to aid and to illustrate the spoken word
- speak out audibly and clearly
- share enthusiastically with the listeners

Section 2: PREPARED READING ALOUD

not to exceed 1 minute

Introduce and read aloud for the pleasure of the listening group a prepared passage from a story that you have read and enjoyed.

Criteria

- select a passage from your story that contains dialogue
- introduce the passage **explaining why you enjoyed it**
- use imagination to communicate the mood and meaning effectively
- read aloud fluently with appropriate verbal and facial expression
- project voice forward with energy
- clarity of speech
- use appropriate phrasing, pace and pauses
- use appropriate eye contact

Section 3: MEMORISED INTERPRETATION

not to exceed 1 minute

PROSE POETRY

Present a script-free interpretation of either poetry or prose. If working with a group 1 minute per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self-devised drama.

Criteria

- speak the selection aloud to the listeners script free with appropriate verbal expression
- respond with appropriate facial expression
- use imagination to re-create the scene for the listeners
- speak out loudly and clearly
- communicate the mood and meaning
- share the selection with confidence, vitality and enthusiasm

Section 4: LISTEN AND RESPOND

Listen and respond to questions arising from Section 1 put forward by the assessor and members of the listening group.

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen to the other students' programs and show an interest by asking questions
- ask questions because you want to know
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

YEAR 3 ORACY Assessment

TOTAL SOLO TIME : 8 – 10 minutes

(includes setting up)

Listen and respond to questions arising from Section 1 put forward by the assessor and members of the listening group.

Section 1: PLAN & PRESENT

not to exceed 2 minutes

Plan and present a talk related to an outing or an experience using a range of visuals to prompt, aid and illustrate your spoken word.

Criteria

- structure your talk with beginning, middle and end
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- use your visuals to prompt, to aid and to illustrate the spoken word
- speak out audibly and clearly
- share enthusiastically with the listeners

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen to the other students' programs and show an interest by asking questions
- ask questions because you want to know
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Section 2 : PREPARED READING ALOUD

not to exceed 1 minute

Introduce and read aloud for the pleasure of the listening group a prepared passage from a story that you have read and enjoyed.

Criteria

- select a passage from your story that contains dialogue
- introduce the passage **explaining why you enjoyed it**
- read aloud fluently
- respond with appropriate verbal and facial expression
- use imagination to communicate the mood and meaning effectively
- use appropriate phrasing, pace and pauses
- use appropriate eye contact

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

Section 3: MEMORISED INTERPRETATION

not to exceed 1 minute

PROSE POETRY

Present a script-free interpretation of either poetry or prose. If working with a group 1 minute per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self-devised drama.

Criteria

- speak the selection aloud to the listeners script free
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning
- respond with appropriate verbal and facial expression
- speak out loudly and clearly
- share the selection with confidence, vitality and enthusiasm

YEAR 4 ORACY Assessment

TOTAL SOLO TIME : 8 – 10 minutes

(includes setting up)

Section 1: EXPLAIN

not to exceed 2 minutes

Bring an object, model, chart, picture or photograph related to your own experience and explain to the listeners why it is of special interest to you. Use extra

[Type text]

Section 4: LISTEN AND RESPOND

diagrams, maps or other visuals to prompt, to aid and to illustrate the spoken word.

Criteria

- structure your talk with beginning, middle and end
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- apply your visuals to prompt your thinking and to aid and illustrate the spoken word
- speak out audibly and clearly
- share enthusiastically with the listeners

Section 2 : PREPARED READING ALOUD

not to exceed 1 minute

Introduce and read for the pleasure of the listening group a prepared passage from a story that you have read and enjoyed.

Criteria

- select a passage from your story that contains dialogue
- introduce the passage **explaining why you enjoyed it**
- use imagination to communicate the mood and meaning effectively
- read aloud fluently with appropriate verbal expression
- use appropriate phrasing, pace and pauses
- use appropriate eye contact and facial expression
- bring the scene to life for your listeners

Section 3: MEMORISED INTERPRETATION

not to exceed 1 minute

PROSE POETRY

Present a script-free interpretation of either poetry or prose. If working with a group 1 minute per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self-devised drama.

Criteria

- speak the selection aloud to the listeners script free
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning
- speak out loudly and clearly
- share the selection with confidence, vitality and enthusiasm

Section 4: LISTEN AND RESPOND

Listen and respond to questions arising from Section 1 put forward by the assessor and members of the listening group.

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen to the other students' programs and show an interest by asking questions
- ask questions because you want to know

[Type text]

- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate. Section 1 will carry double weighting.

YEAR 5 ORACY Assessment

TOTAL SOLO TIME : 10 – 12 minutes

(includes set up)

Section 1: INSTRUCT / DEMONSTRATE

not to exceed 3 minutes

Instruct and demonstrate, in a planned talk, a hobby or topic of personal interest. Use diagrams, maps, pictures, power point or other visuals to aid and illustrate the spoken word.

Criteria

- structure your talk with beginning, middle and end
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- use appropriate visuals to prompt your thinking and to aid and illustrate the spoken word
- speak out audibly and clearly
- share enthusiastically with the listeners

Section 2 : PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a novel or short story that you have read and enjoyed.

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate. Section 1 will carry double weighting.

Criteria

- select a passage from your story that contains dialogue
- introduce the passage **placing it in the context of the story**
- use imagination to communicate the mood and meaning effectively
- read aloud fluently with appropriate verbal expression (verbal communication skills)
- use appropriate phrasing, pace and pauses
- use appropriate eye contact and facial expression (non-verbal communication skills)
- bring the scene to life for your listeners

Section 3: MEMORISED INTERPRETATION

not to exceed 2 minutes

PROSE POETRY

Present a script-free interpretation of either poetry or prose. If working with a group 1 minute per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self/group devised drama.

Criteria

- speak the selection aloud to the listeners script free
- use imagination to re-create the scene for the listeners
- effectively communicate the mood and meaning
- speak out loudly and clearly
- share the selection with confidence, vitality and enthusiasm

YEAR 6 ORACY Assessment

TOTAL SOLO TIME: 10 – 12 minutes

(includes set up)

Section 1 and 3 may be presented solo or as part of a pair or a small group (maximum 4)

Section 1: REPORT / PERSUADE

not to exceed 3 minutes

Research, describe and report on an interesting venue you have visited or a holiday you have experienced and persuade the listeners to visit the locality. Diagrams, maps, pictures, power point or other visuals must be applied to aid and illustrate the spoken word.

or

Choose a topic that you feel strongly about and persuade your listeners to support your views. Diagrams, maps, pictures, power point or other visuals must be used to aid and illustrate the spoken word.

Criteria

- structure your report clearly and logically
- include your own ideas and opinions as well as facts
- make a coherent case for your views and deliver with conviction and authority-persuasive skills
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- use appropriate visuals to prompt your thinking, to aide and illustrate the spoken word
- speak out audibly and clearly
- share enthusiastically with the listeners

Section 4: LISTEN AND RESPOND

Listen and respond to questions arising from Section 1 put forward by the assessor and members of the listening group.

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen to the other students' programs and show an interest by asking questions
- ask questions because you want to know
- learn from each other
- be confident, clear and courteous when communicating to your listeners

[Type text]

Level of Achievement

Section 2: PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a story that you have read and enjoyed.

Criteria

- select a passage from your story that contains dialogue
- introduce the passage **placing it in the context of the story**
- use imagination to communicate the mood and meaning effectively
- read aloud fluently with appropriate verbal expression (verbal communication skills)
- use appropriate phrasing, pace and pauses
- use appropriate eye contact and facial response (non-verbal communication skills)
- bring the scene to life for your listeners

Criteria

You must show that you can

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen to the other students' programs and show an interest by asking questions
- ask questions because you want to know
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate. Section 1 will carry double weighting.

YEAR 7 ORACY Assessment

TOTAL SOLO TIME: 15 minutes

(includes setting up)

Section 1 and Section 3 may be presented solo or as part of a pair or a small group (maximum 4)

Section 3: MEMORISED INTERPRETATION

not to exceed 2 minutes

PROSE POETRY

Present a **script-free** interpretation of either poetry or prose. If working with a group 1 minute per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self/group devised drama.

or

ROLE PLAY : TV PRESENTER

In the role of a TV presenter, introduce to the listening group your favourite personality (past or present) from sport, entertainment or history. This memorised introduction must demonstrate research and the techniques required for this style of presentation.

Criteria

- speak the selection aloud to the listeners script free
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning
- speak out loudly and clearly
- share the selection with confidence, vitality and enthusiasm

Section 1: INFORM

not to exceed 4 minutes

Prepare, plan and present a talk, which informs the listening group of your interest and/or involvement in a **school or community activity**. Use diagrams, power point or other visual and/or audio material to complement your presentation.

Criteria

- structure your presentation clearly and logically
- include your own opinions and ideas as well as facts
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- apply appropriate visuals to prompt your thinking and to aid and illustrate the spoken word
- speak out audibly and clearly
- communicate enthusiastically to the listeners

Section 2: PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a story that you have read and enjoyed.

Criteria

- select a passage from your story that contains dialogue

Section 4: LISTEN AND RESPOND

Listen and respond to questions arising from Section 1 or if required from other aspects of your program

- introduce the passage placing it **in the context of the story**
- use imagination to communicate the mood and meaning effectively
- read aloud fluently with appropriate verbal expression (verbal communication skills)
- use appropriate rhythm, phrasing, pace and pauses
- use appropriate eye contact and facial response (non-verbal communication skills)
- bring the scene to life for your listeners

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen, question and discuss points raised by other students in their presentations
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate. Section 1 will carry double weighting.

YEAR 8 ORACY Assessment A

TOTAL SOLO TIME: 15 minutes

(includes set up)

Students preparing for assessments in Year 8 have the opportunity of **choosing one of two different programs:**

PROGRAM A or PROGRAM B

PROGRAM A

Section 1 and Section 3 may be presented solo or as part of a pair or a small group (maximum 4)

Section 3: MEMORISED INTERPRETATION

not to exceed 3 minutes

PROSE POETRY

Present a script-free interpretation of either prose or poetry. If working with a group 1 minute per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or based on an original idea.

or

SPEECH

Select a person you admire and prepare and present (no notes) a speech for the purpose of introducing the speaker to an audience. Demonstrate research and interest in this person's achievements.

Criteria

- communicate your choice to the listeners **script free**
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning
- respond to the mood and the meaning with appropriate verbal and non-verbal communications skills
- project voice forward with energy and power
- speak clearly
- share your choice with confidence, vitality and enthusiasm

Section 1: PERSONAL INVOLVEMENT

not to exceed 4 minutes

Plan and present a talk on any subject or skill in **which you are interested and/or personally involved**. This should be a prepared talk, demonstrating research and/or enquiry. Visuals /power point should be integrated into your presentation to prompt your thinking and to aid and illustrate your spoken words.

Criteria

- structure your talk clearly and logically within the given time limit
- include your own ideas and opinions as well as the facts
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- apply appropriate visuals to prompt your thinking and to aid and illustrate the spoken word
- speak out audibly and clearly
- communicate with the listeners enthusiastically and sincerely

Section 2: PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a story that you have read and enjoyed.

[Type text]

Section 4: DISCUSSION

Listen and respond to questions arising from Section 1 or, if required, from other aspects of your program.

Criteria

You must show that you can

- select a passage from your story that **contains dialogue**
- introduce the passage placing it in the context of the story
- use imagination to communicate the mood and meaning effectively to enhance involvement with the listeners
- read **aloud** fluently with appropriate verbal expression (verbal communication skills)
- use appropriate emphasis, phrasing, pace and pauses to demonstrate awareness of meaning
- use appropriate eye contact and facial expression (non-verbal communication skills)
- bring the scene to life for the listeners

- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: *Satisfactory, High, Very High or Outstanding*. The overall result will be an aggregate. Section 1 will carry double weighting

YEAR 8 ORACY Assessment B

TOTAL SOLO TIME: 15 minutes

(includes set up)

Students preparing for assessments in Year 8 have the opportunity of **choosing one of two different programs:**

PROGRAM A or **PROGRAM B**

PROGRAM A

Section 1 and Section 3 may be presented solo or as part of a pair or a small group (maximum 4)

Section 3: MEMORISED INTERPRETATION

not to exceed 3 minutes

PROSE POETRY

Present a **script-free** interpretation of either poetry or prose. If working with a group 2 minutes per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self/group devised.

or

ROLE PLAY : ON LOCATION TV REPORT

Prepare and present an on location TV verbal report informing listeners about a news item of your choice. This memorised report must demonstrate research and the technique required for this style of presentation.

Section 1: INTEGRATED THEMATIC PRESENTATION

not to exceed 8

minutes

Prepare, rehearse and present an integrated program based on a theme or an issue or a person (past or present) who has achieved recognition or fame in any field. It is to include the following aspects:

A script free personal explanation/ commentary as a linking device (approximately 50%of the content)

B reading aloud – fiction/nonfiction

C memorised verse, prose and/or drama

Criteria

- communicate your choice to the listeners **script free**
- respond vocally and physically
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning
- share your choice with confidence, vitality and enthusiasm

Section 4: DISCUSSION

Listen and answer questions, related to your program, arising from the assessor and the audience. You will be expected to comment on, question and discuss points raised by other students in their presentations.

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen, question and discuss points raised by the other students in their presentations
- learn from each other

[Type text]

Music, movement, sound effects, visual aids, properties, costumes and lighting may be used to enhance the presentation

You may work alone, with a partner or with a small group (maximum 4 students). Maximum time for group no longer than 30 minutes.

The presentation may be stopped if it goes over time

A written outline of the presentation with major items marked with the names of the presenters (in the case of a group) should be given to the assessor before the presentation begins.

Criteria

- select and link a range of appropriate material with discrimination and imagination
- co-ordinate into a unified theme suitable for presenting to an audience within the time
- include at least one performance item that is script free from each member of the group
- show evidence of sound background research
- involve each student in the three required aspects **ABC**

- demonstrate imaginative use of the performance space
- demonstrate a high level of verbal and non-verbal communication skills in sharing the theme with the audience
- use appropriate interpretive and technical skills
- communicate energetically audibly and clearly
- communicate spontaneously – do not use notes for A and C. B requires you to read from a book
- bring theme to life with appropriate vitality, sensitivity and imaginative empathy
- apply appropriate visual and / or audio aids to enhance the presentation

YEAR 9 ORACY Assessment A

TOTAL SOLO TIME: 15 minutes
(includes set up)

Students preparing for assessments in Year 9 have the opportunity of **choosing one of two different**

programs:

PROGRAM A or PROGRAM B

PROGRAM A

Section 1 and Section 3 may be presented solo or as part of a pair or a small group (maximum 4)

Section 1: PERSONAL CONCERN

not to exceed 4 minutes

Research an area of personal concern or a national or international issue and plan and present a talk that demonstrates a clear exposition of the topic. Visuals are to be integrated into your presentation to prompt your thinking and to aid and illustrate your spoken words.

Section 2 : DISCUSSION

Following the presentation you will be involved in a discussion with the assessor and members of the listening group.

Criteria

- support reasons for your choice of theme and material
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other presentations

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

Criteria

- structure your talk clearly and logically within the given time limit
- give clear reasons for your choice with evidence of research/ personal enquiry
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- apply your visuals to aid and illustrate the spoken word
- speak out audibly and clearly using appropriate vocabulary
- communicate and connect to the listeners enthusiastically – aware of eye contact
- make a coherent, convincing case for your views and deliver with authority

Section 2: PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a novel or short story that you have read and enjoyed.

Criteria

- select a passage from your story that contains dialogue
- introduce the passage **placing it in the context of the story**
- use imagination to communicate the mood and meaning effectively and to enhance involvement with the listeners
- read aloud fluently with appropriate verbal expression (verbal communication skills)
- use appropriate emphasis, phrasing, pace and pauses to reflect awareness of meaning
- use appropriate eye contact and facial response (non- verbal communication skills)
- bring the scene to life for your listeners

YEAR 9 ORACY Assessment B

TOTAL SOLO TIME : 15 minutes

(includes set up and strike)

Students preparing for assessments in Year 9 have the opportunity of **choosing one of two different programs:**

PROGRAM A or **PROGRAM B**

Section 3: MEMORISED INTERPRETATION

not to exceed 3 minutes

PROSE POETRY

Present a **script-free** interpretation of either poetry or prose. If working with a group 2 minutes per student. Maximum 4 in a group.

or

DRAMA

Present alone or with a group (maximum 4) a memorised dramatic presentation either scripted or self/group devised.

or

ROLE PLAY : TOUR GUIDE

In the role of a tourist guide prepare and present an oral description, including the historical background, of a place you have visited (no notes). Visuals may be used. Persuade the listeners to visit the place.

Criteria

- communicate your choice to the listeners **script free**
- respond vocally and physically
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning
- share your choice with confidence, vitality and enthusiasm

Section 4: DISCUSSION

Listen and answer questions, related to your program, arising from the assessor and the audience. You will be expected to comment on, question and discuss points raised by other students in their presentations.

Criteria

- listen carefully to questions
- respond with extended information (not mono-syllabic answers)
- listen, question and discuss points raised by the other students in their presentations
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

Section 1: INTEGRATED THEMATIC PRESENTATION

not to exceed 8

minutes

Prepare, rehearse and present an integrated program based on a theme or an issue or a person (past or present) who has achieved recognition or fame in any field. It is to include the following aspects:

- A script free personal explanation/ commentary as a linking device (approximately 50%of the content)**
- B reading aloud – fiction/nonfiction**
- C memorised verse, prose and/or drama**

Music, movement, sound effects, visual aids, power point, properties, costumes and lighting may be used to enhance the presentation

You may work alone, with a partner or with a small group (maximum 4 students). Maximum time for group no longer than 30 minutes.

The presentation may be stopped if it goes over time

A written outline of the presentation with major items marked with the names of the presenters (in the case of a group) should be given to the assessor before the presentation begins.

Criteria

- select and link a range of appropriate material with discrimination and imagination
 - co-ordinate into a unified theme suitable for presenting to an audience within the time
 - include at least one performance item that is script free from each member of the group
 - show evidence of sound background research
 - involve each student in the three required aspects
- ABC**
- demonstrate imaginative use of the performance space
 - demonstrate a high level of verbal and non-verbal communication skills in sharing the theme with the audience
 - use appropriate interpretive and technical skills
 - communicate energetically audibly and clearly
 - communicate spontaneously – do not use notes for A and C. B requires you to read from a book

[Type text]

- bring theme to life demonstrating appropriate vitality, sensitivity and imaginative empathy
- apply appropriate visual and / or audio aids to enhance the presentation

YEAR 10 ORACY Assessment A

TOTAL SOLO TIME: 15 minutes

(includes set up and strike)

Students preparing for assessments in Year 10 have the opportunity of **choosing one of two different programs:**

PROGRAM A or PROGRAM B

Section 2 : DISCUSSION

Following the presentation you will be involved in a discussion with the assessor and members of the listening group.

Criteria

- support reasons for your choice of theme and material
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other presentations

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

PROGRAM A

Section 1 and Section 3 may be presented solo or as part of a pair or a small group (maximum 4)

Section 1: PERSONAL CONCERN AND PERSUASION

not to exceed 4 minutes

Research, plan and present a plea for a good cause or some aspect of social reform or an area of personal, local, national or international concern. Visual aids are to be integrated into your presentation to prompt your thinking and aid and illustrate the spoken word.

Criteria

- explore topic/issue using a variety of research methods
- structure your talk clearly and logically within the given time
- communicate spontaneously – **do not rely on notes (headings only), read or memorise an essay**
- apply visual aids/power point as prompts to your thinking and to aid and illustrate the spoken word
- use appropriate persuasive skills to support your case
- involve your listeners by use of effective verbal and non-verbal communication skills
- communicate with energy, enthusiasm, sincerity and confidence
- make a coherent, convincing case for your views and deliver with authority

Section 2 : PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a novel, short story, biography or autobiography that you have read and enjoyed.

Criteria

- select a meaningful passage
- introduce the passage **placing it in the context of the story**
- read aloud fluently with expressive verbal expression (verbal communication skills)
- use appropriate rhythms, emphasis, phrasing, pace and pauses
- use appropriate eye contact and facial response (non-verbal communication skills)
- use imagination to communicate the mood and meaning effectively and to enhance involvement with the listeners
- bring the scene to life for your listeners

TOTAL SOLO TIME : 15 minutes
(includes set up and strike)

Section 3: MEMORISED INTERPRETATION

not to exceed 3 minutes

PROSE POETRY DRAMA

Present a **script-free** interpretation of either poetry, prose or drama. This may be the work of a known author or your own creative writing. If working alone in drama, only one character is to be performed – a monologue. If working with a group 2 minutes per student. Maximum 4 in a group.

or

ROLE PLAY : TV PRESENTER

In the role of a TV Presenter/Critic prepare, **memorise** and communicate to listeners a review of a show/concert that you have recently viewed or a book recently read. Select from the following

a film, a television program / Video / DVD
a live performance e.g. a play, a concert
a book, an art exhibition, a sporting event

Criteria

- communicate your choice to the listeners **script free** with an understanding of the style
- respond vocally and physically
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning by a range of appropriate verbal and non-verbal communication skills
- share your choice with confidence, clarity, vitality and enthusiasm

Section 4: DISCUSSION

Listen and respond to questions, related to your program, put forward by the assessor and members of the listening group. You will be expected to comment on, question and discuss points raised by other students in their presentations.

Criteria

- listen alertly and critically to questions
- identify, challenge and justify
- respond with extended information (not mono-syllabic answers)
- listen, question and discuss points raised by the other students in their presentations
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

Students preparing for assessments in Year 10 have the opportunity of choosing one of two programs:

PROGRAM A or **PROGRAM B**

PROGRAM B

Section 1: INTEGRATED THEMATIC PRESENTATION

not to exceed 8 minutes

Prepare, rehearse and present an integrated program based on a plea for a good cause or some aspect of social reform which is to include the following aspects

A script free personal explanation / commentary as a linking device (approximately 50% of the content)

B reading aloud – fiction/nonfiction

C memorised verse, prose and/or drama

Music, movement, sound effects, visual aids, props, costumes and lighting may be used to enhance the presentation.

You may work alone, with a partner or with a small group (maximum 4 students). Maximum time for group no longer than 30 minutes.

The presentation may be stopped if it goes over time

A written outline of the presentation with major items marked with the name of the presenters should be given to the assessor before the presentation begins.

Criteria

- select and link a range of appropriate material with discrimination and imagination
- co-ordinate into a unified theme suitable for presenting to an audience within the time
- use appropriate persuasive skills to support your case
- demonstrate a balanced distribution of each aspect of the program
- include at least one performance item that is script free from each member of the group
- show evidence of sound background research
- involve each student in the three required aspects

A B C

- demonstrate imaginative use of the performance space
- demonstrate a high level of verbal and non-verbal communication skills in sharing the issue with the audience
- use appropriate interpretive and technical skills
- communicate spontaneously with energy, clarity, audibility and flexibility
- work as a team to bring content to life by appropriate vitality, sensitivity and imaginative empathy
- apply appropriate visual and / or audio aids to enhance the presentation

YEAR 11 ORACY Assessment A

TOTAL SOLO TIME : 15 minutes

(includes set up and strike)

Section 1 and Section 3 may be presented solo or as part of a pair or a small group (maximum 4)

Students preparing for assessments in Year 11 have the opportunity of choosing one of two different programs:

PROGRAM A or **PROGRAM B**

Section 2 : DISCUSSION

Following the presentation you will be involved in a discussion with the assessor and members of the listening group.

Criteria

- support reasons for your choice of topic and material
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other presentations

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

PROGRAM A

Section 1: PERSONAL CONCERN

not to exceed 5 minutes

Research, plan and present a plea for a good cause or some aspect of social reform. Visual aids/power point must be integrated into your presentation.

Criteria

- explore topic/issue using a variety of research methods
- structure your talk clearly and logically within the time limit
- communicate spontaneously – **do not rely on notes, read or memorise an essay**
- use appropriate persuasive skills to support your case
- use appropriate visuals to prompt your thinking and to aid and illustrate the spoken word
- involve/connect to listeners by use of effective verbal and non-verbal communication skills
- present your argument with authority

Section 2 : PREPARED READING ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a novel, short story, biography or autobiography that you have read and enjoyed.

Criteria

- select a meaningful passage
- introduce the passage placing it in the context of the story
- read aloud fluently with appropriate verbal expression (verbal communication skills)
- use appropriate rhythms, emphasis, phrasing, pace and pauses
- use appropriate eye contact and facial response (non-verbal communication skills)
- use imagination to communicate the mood and meaning effectively and to enhance involvement with the listeners
- bring the scene to life for your listeners

Section 3: MEMORISED INTERPRETATION

not to exceed 3 minutes

PROSE POETRY DRAMA

Present a **script-free** interpretation of either poetry, prose or drama. This may be the work of a known author or your own creative writing. If working alone in drama, only one character is to be performed. If working with a group 2 minutes per student. Maximum 4 in a group

or

ROLE PLAY *not to exceed 3 minutes*

In the role of a TV presenter prepare and communicate from memory a review of a show you have recently viewed. Select from one of the following:

- * a film
- * a television program / video/ DVD
- * a live performance eg. a play, a concert
- * a sporting event

Criteria

- communicate your choice to the listeners **script free** with an understanding of the style
- respond vocally and physically
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning by a range of verbal and non-verbal skills
- share your choice with confidence, vitality and enthusiasm

Section 4: DISCUSSION

Listen and respond to questions, related to your program, put forward by the assessor and members of the listening group. Comment on, question and discuss points raised by other students in their presentations.

Criteria

- listen alertly and critically to questions
- identify, challenge and justify
- respond with extended information (not mono-syllabic answers)
- listen, question and discuss points raised by the other students in their presentations
- learn from each other
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

TOTAL SOLO TIME : 15 minutes

(includes setting up and striking)

Students preparing for assessments in Year 11 have the opportunity of choosing one of three programs:

PROGRAM A OR PROGRAM B

PROGRAM B

Section 1: INTEGRATED THEMATIC PRESENTATION

not to exceed 8

minutes

Prepare, rehearse and present an integrated program based on a theme or an issue which is to include the following aspects:

- A** script free personal explanation/ commentary as a linking device
- B** reading aloud – fiction/nonfiction
- C** memorised verse, prose and/or drama

Music, movement, sound effects, visual aids, properties, costumes and lighting may be used to enhance the presentation

You may work alone, with a partner or with a small group (maximum 4 students). Maximum time for group no longer than 30 minutes.

The presentation may be stopped if it goes over time

A written outline of the presentation with major items marked with the name of the presenters (in the case of a group) should be given to the assessor before the presentation begins.

Criteria

You must show that you can

- select and link a range of appropriate material with discrimination and imagination
- co-ordinate into a unified theme suitable for presenting to an audience within the time
- demonstrate a balanced distribution of each aspect of the program
- include at least one performance item that is script free from each member of the group
- show evidence of sound background research
- involve each student in the three required aspects **A B C**
- demonstrate imaginative use of the performance space
- demonstrate a high level of verbal and non-verbal communication skills in sharing the theme with the audience
- use appropriate interpretive and technical skills
- communicate energetically audibly and clearly
- communicate spontaneously – natural speech
- rhythms
- bring theme to life by appropriate vitality, sensitivity and imaginative empathy
- apply appropriate visual and / or audio aids to enhance the presentation

YEAR 12 ORACY Assessment A

Section 2 : DISCUSSION

Following the presentation you will be involved in a discussion with the assessor and members of the listening group.

Criteria

- support reasons for your choice of theme and material
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other presentations

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

TOTAL SOLO TIME : 15 minutes

(includes setting up)

Students preparing for assessments in Year 12 have the opportunity of choosing one of two programs:

PROGRAM A OR PROGRAM B

PROGRAM A

Section 1: PERSONAL INVESTIGATION

not to exceed 3 minutes

From a quality newspaper or periodical choose and bring to the assessment an article that relates to a topic of general interest.

To the listening group –

- verbally present a summary of the article
- identify the issue it raises
- offer your opinion on the subject matter and the way it has been reported

Criteria

- select an article with an element of controversy or containing a moral or ethical issue to provoke argument
- clarify the main points and their development
- pin point the key issues showing evidence of sound background research
- make a coherent, convincing case for your views and deliver with authority
- involve the listeners by use of verbal and non-verbal elements of communication
- project with energy, audibility, clarity
- communicate spontaneously – do not rely on notes, read or memorise an essay

Section 2 : DISCUSSION

not to exceed 7 minutes

You will lead a discussion with the audience on the main issues and sum up the opinions of the group.

Criteria

- lead the discussion to maintain balance, input and involvement
- sum up equitably the main points and views of the group
- listen actively and perceptively to the other presentations
- ask pertinent, open-ended questions

YEAR 12 ORACY Assessment B

TOTAL SOLO TIME : 15 minutes

(includes setting up)

Students preparing for assessments in Year 12 have the opportunity of choosing one of two programs:

PROGRAM A OR PROGRAM B

Section 3 : READ ALOUD

not to exceed 2 minutes

Introduce and read for the pleasure of the listening group a prepared passage from a novel, short story, biography or autobiography that you have read and enjoyed.

Criteria

- select a literary text appropriate to the level of the audience
- introduce the passage making a critical recommendation to the listeners
- read aloud fluently with appropriate verbal expression (verbal communication skills)
- use appropriate eye contact and facial response (non-verbal communication skills)
- use your imagination to communicate the mood and meaning and to enhance involvement with the listeners
- use appropriate interpretive and technical skills

Section 4: ROLE PLAY: TV PRESENTER

not to exceed 3 minutes

In the role of a TV Presenter/Critic prepare, **memorise** and communicate to listeners a review of a show/concert that you have recently viewed or a book recently read. Select from the following

*a film, a television program / Video / DVD

*a live performance e.g. a play, a concert

*a book, an art exhibition

*a sporting event

OR

PROSE POETRY DRAMA

not to exceed 3 minutes

Present a **script-free** interpretation of either poetry, prose or drama. This may be the work of a known author or your own creative writing. If working alone in drama, only one character is to be performed. If working with a group 2 minutes per student. Maximum 4 in a group

Criteria

- communicate your choice to the listeners **script free**
- respond vocally and physically
- use imagination to re-create the scene for the listeners
- communicate the mood and the meaning by a range of verbal and non-verbal skills
share your choice with confidence, vitality and enthusiasm

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

PROGRAM B

Section 1: INTEGRATED THEMATIC PRESENTATION

not to exceed 8

minutes

Prepare, rehearse and present an integrated program based on a theme or an issue which is to include the following aspects:

A script free personal explanation/
commentary as a linking device

B reading aloud – fiction/nonfiction

C memorised verse, prose and/or drama

Music, movement, sound effects, visual aids, properties, costumes and lighting may be used to enhance the presentation

You may work alone, with a partner or with a small group (maximum 4 students). Maximum time for group no longer than 30 minutes.

The presentation may be stopped if it goes over time

A written outline of the presentation with major items marked with the name of the presenters (in the case of a group) should be given to the assessor before the presentation begins.

Criteria

- select and link a range of appropriate material with discrimination and imagination
- co-ordinate into a unified theme suitable for presenting to an audience within the time
- demonstrate a balanced distribution of each aspect of the program
- include at least one performance item that is script free from each member of the group
- show evidence of sound background research
- involve each student in the three required aspects **A B C**
- demonstrate imaginative use of the performance space
- demonstrate a high level of verbal and non-verbal communication skills in sharing the theme with the audience
- use appropriate interpretive and technical skills
- communicate energetically, audibly and clearly
- bring theme to life by appropriate vitality, sensitivity and imaginative empathy
- apply appropriate visual and / or audio aids to enhance the presentation

Section 2 : DISCUSSION

Following the presentation you will be involved in a discussion with the assessor and members of the listening group.

Criteria

- support reasons for your choice of theme and material
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other presentations

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

GUIDELINES : ESL STAGES

This syllabus is for candidates for whom English is not their native language.

The stages are designed for those candidates of any age who are endeavouring to acquire and develop oracy skills in English.

During the assessment a positive, friendly atmosphere is created. The individuality of each candidate is respected and ease in communication is fostered.

The skills assessed include listening to, speaking to and responding to an audience and interpretation of literary material.

Candidates should be encouraged to complement their presentations with visual aids/power point but it is emphasised that these **should not be passed around the audience during the talk**, as this distracts both speaker and listeners.

The following is guidance for organisers, teachers and students and outlines the stages in relation to language acquisition to level of study. The performance of students should be such as to reflect a relevant understanding of vocabulary, grammar and structural English, achieving basic communication, if not always absolute accuracy.

INTRODUCTORY

This stage is for beginners – to build up confidence in Speaking English. Efforts in using vocabulary, answering simple questions with very basic use of verbs are encouraged. Although candidates may have some difficulty in expressing themselves they will be able to communicate on a simple level to an empathetic and supportive assessor.

Very basic topics: eg. family, home, garden, pets, country of origin etc.

Simple information, relating to common objects.

Simple language structures; limited vocabulary; basic use of body language as a means of communication.

PRELIMINARY

As for Introductory but now able to use longer sentences and improved word order.

Topics are more detailed than Introductory.

Language structures (tenses, pronouns, adverbs etc) developing. Wider range of vocabulary.

ELEMENTARY

More fluency and much more accuracy than Preliminary, showing basic ability to use well-ordered short sentences with good connectives. Applies a variety of questioning techniques. Topics now include places, hobbies, interests, activities, and achievements.

Language structures as for Introductory and Preliminary but with increased use of adverbs and adjectives. Wider range of vocabulary.

INTERMEDIATE

Candidates will be expected not only to present facts but also to show ability to deal with some common situations in every day life through explanation or demonstration.

At this stage a reasonable accuracy in pronunciation is expected and candidates should also show an awareness of rhythms and phrasing of English so that their speech attains more fluency than would be apparent in a series of unrelated sentences.

Impromptu situations becoming more complex and the candidate enters into the role confidently.

Vocabulary may include idiomatic or colloquial expressions. Less reliance on assessor intervention.

ADVANCED

This stage is designed for candidates to demonstrate their skills and expertise in English. They should be able to express themselves appropriately on a wide variety of topics and to maintain their own part in conversation effectively –

approaching “educated native speaker”. They should be able to discuss, in reasonable depth, matters of topical interest and matters of particular interest to themselves.

There should be no persistent major structural errors in the candidates English and there should be extensive vocabulary and manipulation of idiom, although there may be occasional inaccuracies.

There should be considerable fluency and confidence in discussion.

ESL ORACY ASSESSMENT INTRODUCTORY

This stage is for beginners – to build up confidence in Speaking English. Efforts in using vocabulary, answering simple questions with very basic use of verbs are encouraged.

Although candidates may have some difficulty in expressing themselves they will be able to communicate on a simple level to an empathetic and supportive assessor.

Very basic topics: eg. family, home, garden, pets, country of origin etc.

Simple information, relating to common objects.

Simple language structures; limited vocabulary; basic use of body language as a means of communication.

TOTAL SOLO TIME : 15 minutes

(includes set up)

Section 1: SHOW AND EXPLAIN

not to exceed 2 minutes

Plan and present a talk related to you, your culture, customs or interests. It is essential to use diagrams, maps, photographs or other visual material to support your spoken delivery.

CRITERIA

- structure your talk with beginning, middle and end
- greet and introduce yourself to the listeners
- communicate spontaneously – try not to rely on notes
- use your visual material as an aid to communication
- speak out loudly and clearly
- attempt to communicate meaning
- share enthusiastically with the listeners

SECTION 2: LISTEN AND RESPOND

Be prepared to answer simple questions from the examiner and the listening group after your talk. Listen carefully to others and ask them questions after their talks.

CRITERIA

- listen and try to answer questions from the group and the assessor
- listen to the other students and ask simple questions in response
- comprehend and respond with non-verbal communication when necessary

Section 3 : PREPARED READING ALOUD

not to exceed 1 minute

Read aloud a prepared passage of no more than 100 words from a book that you have read and enjoyed and is appropriate to your level of English. Introduce your text with the title and the author.

CRITERIA

- select a passage from your story that contains dialogue
- introduce the passage explaining why you enjoyed it
- read your prepared passage aloud
- use punctuation marks to guide phrasing and pauses
- attempt to use eye contact and appropriate facial response

Section 4: USING LANGUAGE

(not to exceed 2 minutes)

A conversation will take place between you and the assessor about a picture/poster that you have brought to the assessment.

CRITERIA

- give reasons for your choice of picture/poster
- listen carefully to questions
- understand simple questions
- answer some very simple questions
- make yourself understood using non-verbal communication
- ask someone to repeat something when you don't understand
- demonstrate courtesy when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

ESL ORACY ASSESSMENT PRELIMINARY

As for Introductory but now able to use longer sentences and improved word order.

Topics are more detailed than Introductory.

Language structures (tenses, pronouns, adverbs etc) developing. Wider range of vocabulary.

TOTAL SOLO TIME : 15 minutes
(includes setting up)

Section 1: REPORT

not to exceed 3 minutes

Research, describe and report on an interesting venue you have visited, a holiday or an experience in which you have been involved.

CRITERIA

- construct a talk that shows some knowledge and understanding of the subject
- structure, organise and prepare talk with visuals, cue cards or other prompts – not pass them round to audience during talk
- speak clearly, audibly and with awareness of the importance of enthusiasm and expression
- make some use of nonverbal communication including eye contact
- bring the talk to a conclusion and keep to the required time limit
- open up the talk to group discussion at the end

Section 2 : LISTEN AND RESPOND

Be prepared to answer simple questions from the assessor and the listening group after your talk. Listen carefully to others and ask them questions after their talks.

CRITERIA

- engage in discussion after the talk
- listen attentively and with interest to others speaking
- answer and ask questions and give reasons for your answers
- express and respond to feelings
- engage in and contribute to discussion with growing confidence

Section 3: PREPARED READING ALOUD

not to exceed 1 minute

Read aloud a prepared passage of no more than 150 words from a book that you have read and enjoyed and is appropriate to your level of English. Introduce your text with the title, author and reasons for your choice.

CRITERIA

- re-count the story if necessary
- introduce the text with title and author and give reasons for your choice
- read clearly and with sufficient projection and audibility for the listeners
- use some basic intonation patterns appropriately
- control pace
- use punctuation marks to guide phrasing and pauses
- apply word and sentence stress appropriately
- make eye contact during the reading

Section 4: USING LANGUAGE

not to exceed 2 minutes

A conversation will take place between you and the assessor about a picture/poster that you have brought to the assessment.

CRITERIA

- initiate, maintain and close conversation about picture/poster
- answer open-ended questions and request clarification when necessary
- present unprepared conversation on a familiar topic
- express and respond to feelings
- demonstrate confidence and courtesy when communicating to your listeners

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

ESL ORACY ASSESSMENT ELEMENTARY

TOTAL SOLO TIME : 15 minutes
(includes setting up)

More fluency and much more accuracy than Preliminary, showing basic ability to use well-ordered short sentences with good connectives. Applies a variety of questioning techniques. Topics now include places, hobbies, interests, activities, and achievements.
Language structures as for Introductory and Preliminary but with increased use of adverbs and adjectives. Wider range of vocabulary.

Section 1: EXPLAIN HOW

not to exceed 3 minutes

Present a clearly constructed talk in which you explain how you have achieved, made, grown or discovered something, which interests you.

or

Describe a recent school trip or family trip/holiday and explain how you travelled there and what you did there.

Use diagrams, maps, pictures, photos or other visual or audio material to support your talk.

You may share your talk with a partner.

CRITERIA

- research, structure, organise the talk with visual aids or other prompts
- select and apply audio/visual aids appropriately without passing them around during the talk
- present a talk with consistent accurate and appropriate use of the linguistic structures and vocabulary prescribed at this level
- communicate information clearly, audibly and with enthusiasm and expression
- show awareness of audience with the use of nonverbal communication
- bring the talk to a conclusion and keep to the required time

Section 2 : LISTEN AND RESPOND

Be prepared to answer questions from the assessor and the listening group after your talk and ask other students questions after their talks.

CRITERIA

- confidently engage in extended discussion
- listen attentively and with interest to others speaking
- answer questions about people and personal details and familiar topics
- reason and express your own opinions and emotions
- engage in group discussion and express agreement and disagreement
- use some communication strategies: repeat to confirm, ask for clarification, paraphrase

SECTION 3: PREPARED READING ALOUD

not to exceed 2 minutes

Read aloud a prepared passage of no more than 150 words from a book that you have read and enjoyed and is appropriate to your level of English. Introduce your text with the title, author and describe your favourite character.

CRITERIA

- prepare a passage from a book
- introduce the text with title and author and describe your favourite character
- read clearly with sufficient projection and audibility to be heard and understood by the listening group
- use appropriate and meaningful intonation patterns
- use meaningful word and sentence stress
- create the rhythm with the use of the schwa on unstressed syllables and words
- use and vary the pace and pauses appropriate to punctuation and phrasing
- vary the pitch to create meaning and add interest
- use nonverbal communication to support the spoken word during the reading
- use eye contact to involve the listeners

Section 4: USING LANGUAGE

not to exceed 2 minutes

Working in pairs, present an improvisation based on a social situation suggested by the assessor eg. a telephone conversation, or a role-play in a family situation.

CRITERIA

- follow detailed directions and instructions
- understand your role in the situation
- initiate and respond appropriately to your partner
- use appropriate language and vocabulary
- use some negotiation strategies to reach the satisfactory outcome within the time frame

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting

ESL ORACY ASSESSMENT INTERMEDIATE

Candidates will be expected not only to present facts but also to show ability to deal with some common situations in every day life through explanation or demonstration.

At this stage a reasonable accuracy in pronunciation is expected and candidates should also show an awareness of rhythms and phrasing of English so that their speech attains more fluency than would be apparent in a series of unrelated sentences. Impromptu situations becoming more complex and the candidate enters into the role confidently.

Vocabulary may include idiomatic or colloquial expressions.

Less reliance on assessor intervention

TOTAL SOLO TIME : 15 minutes

(includes setting up)

Section 1: PERSONAL CONCERN

not to exceed 4 minutes

Prepare, plan and present a talk, which demonstrates your interest and/or involvement in a school, community or cultural activity. Use diagrams and other visual or audio material that will complement your presentation.

CRITERIA

- prepare, plan and present a talk on a subject about which you feel strongly and have researched in depth
- organise the content with a variety of expression in structure, content and vocabulary
- structure the talk with an introduction, sound argument, supportive visual aids, a summary of ideas and a concluding statement
- gain and hold the listeners' attention and interest with the content of the talk, a range of audio-visual materials and effective verbal and nonverbal communication skills
- bring the presentation to a close within the time limit

Section 2 : LISTEN AND RESPOND

Be prepared to answer questions from the assessor and the listening group after your talk and ask other students questions after their talks.

CRITERIA

- lead the talk into discussion
- be an attentive and responsive listener
- comprehend and interpret questions at an inferential level
- confidently answer and ask extended and complex questions
- justify expressed agreement and disagreement to the views expressed

Section 3: PREPARED READING ALOUD

not to exceed 2 minutes

Read aloud a passage of no more than 200 words from a book that you have read and enjoyed and is appropriate to your level of English. Introduce your text with the title, author and set the extract in the context of the story.

CRITERIA

- choose an appropriate a passage from a book
- practice aloud many times before assessment
- introduce the passage setting the extract in the context of the story
- show secure control of the verbal delivery by using appropriate and meaningful pace, pitch, power and pauses
- use your imagination to read aloud with understanding, fluency and expression
- capture the attention and sustain interest by the use of eye-contact and effective nonverbal communication

Section 4: USING LANGUAGE

not to exceed 3 minutes

Working in pairs, present an improvisation based on a social situation suggested by the assessor eg. a telephone conversation or role-play in a practical daily situation or family issue.

CRITERIA

- understand the instructions for the activity
- respond appropriately to your role and objective in the task
- communicate clearly, convincingly and with courtesy
- use a wide range of strategies to extend the activity and to reach a satisfactory outcome

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

ESL ORACY ASSESSMENT

ADVANCED

TOTAL SOLO TIME: 15 minutes
(includes setting up)

This stage is designed for candidates to demonstrate their skills and expertise in English. They should be able to express themselves appropriately on a wide variety of topics and to maintain their own part in conversation effectively – approaching “educated native speaker”. They should be able to discuss, in reasonable depth, matters of topical interest and matters of particular interest to themselves.

Section 1: PERSONAL INVOLVEMENT *not to exceed 4 minutes*

Research an area of personal concern or a national or international issue and plan and present a talk that demonstrates a clear exposition of that topic. Use diagrams and other visual or audio material that will complement your presentation.

CRITERIA

- prepare and research an issue in depth
- present a talk with an arresting introduction which will stimulate interest and conclude with a thought provoking statement
- present challenging content using appropriate devices such as detailed descriptions and illustrated arguments
- apply audio/visual materials to aid and illustrate the spoken word
- speak with energetic projection, audibility and clarity
- support what is said through the use of nonverbal communication techniques
- keep to the required time limit

Section 2: LISTEN AND RESPOND

Ask and answer questions and participate at length in all stages of extended conversation and discussion, complementing facts with thoughts, ideas, views, reasons and examples.

CRITERIA

- lead the talk into discussion
- be an attentive and responsive listener
- answer and ask extended and complex questions
- engage in all stages of extended discussion with fluency and confidence
- introduce controversial issues and develop your arguments
- express views and recognize the views of others which might cause you to re-assess your own response
- express your thoughts and emotions convincingly

Section 3: PREPARED READING ALOUD *not to exceed 2 minutes*

Read aloud a passage of no more than 250 words from a book that you have read and enjoyed and is appropriate to your level of English. Introduce your text with the title, author and set the extract in the context of the story.

CRITERIA

- choose an appropriate a passage from a novel or short story
- practice aloud many times before assessment
- introduce the passage with an evaluative recommendation and set the extract in the context of the story
- use your imagination to read aloud with understanding, fluency and verbal and non-verbal expression
- convey subtlety of meaning
- show secure control of the verbal delivery by using appropriate and meaningful pace, pitch, power and pauses
- capture the attention and sustain interest by the use of eye-contact and effective nonverbal communication techniques

Section 4: USING LANGUAGE *not to exceed 3 minutes*

Working in pairs, participate in an interview situation in the role of either the interviewer or the person to be interviewed. Present an improvisation based on a topic suggested by the assessor e.g. a job interview, an eyewitness account, a media report or a school interview.

CRITERIA

- understand the instructions for the activity
- understand your role and respond appropriately to the objective of the task
- involve yourself in the activity with confidence, clarity and enthusiasm
- apply negotiation strategies to achieve the objective and bring the activity to a satisfactory outcome

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

YEAR 7 ORACY

DRAMA Assessment

Section 1: PERFORMANCE

3 - 5 minutes

Choose, rehearse and perform **script free** from one of the following:

- a: an original text which is related to one of the following : a genre, an issue, or a person (past or present) who has achieved recognition or fame in any field
- b: a dramatized scene based on a novel
- c: an excerpt from a scripted play

Music, movement, sound effects, visual aids, props, costumes and lighting may be used to enhance the performance.

You may work alone, with a partner or with a small group (**maximum 4 students**). Maximum time for group **no longer** than 20 minutes.

The performance may be stopped if it goes over time.

The script and a written program containing the cast list and any other appropriate information or comment should be presented to the assessor before your performance begins.

Criteria

- select script/text that involves dramatic content, plot, action, language appropriate to context
- perform **script free**
- create a character that engenders audience belief with appropriate vitality, spontaneity, sincerity and sensibility
- communicate the mood and the meaning effectively
- demonstrate confidence, control and concentration in performance
- demonstrate a high level of verbal communication skills e.g. energy, audibility, clarity and flexible vocal delivery
- demonstrate a high level of non-verbal communication skills appropriate to mood, meaning and character
- demonstrate imaginative use of the performance space
- choose set, costume and props appropriate to the context
- work as a team to produce sympathetic bonding and establish character relationships

Section 2 : DISCUSSION

Following the performance you will be involved in a discussion with the assessor and members of the listening group on the process and product of the task.

Criteria

- demonstrate active, courteous listening skills
- ask thought provoking questions after other performances
- respond to questions clearly and appropriately with extended information
- support reasons for your choice of script
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language

Level of Achievement

An individual report will be awarded stating the result of both sections: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

- work as a team to produce sympathetic bonding and establish character relationships

YEAR 8 ORACY DRAMA Assessment

TOTAL SOLO TIME : 10 minutes
(includes set up and strike)

Section 1: PERFORMANCE

3 - 5 minutes

Choose, rehearse and perform **script free** from one of the following:

- a:** an original text which is related to one of the following : a genre, an issue, or a person (past or present) who has achieved recognition or fame in any field
- b:** a dramatized scene based on a novel
- c:** an excerpt from a scripted play

Music, movement, sound effects, visual aids, properties, costumes and lighting may be used to enhance the performance.

You may work alone, with a partner or with a small group (**maximum 4 students**). Maximum time for group **no longer** than 20 minutes.

The performance may be stopped if it goes over time.

The script and a written program containing the cast list and any other appropriate information or comment should be presented to the assessor before your performance begins.

Criteria

- select script/text that involves dramatic content, plot, action, language appropriate to context
- perform **script free**
- create a character that engenders audience belief with appropriate vitality, spontaneity, sincerity and sensibility
- communicate the mood and the meaning effectively
- demonstrate confidence, control and concentration in performance
- demonstrate a high level of verbal communication skills e.g. energy, audibility, clarity and flexible vocal delivery
- demonstrate a high level of non-verbal communication skills appropriate to mood, meaning and character
- demonstrate imaginative use of the performance space
- choose set, costume and props appropriate to the context

Section 2: DISCUSSION

Following the performance you will be involved in a discussion with the assessor and members of the listening group on the process and product of the task.

Criteria

- demonstrate active, courteous listening skills
- ask thought provoking questions after other performances
- respond to questions clearly and appropriately with extended information
- support reasons for your choice of script
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language

Level of Achievement

An individual report will be awarded stating the result of both sections: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

- demonstrate imaginative use of the performance space
- choose set, costume and props appropriate to the context
- work as a team to produce sympathetic bonding and establish character relationships

YEAR 9 ORACY DRAMA Assessment

TOTAL SOLO TIME : 10 minutes
(includes set up and strike)

Section 1: PERFORMANCE

3 - 5 minutes

Choose, rehearse and perform **script free** from one of the following:

- a:** an original text which is related to one of the following : a genre, an issue, or a person (past or present) who has achieved recognition or fame in any field
- b:** a dramatized scene based on a novel
- c:** an excerpt from a scripted play

Music, movement, sound effects, visual aids, properties, costumes and lighting may be used to enhance the performance.

You may work alone, with a partner or with a small group (**maximum 4 students**). Maximum time for group **no longer** than 20 minutes.

The performance may be stopped if it goes over time.

The script and a written program containing the cast list and any other appropriate information or comment should be presented to the assessor before your performance begins.

Criteria

- select script/text that involves dramatic content, plot, action, language appropriate to context
- perform **script free**
- create a character that engenders audience belief with appropriate vitality, spontaneity, sincerity and sensibility
- communicate the mood and the meaning effectively
- demonstrate confidence, control and concentration in performance
- demonstrate a high level of verbal communication skills e.g. energy, audibility, clarity and flexible vocal delivery
- demonstrate a high level of non-verbal communication skills appropriate to mood, meaning and character

Section 2 : DISCUSSION

Following the performance you will be involved in a discussion with the assessor and members of the listening group on the process and product of the task.

Criteria

- demonstrate active, courteous listening skills
- ask thought provoking questions after other performances
- respond to questions clearly and appropriately with extended information
- support reasons for your choice of script
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language

Level of Achievement

An individual report will be awarded stating the result of both sections: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

YEAR 10 ORACY

DRAMA Assessment

TOTAL SOLO TIME : 10 minutes
(includes set up and strike)

Section 1: PERFORMANCE

3 - 5 minutes

Choose, rehearse and perform **script free** from one of the following:

- a: an original student devised text which is related to one of the following : a genre, an issue, or a person (past or present) who has achieved recognition or fame in any field
- b: an excerpt/monologue from a scripted play
- c: a dramatized scene based on a novel

Music, movement, sound effects, visual aids, props, costumes and lighting may be used to enhance the performance.

You may work alone, with a partner or with a small group (**maximum 4 students**). Maximum time for group **no longer** than 20 minutes.

The performance may be stopped if it goes over time.

The script and a written program containing the cast list and any other appropriate information or comment should be presented to the assessor before your performance begins.

Criteria

- select script/text that involves dramatic content, plot, action, language appropriate to context
- perform **script free**
- create a character that engenders audience belief with appropriate vitality, spontaneity, sincerity and sensibility
- communicate the mood and the meaning effectively
- demonstrate confidence, control and concentration in performance
- demonstrate a high level of verbal communication skills e.g. energy, audibility, clarity and flexible vocal delivery
- demonstrate a high level of non-verbal communication skills appropriate to mood, meaning and character
- demonstrate imaginative use of the performance space
- choose set, costume and props appropriate to the context
- work as a team to produce sympathetic bonding and establish character relationships

Section 2 : DISCUSSION

Following the performance you will be involved in a discussion with the assessor and members of the listening group on the process and product of the task.

Criteria

- demonstrate active, courteous listening skills
- ask thought provoking questions after other performances
- respond to questions clearly and appropriately with extended information
- support reasons for your choice of script
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language

Level of Achievement

An individual report will be awarded stating the result of both sections: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

YEAR 11 ORACY DRAMA Assessment

TOTAL SOLO TIME : 20 minutes
(includes set up and strike)

Section 1: PERFORMANCE

5 – 7 minutes per candidate

Choose, rehearse and perform **script free** from one of the following:

- a:** an original student devised text which is related to one of the following : a genre, an issue, or a person (past or present) who has achieved recognition or fame in any field
- b:** an excerpt / monologue from a scripted play
- c:** a dramatized scene based on a novel

Music, movement, sound effects, visual aids, props, costumes and lighting may be used to enhance the performance

You may work alone, with a partner or with a small group (**maximum 4 students**). Maximum time for group no longer than 30 minutes.

The performance may be stopped if it goes over time.

The script and a written program containing the cast list and any other appropriate information or comment should be presented to the assessor before your performance begins.

Criteria

- select script/text that involves dramatic content, development and gives opportunity of equal weighting for each actor
- demonstrate confidence, control, focus
- demonstrate the skills of voice production, projection, articulation and vocal flexibility
- demonstrate verbal and non-verbal communication skills
- create a stage role that engenders audience belief
- perform **script free** and establish character relationships
- work as a team to produce sympathetic bonding
- use language, accent and speech in relation to the character, style and conventions of the period chosen
- communicate the textual, sub-textual and contextual meaning
- bring character to life by appropriate vitality, spontaneity, sincerity and sensitivity
 - demonstrate imaginative use of the performance space with adequate variety and balance in justified movement
 - use appropriate interpretive and technical skills
 - communicate energetically, audibly and clearly
 - use appropriate visual and audio aids to enhance the performance

Section 2: IMPROVISATION

1 minute preparation and 2 minutes performance

The individual, pair or group responds verbally and non-verbally and presents an improvisation based on a situation suggested by the assessor. The topic will arise from some aspect of Section 1.

Criteria

- think quickly, create and perform effectively in an improvisation that has content and shape – conflict and climax
- perform with confidence, conviction, fluency and appropriate command and style of language
- co-operate with other members of the cast and work as a team to produce a sympathetic bonding
- help listeners to enjoy the piece by imaginative delivery and staging
- keep within the time limits

Section 3 : DISCUSSION

Following the performance you will be involved in a discussion with the assessor and members of the listening group on the creative processes undertaken in rehearsal and the product of the task.

Criteria

- support reasons for your choice of script
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other performances

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

YEAR 12 ORACY

DRAMA Assessment

TOTAL SOLO TIME : 20 minutes
(includes set up and strike)

Section 1: PERFORMANCE

5 – 7 minutes per candidate

Choose, rehearse and perform **script free** from one of the following:

- a:** a dramatized scene based on a novel
- b:** an excerpt/monologue from a scripted drama text
- c:** an original student devised drama

Music, movement, sound effects, visual aids, props, costumes and lighting may be used to enhance the presentation.

You may work alone, with a partner or with a small group (maximum 4 students). Maximum time for group no longer than 30 minutes.

The performance may be stopped if it goes over time.

The script and a written program containing the cast list and any other appropriate information or comment should be presented to the assessor before your performance begins.

Criteria

- select script/text that involves dramatic content, development and gives opportunity of equal weighting for each actor
- demonstrate confidence, control, focus
- demonstrate the skills of voice production, projection, articulation and vocal flexibility
- demonstrate verbal and non-verbal communication skills
- create a stage role that engenders audience belief
- perform **script free** and establish character relationships
- work as a team to produce sympathetic bonding
- use language, accent and speech in relation to the character, style and conventions of the period chosen
- communicate the textual, sub-textual and contextual meaning
- perform with spontaneity, sincerity and sensitivity
- bring character to life by appropriate vitality, spontaneity, sincerity and sensitivity
- demonstrate imaginative use of the performance space with adequate variety and balance in justified movement
- use appropriate interpretive and technical skills
- communicate energetically, audibly and clearly
- use appropriate visual and audio aids to enhance the presentation

Section 2: IMPROVISATION

1 minute preparation and 2 minutes performance

The individual, pair or group responds verbally and non-verbally and presents an improvisation based on a situation suggested by the assessor. The topic will arise from some aspect of Section 1.

Criteria

- think quickly, create and perform effectively in an improvisation that has content and shape – conflict and climax
- perform with confidence, conviction, fluency and appropriate command and style of language
- co-operate with other members of the cast and work as a team to produce a sympathetic bonding
- help listeners to enjoy the piece by imaginative delivery and staging
- *keep within the time limits*

Section 3: DISCUSSION

Following the performance you will be involved in a discussion with the assessor and members of the listening group on the creative processes undertaken and the product of the task.

Criteria

- support reasons for your choice of script
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active, courteous listening skills
- ask thought provoking questions after other performances

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding.

The overall result will be an aggregate.

Section 1 will carry double weighting.

GROUP SPEAKING ORACY Assessment

PRIMARY Years 1 to 6 *minimum 5 to a total class*

TOTAL TIME : 15 minutes

(Includes set up and strike)

Section 1:

A THEMATIC PRESENTATION FOR MANY VOICES

not to exceed 10 minutes

Choose, prepare, rehearse and present a creative program of movement and voice based on a theme or a topic.

Select and present a variety of materials from poetry, prose, drama, song, dance/movement, music and/or creative writing and integrate these into a program for many voices. The presentation need not be fully memorised – readings may be used where appropriate. Narrators or storytellers may link the theme.

You have the opportunity to:

- * integrate individual, small group and/or whole group participation in presenting the items
- * employ movement, music, sound effects, visuals, costumes, make-up, set, props and lighting where appropriate and available

Before the assessment begins the assessor should be supplied with a detailed written program containing chosen extracts, stating titles, authors and names of the solo performers in the order of presentation.

Criteria

- communicate a variety of material through verbal and non-verbal channels to the audience
- form interesting and creative group arrangements
- demonstrate imaginative linking commentary and integration of music, sound effects, costume and lighting (if available)
- create a piece that is interesting for the audience to hear and view
- project with energy, enthusiasm and clarity
- communicate the mood and meaning of the pieces
- respond vocally and physically to the mood and meaning
- bring the words to life by using imagination
- use appropriate emphasis, pause, pace, power and rhythms for the pieces
- make effective and appropriate eye contact - focus
- work together as a team
- enjoy sharing with the audience
- share with confidence, vitality and enthusiasm

[Type text]

Section 2: LISTEN AND RESPOND

After the presentation each member of the group should be prepared to answer questions from the assessor and the audience on any aspect of the process and the product of the task.

Criteria

- listen carefully to questions
- respond clearly and appropriately with extended information (not mono-syllabic answers)
- listen to the other students' programs and show an interest
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

A group report will be awarded stating the result of both sections: Satisfactory, High, Very High or Outstanding.

Section 1 will carry double weighting.

GROUP SPEAKING

ORACY Assessment

SECONDARY Years 7 – 12 *minimum 5 to a total class*

TOTAL TIME : 20 minutes
(Includes set up and strike)

Section 1: THEMATIC PRESENTATION FOR MANY VOICES

not to exceed 15 minutes

Choose, prepare, rehearse and present a creative program of movement and voice based on a theme, issue or a topic.

Select and perform a variety of materials from poetry, prose, drama, song, dance/movement, music and/or creative writing and integrate these into a program for many voices. The presentation need not be fully memorised – readings may be used where appropriate. Narrators or storytellers may link the theme.

You have the opportunity to:

- integrate individual, small group and/or whole group participation in presenting the items
- to employ movement, music, sound effects, visuals, costumes, make-up, set, props and lighting where appropriate and available

Before the assessment begins the assessor should be supplied with a detailed written program containing chosen extracts, stating titles, authors and names of the solo performers in the order of presentation.

Criteria

- communicate to an audience a variety of material through verbal and non-verbal channels
- form interesting and creative group arrangements
- demonstrate imaginative linking commentary and integration of music, sound effects, costume and lighting (if available)
- create a piece that is interesting for the audience to hear and view
- project with energy and enthusiasm
- communicate the mood and meaning of the pieces
- respond vocally and physically to the mood and meaning
- bring the words to life by using imagination
- use appropriate emphasis, pause, pace, power and rhythms for the pieces
- make effective and appropriate eye contact - focus
- work together as a team
- enjoy sharing with the audience
- demonstrate an understanding of audience awareness
- share with confidence, vitality and enthusiasm

Section 2: DISCUSSION

After the presentation each member of the group should be prepared to answer questions from the assessor and the audience on any aspect of the process and the product of the task.

Criteria

- listen carefully to questions
- respond clearly and appropriately with extended information (not mono-syllabic answers)
- demonstrate fluency and command of language
- understand and support reasons for choice of theme and material
- show ability to defend decisions or meet challenges
- expand on choice of interpretive methods
- express self convincingly
- listen to the other students' programs and show an interest
- be confident, clear and courteous when communicating to your listeners

Level of Achievement

A group report will be awarded stating the result of both sections: Satisfactory, High, Very High or Outstanding. Section 1 will carry double weighting.

RELIGIOUS EDUCATION

ORACY Assessment

PRIMARY Year 2 - Year 6

10 - 12 MINUTES TOTAL TIME
(includes setting up)

Section 1 : ORAL PRESENTATION

(not to exceed 3 minutes)

Prepare and present to the listening group a talk related to

- a person you admire for his/her compassion and benevolence
- or
- a topic of personal concern. This may be an explanation of a national or international issue, an area of social concern, charity work or an aspect of interest in your church or school.

Use power point, diagrams, pictures or other visual and/or audio material to complement your presentation.

Criteria

- explore topic using a variety of research methods
- structure talk clearly and logically within the time limit
- communicate spontaneously - do not rely on notes, read or memorise an essay
- involve listeners by use of effective verbal and non-verbal skills of communication
- present your information with authority
- encourage the interest and enthusiasm of the listening group

Section 2: READING ALOUD

(not to exceed 2 minutes)

Introduce and read for the pleasure of the listening group a religious passage of your choice.

Criteria

- select a meaningful passage
- introduce the passage explaining the reasons for your choice
- read aloud fluently and with verbal expression
- use imagination to communicate the mood and meaning
- demonstrate verbal and non-verbal communication skills
- use appropriate rhythms, emphasis, phrasing, pace, power and pauses
- use effective eye contact and facial response
- take the printed words off the page and give them life

Section 3: MEMORISED INTERPRETATION

(not to exceed 2 minutes)

PROSE POETRY

Present a script-free interpretation of either poetry or prose which is related to a religious theme or topic. If working with a group 1 minute per student. Maximum 4 in a group.

Criteria

- speak the selection aloud to the listeners script free
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning with confidence, clarity and courtesy
- share the selection with vitality and enthusiasm

or

DRAMA

(not to exceed 2 minutes per candidate)

You may present your piece solo or as part of a pair or a small group (maximum 4)

Choose, rehearse and perform script free from one of the following:

- a student devised drama or extended improvisation based on a religious theme
- a scripted religious drama text

Criteria

- communicate your choice to the listeners script free
- respond vocally and physically in character
- use imagination to re-create the scene for the audience
- share with confidence, vitality and enthusiasm

Section 4: EXCHANGE OF IDEAS

Questions and discussion will involve the whole group throughout the total session. You will be assessed not only as a speaker but also as a responsive listener.

Criteria

- listen carefully and critically to questions and respond with extended answers
- listen to other students' programs and show an interest by asking questions
- demonstrate confidence, clarity and courtesy in discussion

Level of Achievement

An individual report will be awarded stating the result of each Section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

RELIGIOUS EDUCATION ORACY Assessment

SECONDARY Year 7 - Year 12

TOTAL SOLO TIME 15 MINUTES
(includes setting up)

Section 1: ORAL PRESENTATION

(not to exceed 4 minutes)

Prepare and present to the listening group a talk related to

- a person you admire for his/her compassion and benevolence
- or
- a topic of personal concern. This may be an explanation of a national or international issue, an area of social concern, charity work or an aspect of interest in your church or school.
- Use diagrams, pictures or other visual and/or audio material to complement your presentation.

Criteria

- explore the topic using a variety of research methods
- structure talk clearly and logically within the time limit
- communicate spontaneously - do not rely on notes, read or memorise an essay
- involve listeners by use of effective verbal and non-verbal skills of communication
- present your information with authority
- encourage the interest and enthusiasm of the listening group

Section 2: READING ALOUD

(not to exceed 2 minutes)

Introduce and read for the pleasure of the listening group a religious passage of your choice.

Criteria

- select a meaningful passage
- introduce the passage explaining the reasons for your choice
- read aloud fluently and audibly with expression
- use imagination to communicate the mood and meaning
- use verbal and non-verbal communication skills
- use appropriate rhythms, emphasis, phrasing, pace and pauses
- use effective eye contact and facial response
- take the printed word off the page and give it life

Section 3: PERSUASIVE SPEECH

(not to exceed 3 minutes)

Recommend to the listening group another religious text which you have recently read. Persuade the listeners to read this text.

Criteria

- structure and organise your ideas
- understand and support reasons for choice of material
- demonstrate fluency and command of language
- make a coherent, convincing case for your views
- communicate with confidence, clarity and courtesy
- communicate spontaneously - do not rely on notes
- involve the listeners by use of verbal and non-verbal skills of communication

or

DRAMA

(not to exceed 2 minutes per candidate)

You may present your piece solo or as part of a pair or a small group (maximum 4)

Choose, rehearse and perform script free from one of the following:

- a student devised drama or extended improvisation based on a religious theme
- a scripted religious drama text

Criteria

- communicate your choice to the listeners script free
- respond vocally and physically in character
- use imagination to re-create the scene for the audience
- share with confidence, vitality and enthusiasm

or

PROSE / POETRY

(not to exceed 3 minutes)

Present a script-free interpretation of either poetry or prose which is related to a religious theme or topic. If working with a group 1 minute per student. Maximum 4 in a group.

Criteria

- speak the selection aloud to the listeners script free
- use imagination to re-create the scene for the listeners
- communicate the mood and meaning with confidence, clarity and courtesy
- share the selection with vitality and enthusiasm

Section 4: EXCHANGE OF IDEAS

Questions and discussion will involve the whole group throughout the total session. You will be assessed not only as a speaker but also as a responsive listener

Criteria

- listen alertly and critically to questions
- demonstrate a knowledge of and enthusiasm for the program to enable extended answers to questions
- listen, question and discuss points raised by the other candidates in their presentations
- demonstrate confidence, clarity and courtesy in discussion

Level of Achievement

An individual report will be awarded stating the result of each Section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

GUIDELINES FOR ASSESSMENTS IN ORAL COMMUNICATION SKILLS ADULT / VOCATIONAL

ORACY: the skills of speaking and listening

This assessment is designed to give opportunities for candidates to communicate and evaluate professional, community and personal skills (using visual aids as appropriate), in a clear and vital manner. It is suitable for oral communication either in vocational/professional context or in a social/personal context. The assessment is devised for

- those returning to learning who are updating skills and wish to build confidence
- students of TAFE, University and/or Post Secondary Education Courses
- members of clubs and societies who are called upon to speak in public
- business people who wish to communicate aspects of their professional skills to others
- those who wish to extend horizons beyond their immediate job, to explore interests and talents in depth
- those who wish to develop their oral communication skills

The mastery of any subject, skill or talent is vitalized by effective oral exchange and this assessment demonstrates coming face to face with oneself in relating to others.

All ORACY assessments are carried out in the presence of a listening group whose role is to support each candidate by responsive comment, discussion and questions. Participation in this group is an important part of each candidate's assessment.

The questions will arise naturally from the assessor and the listeners in response to the information given by the candidate and are not a test of the candidate's knowledge but should show that the listeners are genuinely interested in the topics presented and that they want to know more.

If notes are to be used in the prepared talk they should be reduced to brief headings only.

Visual material can act as reminder cues, and should be handled professionally and skilfully. If any technical equipment is to be used the candidate should be proficient in its handling and should ensure that it is in good working order.

The room to be used for the assessment should be cleared as far as possible of unwanted tables and other furniture and the group arranged in horse-shoe formation with the speaker's position at the open end. This makes for easy eye contact between the speaker and each member of the listening group. The assessor's table should be set as part of the horse-shoe, not in the centre. From this position the assessor can act effectively as a link between candidates and listeners when necessary and observe both with ease.

Adult / Vocational

ORACY Assessment

CERTIFICATE OF ACHIEVEMENT

TOTAL SOLO TIME : 30 minutes

(includes setting up)

Section 1: PERSONAL PRESENTATION

not to exceed 8 minutes

Research, prepare and present a talk and/or demonstration related to a subject in which you have a particular interest and/or personal experience or your professional work or course of study. Appropriate audio/visual material must be used to support your presentation.

CRITERIA

- plan, prepare and structure your talk within the time limit
- demonstrate a depth of research, knowledge and understanding
- relate own role of involvement, experiences and views
- communicate spontaneously – do not to rely on notes or read or memorise an essay
- use visual material to act as reminder cues and as aids to verbal communication
- project with energy, clarity and authority
- share with enthusiasm, sincerity and vitality

Section 3: READING ALOUD

not to exceed 3 minutes

Select an article from a quality newspaper or periodical and bring to the assessment. Introduce the piece and read aloud to the listening group.

CRITERIA

- select an article with an element of controversy
- introduce the article giving reasons for your selection
- read aloud using your imagination to communicate mood and meaning
- use appropriate interpretive and technical skills
- use appropriate pace, vocal projection, phrasing, pauses and emphasis
- use effective eye contact and facial response to enhance involvement with the listeners

Section 2 : DISCUSSION

Listen and respond to questions, related to your program, put forward by the assessor and members of the listening group. Comment on, question and discuss points raised by other candidates in their presentations.

CRITERIA

- listen alertly and critically to questions
- respond with extended information
- deal tactfully and sensitively with probing or controversial comments and challenges
- listen, question, challenge and discuss points raised by other candidates in their presentations
- demonstrate confidence, clarity and courtesy when communicating to your listeners

Section 4: LEAD DISCUSSION

not to exceed 8 minutes

You will lead a discussion with the assessor and the listening group on the main issues of Section 3 and sum up the opinions of the group.

CRITERIA

- initiate and lead the discussion to maintain balance, input and involvement
- show ability to defend decisions or meet challenges
- demonstrate active, courteous listening skills
- give others a chance to express their views and respond to them, challenging when appropriate
- ask pertinent, open ended questions
- sum up equitably the main points and views of the group
- bring the discussion to a close within the required time limit

Level of Achievement

An individual report will be awarded stating the result of each section: Satisfactory, High, Very High or Outstanding. The overall result will be an aggregate.

Section 1 will carry double weighting.

ORACY Australia Association Inc.

Instructor of Oral English Certificate

TOTAL TIME: 60 minutes

Section 1: LESSON PRESENTATION

not to exceed 20 minutes

Prepare and present detailed plans for a series of 6 lessons that you would give in order to prepare a student or students for any Section related to an ORACY Assessment – refer to ORACY Syllabus.

- a) Choose **one** of these lessons and speak for 15 minutes about the aims and objectives, activities, supporting materials, classroom management, evaluation of your performance and the student/s achievements.
- b) **A copy of the 6 lesson plans must be submitted to ORACY Australia Association Inc. two weeks prior to the assessment.**

CRITERIA

- demonstrate evidence of having taught this lesson previously
- demonstrate a depth of research, knowledge and understanding of the skills of oral communication – speaking and listening
- relate own experiences, involvement and views related to oral communication and education
- understand the role of an instructor of oral communication in an education program
- communicate spontaneously – do not rely on notes, read or memorise an essay
- use headings or visuals as prompts for your verbal delivery
- project with energy, confidence, clarity and courtesy
- share with enthusiasm, sincerity, conviction and vitality

Section 2: QUESTIONS AND DISCUSSION

not to exceed 20 minutes

Listen and respond to questions related to your lesson and your lesson plans (Section 1) and deal with comments and challenges from the assessor.

CRITERIA

- listen alertly and critically to questions
- respond with extended information and understanding of skills of oral communication
- involve the listener by use of effective verbal and non-verbal elements of oral communication
- demonstrate confidence, clarity and courtesy when responding to the questions

Section 3: PERFORMANCE

not to exceed 12 minutes

Introduce, link and present an integrated program of prose, verse and drama based on a theme or an issue which is to include the following aspects:

- Script free personal explanation/commentary as a linking device (2-3 minutes)
- Reading aloud prose (2-3 minutes)
- Reading aloud verse (2-3 minutes)
- Memorised dramatic monologue (2-3 minutes)

Music, movement, sound effects, visual aids, properties, costumes and lighting may be used to enhance the presentation.

CRITERIA

- provide the assessor with copies of the literature in the order of presentation
- select script/text that involves dramatic content, thought, plot, action, appropriate language, sound and spectacle
- use the space creatively
- demonstrate confidence, control and concentration in performance
- demonstrate a high level of verbal and non-verbal communication skills
- use appropriate interpretive and technical skills
- communicate the meaning and mood with energy, audibility, clarity and vocal/verbal expression
- communicate the textual, sub-textual and contextual meaning
- bring character to life by appropriate vitality, spontaneity, sincerity and sensitivity
- create a stage role that engenders audience belief

SECTION 4: DISCUSSION

not to exceed 8 minutes

Following the presentation you will be involved in a discussion with the assessor on the process and the product of the performance task (Section 3).

CRITERIA

- support reasons for the choice of theme and material
- show ability to defend decisions or meet the challenges
- expand on choice of interpretive methods
- communicate convincingly, fluently and relevantly with appropriate command of language
- demonstrate active listening skills
- show evidence of sound background research

Level of Achievement

*A report will be awarded stating the result of each section: **Not Demonstrated, Satisfactory, High, Very High or Outstanding.** The overall result will be an aggregate.*

Section 1 will carry double weighting.

To gain an overall Outstanding the candidate must achieve Outstanding in Section 1 and in 2 other Sections.

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