

Review of Achievement Standards

Internal Assessment Activity 1.2c

Subject English

Activity name Decisions, decisions

Achievement Standard	1.2 Produce a verbal and visual personal response to a text
Credits	5
Assessment Method	Scripted oral presentation
Teaching and Learning time	

Curriculum Key Concepts/Content

In this activity students will engage with text to develop a personal response, which is shaped by their own perspectives and exposes them to worlds and perspectives beyond their own.

Students will learn that, as readers and creators, they are participants in an ongoing conversation.

Students will make deliberate choices to craft a verbal and visual text which presents their response.

Student Instructions

Student Activity

In this activity, you will develop ideas in response to a text in which a character makes a difficult decision. You will script and present an interview or panel discussion in which you show your response to the text.

Assessment Timeline

There are a variety of ways for the timing, teaching, and assessing of this activity, three of which are listed below.

This Assessment Activity may be carried out as a stand-alone activity with the teaching and learning being condensed into a mini-unit.

OR

Review of Achievement Standards

The teaching and learning may be woven through the year's programme over a much longer period of time, leaving the assessment activity itself until the latter half of the year.

OR

More than one of the Assessment Activities for this standard could be run as teaching and learning activities or as formative assessments, and woven through the year's Teaching and Learning Programme.

What the student will need to think about before they begin this assessment

Decide whether you are going to work independently to create an interview, or in a group to create a panel discussion.

Check with your teacher that your chosen text is at an appropriate level and that the character's decision you are responding to is significant enough to allow you to develop insightful ideas.

You will also need to have learned how to write appropriate questions for your interview or script.

What the student needs to do

This activity involves:

- choosing your text
- identifying a difficult decision made by a character
- developing ideas in response to this decision
- writing a script for your interview or panel discussion
- presenting the interview or panel discussion.

Imagine that the character, or someone close to them, is being interviewed about the decision and write a script for the interview. Your script should develop ideas in response to the character's decision. Choose details carefully from the text to support your ideas and aim to show insight about the character through reflections on their decision.

If you choose to work collaboratively with a group of peers, you will develop a panel interview. Each member of your group should take on the role of a different character and respond to the decision from that character's point of view.

Develop ideas about the character and the decision they have made. You could consider:

- why the decision was difficult (what was at stake, possible consequences of different choices)
- what happened after the decision was made (the impact it had on the character as well as the impact it had on other characters and events)

Review of Achievement Standards

- how the character felt about their decision and its consequences
- how the character's decision-making reflected their cultural values
- how other characters felt about the decision and its consequences
- what the character learnt from the decision and its consequences
- what you learnt from the character and the decision they made.

Use verbal language features to develop the voice of the character being interviewed as well as the interviewer. Make language choices appropriate for a teenage audience and for public broadcasting. Organise your interview in a logical way to help the interview flow, and to support the development of your ideas.

Rehearse and present the interview. It can be filmed or presented live in front of an audience. Consider how costume, props, body language, and use of voice can work together to develop the character and ensure your interview commands the audience's attention.

What evidence the student will provide

Interviews must be approximately 3-5 minutes.