**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – A creative response to a text or texts (oral presentation)**

TED (Technology, Entertainment and Design) talks are texts devoted to spreading ideas.

1. As a class we will watch and identify the language features of a TED talk and discuss how the talk is composed for a specific purpose and audience. Then view further TED talks from [www.ted.com](http://www.ted.com). Choose any topics that interest you. If you have difficulty understanding some of the accents turn on the sub titles so you can read the words as well. Consider looking under ‘the most popular talks of all time’ to start.

As you watch the talks take notes about the qualities that make them successful. Consider:

* the use of the voice including expression, volume, pace, pausing
* body language such as hand gestures and eye contact
* use of props or other supports such as visual images
* the content- just how interesting is it? Is it an idea worth spreading?

1. Using this knowledge of TED talks as texts, write and present your own TED talk about a topic of your choice. Consider ideas you think are worth spreading. These may be a personal story with a message, overcoming a personal challenge, an interest you have or a world issue you feel passionate about. It may draw on your personal experience or knowledge or involve research. It can be a live oral presentation to a small group or class or an audio and/or video recording of an oral up to 4 minutes in length. Although most TED talk presenters do not use notes you may use visual aids or cue cards to assist with your presentation.

In this task aim to:

1. speak clearly and coherently (C1)
2. demonstrate comprehension of the ways texts are composed for specific purposes and audiences through delivering your own TED talk (Cp2)
3. use language features and conventions appropriate to a speech (Ap1)

If you have difficulty selecting a talk the following are recommended and illustrate the range of topics available.

Richard Turere *My invention that made peace with lions (*a talk by a “brilliant kid” – about innovation)

Anete Tong *My country will soon be underwater…unless we work together* (about global warming in a discussion format)

Adam Spencer *Why I fell in love with monster prime numbers* (mathematics – Australian accent)

Raymond Wong *How germs travel on planes…and how we can stop them* (by a 17 year old, about health)

Ann Morgan *My year reading a book from every country in the world* (about literature)

Josh Luber *The secret sneaker market and why it matters* (about economics and business)

Andreas Ekston *The moral bias behind your search results* (about technology)

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |