

NZQA Approved

Internal Assessment Resource

English Level 1

This resource supports assessment against Achievement Standard 90857 version 2

Standard title: Construct and deliver an oral text

**Credits:** 3

Resource title: Specialised training and nutrition

**Resource reference:** English 1.6C

|  |
| --- |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | February 2015To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90857-01-9010 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement standard: 90857

Standard title: Construct and deliver an oral text

Credits: 3

Resource title: Specialised training and nutrition

Resource reference: English 1.6C

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to construct and deliver an oral report in the form of a talk. They will effectively develop and structure ideas about ways of training and implementing nutrition for optimum results in a chosen sport. The oral language features will be appropriate to their team mates and coaches, appropriate to the purpose of their talk, and will be used with control to command attention.

Conditions

Students are required to construct their own oral report, which means that they must develop their own content.

Resource requirements

Access to recording equipment, computers, a library, and information technologies may be required.

Additional information

None.

Internal Assessment Resource

Achievement standard: 90857

Standard title: Construct and deliver an oral text

Credits: 3

Resource title: Specialised training and nutrition

Resource reference: English 1.6C

Student instructions

Introduction

This assessment activity requires you to construct and deliver an oral report. You will develop and structure your ideas about ways of training and implementing nutrition for optimum results in your chosen sport, using oral language appropriate to audience and purpose.

You are going to be assessed on how effectively you develop and structure ideas about the importance of implementing specialised training and nutrition to achieve optimum results in any chosen sport. You will use language features appropriate to audience and purpose so that your talk commands the attention of your audience. You will do this in an oral report to your coaches and team mates.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and allow you to achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Part 1

Prepare a seminar for your coaches, team manager and team mates persuading them about the about the benefits of specialised training and nutrition programme for your chosen sport. You should consider the following aspects.

* Why this particular method of training is beneficial.
* Particular skills that this method of training targets.
* How this method of training improves fitness over other types of training programmes.
* Why this particular nutrition plan is beneficial.
* How the science of the nutrition plan provides optimum results for the body – think about the balance of protein, carbohydrates, minerals and vitamins.
* How do supplements work in relation to the training programme?
* What is the aim of the training and nutrition programme? Think about building muscle, strengthening, building long lean muscle and how this supports optimum results for your chosen sport.
* Comparisons to more traditional training approaches and why your training and nutrition plan may produce better results.
* Other aspects that you consider to be important.

Part 2

Make language choices by selecting verbal, voice and body language techniques that will make your oral report interesting for your audience. Consider the following:

* verbal language such as the use of personal pronouns, rhetorical questions, imperatives, humour, colloquial and emotive language
* variation of voice such as pitch, pace, pause, tone and volume
* body language such as gesture, movement, facial expression, eye contact, stance.

Part 3

Practise and polish your oral report. For example, you could present it in front of a mirror/friends/family or record yourself. Evaluate yourself and use the feedback from others to decide on improvements you could make.

Part 4

Deliver your ideas orally in a seminar to your coaches, team manager and team mates. You will be assessed both on what you say and how you say it.

Use your information and evidence that you prepared in Part 1 and make use of the language techniques that you have been taught. Remember to use verbal language techniques, body language and effective use of voice.

In your oral report it is important that:

* you present your ideas clearly, building on each point you make by adding details or examples and working towards the common theme that your training and nutrition plan should be implemented by the coach for optimum results
* your ideas are well-organised and the points you make are compelling. Use oral language features to command the attention of your coaches, team manager and team mates.

Resource/s

Some interesting links to explore:

<http://www.youtube.com/watch?v=kbr_9zV5bjY>

Nathan Helberg: ZUU workout

<http://www.youtube.com/watch?v=XDCV-BH2Pbs>

Cronulla Sharks

<http://www.youtube.com/watch?v=lSrf9P9DwvQ>

Indigenous league 16’s

<http://www.youtube.com/watch?v=Jo3rRlcNLdg&NR=1&feature=endscreen>

Homeless youth in Australia

<http://www.youtube.com/watch?v=KkyE_SrFvt0>

Liberating Human Movement – animal sounds and moves

<http://www.youtube.com/watch?v=boRe82OwxU4>

Crossfit – snatch

<http://www.youtube.com/watch?v=xjPXJ3vHUvY>

Crossfit

<http://www.youtube.com/watch?v=fihqC3wC9KA>

Crossfit

<http://www.youtube.com/watch?v=9nFGX3XDVTI>

Urban Workout

<http://www.youtube.com/watch?v=2KWVgd2ucrs>

Foods that build muscle

Assessment schedule: English 90857 – Specialised training and nutrition

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student develops and structures ideas in an oral report of 3-5 minutes, using language features appropriate to audience and purpose by:* arranging, linking and building on ideas by adding details or examples, and working towards a planned whole as appropriate to audience and purpose (e.g. explaining, demonstrating, providing information and reasons; introducing, sequencing the material and concluding appropriately)
* developing and structuring ideas around the theme of specialised training and nutrition

For example:* specific ideas that could be developed may be how a particular training and nutrition program can support a person in their chosen sport to achieve optimum results
* selecting and using oral language features that are appropriate to the purpose and audience. This may include the use of:
* verbal language techniques (e.g. rhetorical questions)
* body language (e.g. eye contact, facial expression)
* voice (e.g. appropriate, clear tone, volume, pace, stress)
* presentation features (e.g. appropriate and relevant demonstration materials or items)
* using cue cards or notes appropriately.

The examples above are indicative samples only. | The student develops and structures ideas convincingly in an oral report of 3-5 minutes, using language features appropriate to audience and purpose with control by:* arranging, linking and building on ideas by adding details or examples, so that the work is generally credible and connected as appropriate to audience and purpose (e.g. listing, providing appropriate and relevant details and examples, including references; providing historical facts and practical information; organising the demonstration/process/content clearly and methodically)
* developing and structuring convincing ideas around the theme of specialised training and nutrition

For example:* the different types of training and nutrition plans and how these differ in meeting the needs of various contenders in their chosen sports e.g. building muscle mass as opposed to building long lean muscles, strength, agility and flexibility for particular skills in sports
* reasons why training and nutrition programs are more effective when they are implemented together
* how training and nutrition compliment and support each other
* comparing and contrasting how the implementation of one without the other can affect results
* selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience, with control. This may include:
* having an appropriate, assured manner and delivery style
* using props, data shows, whiteboard appropriately
* addressing and engaging the audience
* variation in the use of eye contact, gesture and facial expressions.

The examples above are indicative samples only. | The student develops and structures ideas effectively in an oral report of 3-5 minutes, using language features appropriate to audience and purpose to command attention by:* arranging, linking and building on ideas (e.g. by taking the audience chronologically through the events being discussed, developing the material so the argument is believable; connecting present/local examples with the past/ global issues/events )
* adding details or examples, so that the work is compelling and well-organised as appropriate to audience and purpose (by including a good balance of comments, details, information, opinion and reflection)
* developing and structuring effective ideas around the theme of specialised training and nutrition

For example:* examples of sporting triumph and how these successes were achieved
* ways in which perhaps revolutionary new ideas in training and nutrition could be paired with traditional training and nutrition regimes to achieve optimum results in sports
* comparing and contrasting the effectiveness of supplements in training and nutrition programmes
* selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience in the delivery of a confident and sustained presentation, with control to command attention This may include:
* varying the tone, as appropriate for the content: reflective, humorous, serious etc.
* using pauses, hesitations, silences effectively
* using natural, appropriate body language and facial expressions and gestures that emphasise the points being made
* making appropriate reference to notes demonstrating familiarity rather than 'over learned' content
* using personal pronouns appropriately (*Now I’m thinking that you are thinking …* ) which keep the audience focussed on the speaker and his/her personal interest, and 'expertise' on the subject.

The examples above are indicative samples only. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.