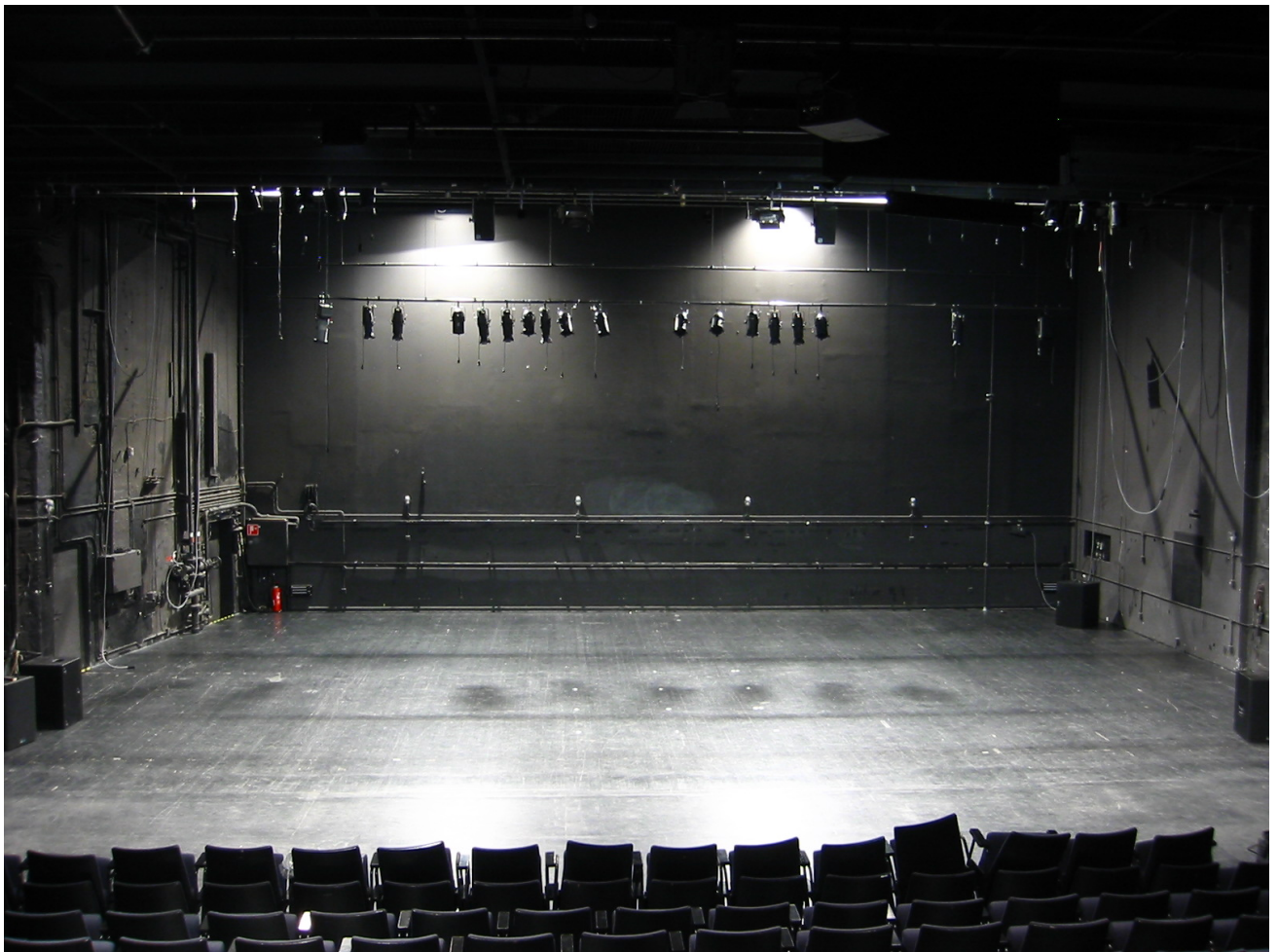




# Hour Upon The Stage

## MONOLOGUE

**AS90857: SPEAKING - 3 CREDITS**



### 1.6: CONSTRUCT AND DELIVER AN ORAL TEXT

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Develop and structure ideas in an oral text.  Use oral language features appropriate to audience and purpose.	Develop and structure ideas convincingly in an oral text.  Use oral language features appropriate to audience and purpose with control.	Develop and structure ideas effectively in creative writing.  Use language features appropriate to audience and purpose with control to command attention in creative writing.



## The Task

Create and present a new dramatic monologue from the point of view of a character in a book you have read.

## Preparation

### CHOOSE A CHARACTER FROM A TEXT YOU HAVE READ

This is a monologue, so you will be asked to speak in the first person, exploring a key moment or dilemma experienced by a character who has interested you in a text you have read this year.

1. **Re-read the scene/chapter** of the text where this character experiences a dilemma or moment of extremity.
2. Explore aspects of **language** that are typical of this character - words, phrases and unique knowledge.
3. Select one famous **monologue** and closely analyse (annotate) it for its development of the character's main preoccupation.
4. **Choose a setting.** This place and time may be drawn directly from the original text, but equally can reach beyond this to place your character in a new situation.
5. Plot the **sequence** of your monologue, identifying which **oral language techniques** you will employ to fully communicate your character's dilemma.

## The Final Piece

### DURATION

The speech must be at least **three minutes** in duration.

### CONDITIONS

You must write your own persuasive speech. You must present the speech **to the class** in **one live session**.

### SCOPE

Your speech will be assessed for its commanding use of a range of oral language features. These features will both be baked into the writing of the speech itself, and heard and seen in the tone and nature of your delivery. Check the exemplars of Level 1 speaking on the NCEA site to gain some insight into the requirements of this standard.

### ADVICE

You are advised to practice speaking to an audience as often as you can in the build-up stages in order to become as familiar as possible with speaking to the class.

Seek feedback from your teacher in the early stages of your drafting in order to ensure you are on the right track.



Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student develops and structures ideas in a presentation of at least 3 minutes, using language features appropriate to audience and purpose by:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• selecting and using oral language features that are appropriate to the purpose and audience. This may include the use of: <ul style="list-style-type: none"> <li>• verbal language techniques (e.g. rhetorical questions, alliteration)</li> <li>• body language (e.g. eye contact, stance, gesture, facial expression)</li> <li>• voice (e.g., appropriate, clear tone, volume, pace, stress)</li> </ul> </li> <li>• presentation features (e.g. appropriate and relevant props, costume, demonstration materials or items; using cue cards or notes appropriately).</li> </ul>	<p>The student develops and structures ideas convincingly in a presentation of at least 3 minutes, using language features appropriate to audience and purpose with control by:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience (e.g. 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 appropriately).</li> </ul>	<p>The student develops and structures ideas effectively in a presentation of at least 3 minutes, using language features appropriate to audience and purpose to command attention by:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• by 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).</li> <li>• 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 (e.g. by varying the tone, as appropriate for the content: reflective, humorous, serious etc; by using pauses, hesitations, silences effectively; by using natural, appropriate body language and facial expressions and gestures that emphasise the points being made; by making appropriate reference to notes demonstrating familiarity rather than 'over learned' content; by using personal pronouns appropriately ("Now I'm thinking that you are thinking...") which keep the audience focussed on the speaker and her personal interest, and 'expertise' on the subject).</li> </ul>



Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p><b>Evidence statement:</b></p> <p><i>An instructional speech needs to develop and structure straightforward ideas. For example, a presentation about rugby skills could, for example, present the selected ideas through a mix of practical demonstration, information, opinion, background details, personal anecdotes and observation. Although notes may be used, they should not be read from throughout the entire presentation. The presentation should be introduced and concluded appropriately. The more familiar the student is with the material, the more engaged the audience will be. Gestures, facial expression, voice (tone, pace, volume, emphasis) should be used appropriately for the purpose.</i></p>	<p><b>Evidence statement:</b></p> <p><i>A presentation aimed at convincing the audience about an issue or idea needs to be convincing in its arguments. For example in a presentation aimed at attempting to convince the audience that, despite all the bad things (pollution, murder, suicide) our world does have value and beauty, needs to have a focus other than merely stating this. For example, the message could be that we should work on improving the value and beauty that we have by working on people's attitudes within it. The ideas would need to be developed and sequenced convincingly, and the presentation would need a logical structure, so that the audience believes and accepts the argument. The speaker would need to be confident and assured, using eye contact, gesture and vocal variation to help make the points convincing. Although the tone for this type of presentation would generally be formal and serious, a variety of styles could be incorporated into the argument as appropriate (e.g. humour, short anecdotes). Appropriate and deliberately selected tone, facial expression and gestures need to be used to help keep the audience connected to both the speaker him/her self and the argument.</i></p>	<p><b>Evidence statement:</b></p> <p><i>A presentation aimed at informing the audience about the speaker's culture, needs to develop and structure ideas effectively. Ideas could, for example, be developed around what the speaker considered were the important aspects of Samoan culture – "of who we are and how we live." The student could, for example, compare and contrast aspects of New Zealand and Samoan lifestyles, which might keep the audience involved and interested. Aspects of daily life could be integrated with background history, personal anecdotes, snippets of language and visual material to help make an effective presentation. Variation of tone, achieved through appropriate mixtures of serious matters (e.g. although she/he is New Zealand born, she/he is expected to sustain the Samoan culture) and humorous stories (village life at her/his Grandmother's house in Samoa) would help make the presentation both credible and compelling. The student would engage the audience through the content (as mentioned above) and through her delivery, which would contain a variety of presentation techniques. The student could, for example, begin seated cross legged, as appropriate for the Samoan introduction, and the clothing they are wearing may be of Samoan culture. The student could perhaps then stand and speak in English. The student would be very confident and coherent, speaking mainly from memory, although she could have cue cards or notes as a support. The student's voice would be well-paced, well-modulated and varied, and her/his face expressive. The student would consciously address the audience, and eye contact would be sustained.</i></p>