



Year	12
Subject	Standard and Advanced English
Name of Task	Comparative Speaking Task
Type of task	Speaking in ONE of these four forms: <ul style="list-style-type: none"> • Podcast • Video podcast • Voicethread • Speech
Notification Date	21 November 2011
Assessment Date	5 December 2011
Feedback Date	8 December 2011
Submission Instructions	<p>If your work is an mp3, mp4, mov or wmv file: Submit your work by 3:30pm:</p> <ul style="list-style-type: none"> • via the Jotform here: http://oxleylearning.org/english/year-12/ <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • On a CD which will open on the school's PC computers, to be submitted to the box in the English staffroom <p style="text-align: center;">OR</p> <p>If you plan to give a speech:</p> <ul style="list-style-type: none"> • speak during a scheduled timeslot on Monday 8 December, having emailed sarah.offner@oxley.nsw.edu.au to arrange a time.¹
Task Description	Compare parts of your set text (<i>The Simple Gift</i> OR the poems of Emily Dickinson) with an additional text in response to a set question.
Length/Format	4-5 minutes.
Weighting	10%
Resources on Oxleylearning	http://oxleylearning.org/english/year-12/
Outcomes	<p>2. A student demonstrates an understanding of the relationship among texts</p> <p>6. A student engages with the details of text in order to respond critically and personally</p> <p>10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences</p>

¹ Students who are involved in the **Honeywell** internship or **otherwise absent** for the whole of Week 9 who wish to give a **speech** have **two options**:

- they may arrange an appointment to speak during **Week 8** by emailing bill.clewett@oxley.nsw.edu.au
- they may arrange to speak on the morning of **Monday 12 December**, in which case they must email bill.clewett@oxley.nsw.edu.au to schedule a time to give the speech and also send Mr Clewett their palm cards before 3:30pm on Monday 5 December.

Task Description

Deliver a **4-5 minute spoken presentation** in response to this topic:

Explore how perceptions of belonging and not belonging can be influenced by connections to places.

In your response, refer to your prescribed text and ONE other related text of your own choosing.²

The **SET TEXT** is be:

Standard:

The Simple Gift

Take excerpts from any section

OR

Advanced:

two of these four poems:

66 “This is my letter to the world”

82 “I had been hungry all the years”

67 “I died for beauty”

154 “A word dropped careless on the page”

The **WRITTEN TEXT** you choose should be a:

- media article
- short story
- play
- biography
- novel

In responding to the question, you should:

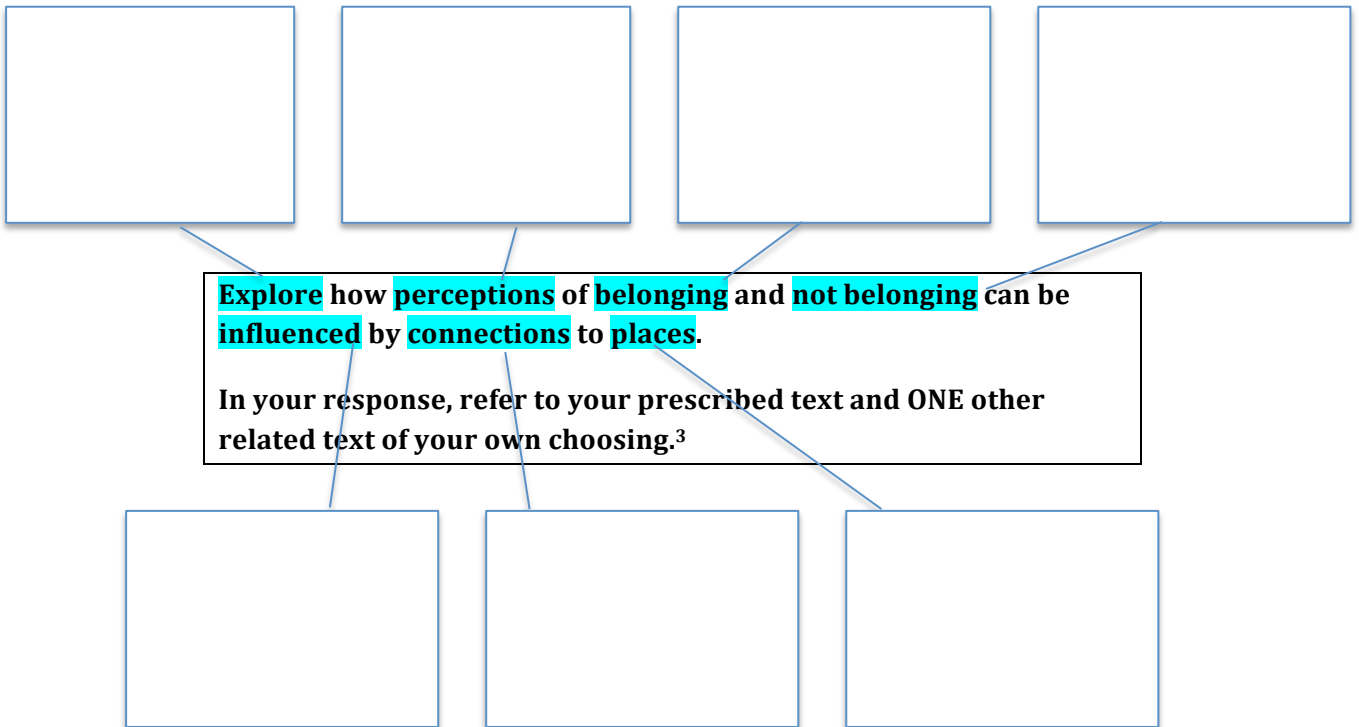
- create an argument in which you explore **aspects of belonging** which are relevant to the topic above
- **compare** texts thoroughly
- explain **language forms and features** employed in the texts
- **speak appropriately** for your audience given the medium you have chosen

² 2011 HSC Examination question, Paper 1

Planning Sheet

How to structure a comparative response:

1. First things first: take a good look at the question



Rephrase the question using some of these synonyms

Now rephrase it again:

Use one or both of these sentences in your introduction to show that you really truly are answering the exact question! ... and that you genuinely understand what the key terms in the question mean.

³ 2011 HSC Examination question, Paper 1

2. Structure your introduction

To strengthen your introduction do these things:

- State your position – what do you think about the question – and give your argument (ie a thesis, your ‘big picture’ reason)
- Use synonyms for key terms to provide definitions you’ll use (ie the sentences above; DO NOT use definitions straight from a dictionary.)
- Name texts you’ll refer to (text titles, types and authors)
- Nominate the sections of these texts you’ll refer to (“the scene in which”, “the section in which”)
- Broadly state what each text suggests that is relevant to the topic by providing two points (ie two comparative thesis statements)

This introduction might take you around a minute in your speech.

(That seems like a lot for an introduction? It’s the way you need to write for the HSC. Welcome!)

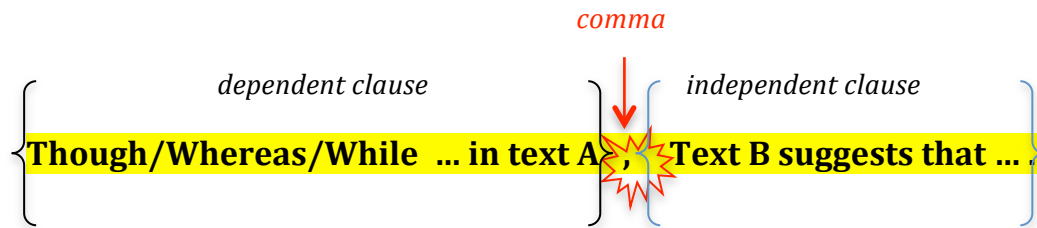
3. Structure the body of your response

- Your teacher will work through options for sequencing the body of your essay.
- By way of revision, here are some sentence stems:

Useful Sentence Stems for **thesis statements**:

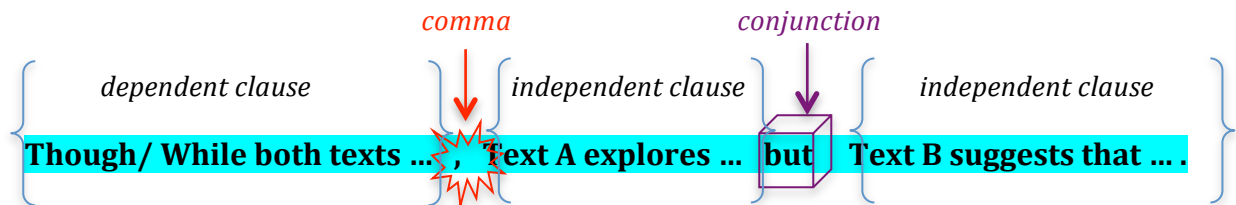
- Belonging can/may/might ...
- Not belonging can/may/might ...
- Individuals can/may/might ...
- Groups can/may/might ...
- Interactions can/may/might ...
- The world can/may/might ...
- Other people can/may/might ...
- Enrichment can/may/might ...
- Limitation can/may/might ...
- The experience of belonging can/may/might ...

Useful Sentence Stems for comparison of texts:



Eg. **Whereas** the tone of the poem suggests that not belonging to some family relationships can be a relief, the article celebrates belonging to family as being essential to an individual's happiness.

Even better ...



Eg. **Though** both the poem and biography portray the enrichment which can, ironically, come from an experience of rejection, the poem explores ... **but** the biography suggests that ...

4. Concluding your response

Go back to the material you covered in your introduction and restate it, working backwards through the same points!

5. Speaking style

Your speaking style will be governed by the medium you chose:

- **Podcast:** you may use music and SFX. You should keep the register formal and the voice mostly objective.
- **Video Podcast and Voicethread:** you may use music and SFX and visual effects, cut to shots of texts or other things, direct the responder to look at

certain things or just speak straight to the camera. You should, keep the register formal and the voice mostly objective.

- **Speech:** speak to the marker and student in the room but do not expect a verbal response. Engage the audience with your manner and gestures and stand appropriately. You should, keep the register formal and the voice mostly objective.

Resources

If you are new to this technology or would like some tutorials to get you started, try these first.

- Tutorial on how to make a **podcast**, including using the software **Audacity** and **uploading** an audio file as an **RSS feed**:
 - <http://www.youtube.com/watch?v=-hrBbczS9I0>
 - <http://www.youtube.com/watch?v=o4rz0jSXvG8>
- To make a **Voicethread**, try these resources:
 - <http://voicethread.com/>
 - <http://voicethread.com/?#u400140.b409>
- To get a sense of how to **speak in a formal register** but be sure that your work does not sound like an essay, look at these samples:

Sample one: from the body of a speech using Emily Dickinson's poetry:

So those aspects of form and language devices show how significantly an individual can benefit from knowing others. It shows how an individual's interaction with the environment can both limit and enrich their experience of belonging. In other words, people and places matter to us. They affect us – sometimes more than we'd like them to; sometimes more than we think they can. The people characters meet and the places they seek out – or the places they find themselves, for that matter – can simultaneously enhance a sense of belonging in some ways but reduce the experience in others. Concurrent and contradictory. This is the poignant paradox of belonging. And these ideas are also explored – thought from a slightly different angle – in Nam Lee's "The Boat".

"The Boat", set in America and examining the main character's need to be accepted by his father, offers some really interesting ideas about belonging to a place. The volatile relationship between the protagonist and his father serves as an allegory for our deep need for solidarity, a protracted concept previously explored in our journal topics. What's more, it is the fact that they belong to the same place which works as a symbol for this relational unity, so the composer definitely uses connection to place to indicate that belonging on a relational level – a healthy kind of support and nurturing, an enriching kind of family experience – is affected by place.

On the other hand, as I mentioned a minute ago, Dickinson's poetry

expresses didactic ideas: amidst paradox and uncertainty, her poetry has an undeniable capacity to move and provoke.

So “The Boat” and “I Died for Beauty” both demonstrate that sharing values with others often enrich our experience of belonging. However, it’s not as simple as that: Lee’s short story and “This is my Letter...” also both illustrate that our sense of belonging is often restricted by cultural conventions and context. So, pulling these ideas together, both texts express that an individual’s interactions with others and their greater environment can limit and enrich their experience of belonging at the same time.

And where can the sense of limitation come from? If an individual belongs to people and places so deeply, how can exclusion come into the picture? That’s where a poem like “I Had Been Hungry” sheds some light...

*What does this student do well?
What does this student need to change?*

**Sample two
from the body of a speech using The Simple Gift**

I have been speaking about how place impacts upon people and their sense of belonging. In the poem “Longhand’s Road”, it is clear Billy’s environment is limiting his sense of belonging. “I throw one rock on the roof of each dead beat no hoper shithole downtrodden house in Longlands road, Nowheresville” You will notice that Herrick does not use punctuation and his negative view of his environment comes through clearly with a series of negative adjectives “dead beat”, “down trodden” and “lonely”. We all know by this stage of the verse novel that Billy is an outsider and in this poem we are presented with a lexical chain of disgust which empathises how he hates his environment and has little sense of belonging to the people or places he engages with.

I was speaking about how feelings of not belonging can be generated from our lack of connection to place. Imagine a world hollowed and emptied by nuclear war. Cormac McCarthy’s post-apocalyptic novel The Road presents an individual who distances himself from an extreme environment in order to survive. “On the far side of the river valley the road passes through a stark black burn. Charred and limbless trunks of trees stretching away on every side.” Where is the protagonist here? Perhaps the speaker is hidden by hind that series of powerful visual images: the punch of the monosyllabic words in the alliterative “stark black burn”, those apt adjectives “charred and limbless” showing the extent of the devastation, it is little wonder that the tone is detached. The sentences are simple because they have to be, you view the environment without judgment. You react. Could you survive in such an environment? Here the main character has to adapt, but in Herrick’s verse novel Billy decides to leave.

When people or places let you down how do you react? In the poem...

*What does this student do well?
What does this student need to change?*

Assessment Criteria

Explore how perceptions of belonging and not belonging can be influenced by connections to places.

In your response, refer to your prescribed text and ONE other related text of your own choosing.

Element	1	2	3	4	5
<p>Focus your response on the question into a sustained and logical argument:</p> <ul style="list-style-type: none"> • <i>relevant to the topic throughout</i> • <i>clear structure, aided by flagging</i> • <i>argument and theses</i> • <i>highly cohesive</i> • <i>logical development of ideas</i> 	<p>Few or no distinct points which includes very few or none of the listed elements</p>	<p>An range of points which includes few of the listed elements</p>	<p>A clear argument which includes some of the listed elements</p>	<p>A well developed argument which includes most of the listed elements</p>	<p>A lucid and sustained argument which includes all the listed elements</p>
<p>Engage with the details of texts to respond critically and personally</p>	<p>No or inaccurate analysis of the language forms and features of texts; <i>identification</i> not coupled with <i>quotation</i></p>	<p>Rare and/or partially accurate analysis of the language forms and features of texts; <i>identification</i> sometimes coupled with <i>quotation</i></p>	<p>Occasional and accurate analysis of the language forms and features of texts; <i>identification</i> coupled with <i>quotation</i></p>	<p>Frequent and accurate analysis of the language forms and features of texts; <i>identification</i> coupled with <i>quotation</i> and <i>interpretation</i></p>	<p>Extensive and outstanding analysis of the language forms and features and structures of texts; <i>identification</i> coupled with <i>quotation</i> and <i>interpretation</i>; <i>no listing</i></p>
<p>Show the relationships among texts</p>	<p>Limited or no ability to show the relationships among texts</p>	<p>Developing ability to show the relationships among texts, offering unbalanced comments (ie mostly on similarities or differences) between aspects of plot</p>	<p>Adequate ability to show the relationships among texts commenting on similarities and differences between aspects of plot</p>	<p>Developed ability to show the relationships among texts, commenting on similarities and differences between aspects of plot and writing</p>	<p>Sophisticated ability to show the relationships among texts, balancing similarities and differences between aspects of writing and writing</p>
<p>Speak appropriately according to your audience:</p> <ul style="list-style-type: none"> • <i>Formal speaking register</i> • <i>Variation of vocabulary</i> • <i>Mostly objective perspective</i> • <i>Suitable variation of pace and intonation</i> • <i>Clear diction</i> • <i>Engages audience appropriately</i> 	<p>basic speaking skills with very few of the elements used successfully</p>	<p>Partially satisfactory speaking skills with a few of the elements used successfully</p>	<p>Satisfactory speaking skills with some of the elements used successfully</p>	<p>Developed speaking skills with most of the elements used successfully</p>	<p>Highly developed speaking skills with all the elements used successfully</p>