

# The Battle Is On!

AS 91476 (3.5)

Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.

3 credits

Level 3 English  
NCEA Internal Assessment  
Mrs. Plunkett

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas and is convincing.	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas and commands attention.

## Outline

As an extension of this year's literature studies, you are to create a debate that shows and further enhances your understanding of tragic literature and critical analysis. This task is designed to build on your knowledge of the texts we have studied and encourage you to consider how to build an effective argument.

## Preparation

1. With your team, discuss the best possible arguments to cover for the moot you have been given.
2. Incorporate traditional debating formats into your work (via the documentation on the class blog), so that the fundamentals of this style are upheld.
3. Consider how arguments can be considered effective. Ensure that you understand the "three-pronged" approach: ethos, pathos and logos.
4. Explore persuasive language features and their effects. Consider how you might utilize these in your own work.
5. Plot the sequence of your argument, ensuring you reference both academic terminology and our literature studies of this year.
6. Rehearse with your team and consider possible points of rebuttal that may arise.

## The Final Piece

### Duration

The debate must be a minimum of five minutes' duration (with a maximum of 6 minutes).

### Conditions

You must write your own debate. You will be given time in class and outside of class to do this. You must present the debate to the class in a live session. You may use cue cards, but you should be well-rehearsed so that audience interaction isn't compromised.

## **Scope**

Your speech will be assessed for its commanding use of a range of oral language features (see the blog for a glossary on this). These features will both be integrated into the writing of the speech itself and heard and seen in the tone and nature of your delivery. Check the exemplars of Level 3 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 the assessment in order to ensure you are on the right track.

Below, you will find the teams which you will be working in for our final unit of the year:  
debating!

You will also be able to see the moots that you will be presenting your debates around.

### **Debate One: Popular literature invites the reader to find essential truths.**

Affirmative: Libby, Albie and Blake

Negative: Sarah, Jessa and Clover

### **Debate Two: In literature, the creator is compelled by a didactic imperative.**

Affirmative: Bronson, Grace, Meg

Negative: Lucas, Holly and Callum

**Debate Three: In literature, the creator is compelled by a didactic imperative.**

Affirmative: Bella, Megan and Fletcher

Negative: Lucas, Holly and Callum