 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 8**

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| **Student: Teacher: Date Due: T2, W5** |
| **Assessment Type and weighting:** Speaking and Listening: 10%  **Task 3:** Interview a member of class about their autobiographical snapshot, composing a series of questions for your interviews that display critical thinking and inquiry skills. Present your interview to the class using formal verbal and non-verbal presentation skills.  **Mark: / 100** |

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| --- | --- | --- | --- |
| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Transcript draft |  |  |  |
| Transcript good copy |  |  |  |
| Interview with class member |  |  |  |

Teacher Comment:

**MARKING CRITERIA**

**Speaking and Listening:** Score: \_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Creating and responding** | Creates presentations selecting a range of language features for particular purposes and effects. | Creates presentations selecting language features for particular purposes and effects. | Creates presentations selecting some language features for simple purposes and effects. | Creates presentations that show an attempt to use language features but with limited effect. | Does not meet the requirements of a D grade. |
| **Communication skills** | Speaks clearly with varied expression, using pace, pitch and pause to create interest, and engagement of an audience and/or other participants. | Speaks clearly with varied expression, using pace, pitch and pause to engage an audience and/or other participants. | Speaks clearly with expression, and attempts to engage an audience and/or other participants. | Speaks with little expression and limited attempt to engage an audience and/or other participants. | Does not meet the requirements of a D grade. |
| Uses body language including stance, gestures and eye contact to engage audience attention and/or interest. | Uses some body language including stance, gestures and eye contact to engage audience attention. | Attempts to use some body language including stance, gestures and eye contact to engage audience attention. | Shows little attempt to engage audience through non-verbal means. | Does not meet the requirements of a D grade. |
| Responds effectively to verbal and non-verbal cues to enhance presentations and develop effective group discussions. | Detects and responds to verbal and non-verbal cues in a timely manner to benefit presentations and continue discussions. | Responds to some verbal and non-verbal cues, enabling participation in discussions. | Recognises some verbal and non-verbal cues, but makes limited response to cues. | Does not meet the requirements of a D grade. |

## Year 8 General Task 3 – Speaking and Listening 10%

Interview a member of the class about their autobiographical narrative. Present your interview to the class in the form of a presentation, a news segment, or a radio piece.

For this assessment, you will need to work together in pairs to present and interview each other on your autobiographical narrative in an engaging manner. An interview is more than a casual discussion; it is a carefully prepared dialogue between two people.

You will be taking the role of both the interviewer and the interviewee for this assessment. Common expectations for both roles are as follows:

*Interviewee*

* Listens to the interviewer and formulates responses based on their questions. Does not interrupt the interviewer or cut off the interviewer.
* Answers questions in a direct manner, using explanation and examples, and politely stops when the interviewer has signalled that they are getting off track.
* Uses formal language, is polite, engages the audience and demonstrates both verbal and non-verbal listening skills.

*Interviewer*

* Introduces the interviewee politely using formal language. Offers background information on the interviewee and provides context for their story.
* Asks open questions of the interviewee which they have prepared earlier. These are usually ‘open questions’ and begin with ‘what, who, where, why and how.’
* Asks for elaboration, explanation and examples through observational questions (not statements, such as, “Wow, that must have really hurt”).
* Uses active listening skills such as paraphrasing, asking clarifying questions and summarising what the speaker has stated.
* Politely uses prepared signals to interrupt the speaker when the speaker is off track and gently guides them to finish or summarise.
* Uses formal language, is polite, engages the audience, and demonstrates both verbal and non-verbal listening skills.

Preparing for the assessment:

*Interviewer:* Get to know your interviewee and their story. Who are they? Is their story something that you would or wouldn’t expect from them? When reading your peer’s narrative, it is important to write down any questions that you might have when reading to make your interview interesting. Your interview needs to be more than you introducing someone and then letting them read their story.

Questions to ask your interviewer:

* What were you thinking at the time?
* How did you feel when this happened?
* Who were you with, where were you going, and what did you have planned?
* What went wrong?
* What did you learn from this?
* Who would have you liked to have been there with you?
* What is the moral of your story?
* What did it look like, sound like, smell like – how did you feel?

Often when we read other people’s stories, we focus on one or two important things. You might find that when you read a story about an accident that it is not always important to know the full background or what happened afterwards, but rather you focus on the person’s reaction to the incident. In this case, it is your job as an interviewer to find the interesting parts of the story and focus on them in order to get the best stories out of your speaker. It is important to discuss this tactic with your interviewee and define their boundaries about they will and will not speak about for this assessment. It is also important to set up some non-verbal signals so that you can indicate when you’d like the speaker to kindly finish up or you’d like to move onto the next question.

*Interviewee*: Work together with your interviewer to get your best side to the public. Be open with the questions that they ask you, but try not to do anything that you feel uncomfortable with. Ensure that you have defined boundaries as to what you will and will not discuss. For instance, if your story involves a gruesome accident or will make you feel sad, talk to your interviewer and make sure that it is appropriate for the classroom. You might also find that your interviewer wants to talk about a small part of your story rather than the whole thing, this is acceptable. Work with your interviewer to set up signals to communicate with each other non-verbally in the case that you might be getting off track.

You will be writing your interviews together, so ensure that you are kind, polite and communicate effectively during the process to make sure that you both get the best possible marks.

# *What does an interview script look like?*

For your interview, it is essential that you work together to write a script. Even professional interviewers and hosts write their questions beforehand for interviews. If you are an interviewee, it would be beneficial to write down your responses beforehand so that you can formulate the best answers to the questions.

A radio script

Scripts for radio and television often follow a similar style. The speakers are introduced for each dialogue snippet and there are no stage directions given.

Radio example:

Radio Announcer: Welcome to the Sports Factor. Our guest today is the son of former prime minister and war time leader John Curtin. Thank you for joining us today, John. I believe your father had a great interest in football. Did he actually play football himself?

John Curtin (junior): Well, yes he did. He absolutely loved to play the game. He played junior football and eventually was good enough to play first grade for the Brunswick Club, which of course was part of the Victorian Football Club. A couple of members of his team actually went on to play in the VFL so you can see he was in pretty august company.

Radio Announcer: What position did he play?

John Curtin (junior): He played half forward flank.

Radio Announcer: What sort of player do you think he was?

John Curtin (junior): George Chisholm, who was secretary of the Brunswick Football Club told me that dad, as a young man, was one of the cleanest and fairest players in the game. He was also a good clubman. In fact, he kept in contact with the Brunswick Club throughout his life, even sending them telegrams at finals when he was Prime Minister

Radio announcer: What about when he moved to the West? Did he get involved in football in WA?

John Curtin (junior): He was a member of three clubs in WA : Fremantle FC, South Fremantle FC and East Fremantle FC. He went to the games regularly and once he became a member of parliament he would attend local games whenever he was at home. When mum was younger she used to attend games as well. She liked to watch football but she wasn’t interested in the finer detail like dad.

Radio announcer: Tell us about your father’s sports writing.

John Curtin (junior): In the 30’s, during the depression when dad lost his seat in parliament, he became a sports writer for the Westralian Worker newspaper. He’d been editor of that newspaper in the 1920s before he entered parliament. Anyway, it was an exciting time for me because I used to go to the matches with him and he let me edit his writing. I have to say, I was very critical, as you are in youth but he was generous to share the opportunity with me.

Radio Announcer: As Prime Minister, your father was known to use sport’s terminology in his speeches and writing. Just in closing can you give us an example?

John Curtin (junior): Dad gave a radio broadcast to the Americans on Independence Day in 1943. He knew they would understand football imagery and this is what he said: '… If I liken the Pacific War to a football match, I can say to you that the first half is over, we have kicked off after the interval, and we are going to carry the ball into enemy territory for a smashing victory.' He had this way of using football imagery to get down to the level of ordinary people. He was Prime Minister of Australia but he was also your team mate.

Television example:

ANDREW DENTON: There are two types of war correspondent - those who stick to the circuit of military briefings, safe hotels and careful excursions into unstable areas, and those who throw themselves at the job with apparently reckless disregard for their own safety. Mike Ware is one of the latter. Writing from Afghanistan and Iraq for 'Time' magazine, he spent much of the past few years behind enemy lines, bringing back stories of the Taliban, Afghani war lords and, more recently, Iraqi insurgents. A few weeks ago some of those insurgents sent him tapes showing in chilling detail just how they go about their work, tapes whose images were soon flashed around the world.

Mike, thanks for being on Enough Rope. How does a boy from Brisbane end up in the middle of an Iraqi insurgency?   
  
MICHAEL WARE: Yeah, I'm sort of asking myself that same question every night before I go to sleep. It's quite hard to fathom actually. But, yeah, from suburban Brisbane to the trenches in Baghdad, to having the words I write read in the White House, it's all quite a trip actually.   
  
ANDREW DENTON: The President reads?   
  
MICHAEL WARE: Well, so we're told, or perhaps it's read to him! I did say it was "read in the White House".   
  
ANDREW DENTON: Your ability to get close up to groups that others can't is quite extraordinary and you describe this as 'gumshoe journalism' - you're basically on the ground with the Iraqis, earning their trust. How do you do that?   
  
MICHAEL WARE: Well, it's pretty difficult, as you can imagine. I've been here in Iraq for just over 18 months now. I arrived before the war and then was here through all the conflict. And then as soon as the first phase, as I call it, of the war finished - the actual invasion - I quickly turned my attentions to the second phase which we're in now, the insurgency and the occupation.   
  
Now, I started off very simply with the 'bad guys' as people from the West and certainly Fox News likes to call them. In the beginning they were just ragtag groups - you, me, cousin Ahmed, we go out, we shoot at a passing American convoy and feel a lot better for it. So, I started just hooking up with these guys, talking to them individually. Over time, they started to get their act together and they formed into groups, then that group would join another group and then suddenly there'd be a structure and it would grow and there'd be commanders. And I just kept in touch and followed them as they progressed, so it's taken well over a year and it's had some moments, I can tell you.   
  
ANDREW DENTON: Journalists who worked with you in Afghanistan describe what you did almost like method acting. Is that part of your approach?   
  
MICHAEL WARE: Well, I mean, I think it's very important, I mean, not so much to be a chameleon as such, but you really do have to immerse yourself in whatever environment you find yourself in. Really, what I want to do is find out what makes these things tick. I mean, this is world history playing out before us.   
  
So, in the beginning it was Afghanistan. I mean, we had al-Qa'ida terrorist camps there, a Taliban regime, we had the American war machine charging in. Well, I wanted to see what that was all about. Now, for me I think the only way to do that is to really get down in amongst it and let it all wash over you, so I have been known on many occasions to go in Afghan drag. I mean, I grow my beard down to a suitable Taliban length, I wear what the Americans perfunctorily call a 'man dress', but it's actually a salwar kameez. I learned to speak a little bit of Pashtu, enough to bluff my way through a checkpoint, so that if I'm driving or passing through your village or eating in your restaurant you don't know that I'm not a Pashtun.

A radio segment

Radio segments are similar in layout to a radio script, but they do not always introduce the speaker first, hoping to ‘hook’ the listener in first before they introduce them.

**Lynne Malcolm**: You're with All in the Mind on RN, I'm Lynne Malcolm.

What's your earliest memory? Could it possibly go back to when you were a newborn baby?

**Becky Sharrock**: It was 23 December 1989 when I was 12 days old. I was lying down on the sheepskin car cover of the four-wheel-drive and my parents were taking a picture of me, and I was just looking up at the camera wondering what it was, looking up at the steering wheel of the car because I was on the driver's seat wondering what it was. And at that age, every sight I heard, every scent I smelled, just everything was a novelty then, and I was just curious to keep learning.

**Lynne Malcolm**: Are you really feeling and experiencing that 12th day as you are speaking to me?

**Becky Sharrock**: Yes, just emotionally and just how busy my mind was back then when I was a 12-day-old baby.

**Lynne Malcolm**: Do you think you remember anything about, say, your birth?

**Becky Sharrock**: I don't remember leaving the womb, but I remember being in a bed with glass walls around me and I was on a cotton blanket and my head was up, just looking, at just mainly the ceiling above me and the heads of the people who were putting blankets on me and dressing me. And I can't say for certain if that was the day I was born because I didn't know calendars at that young age but I'm guessing that it was on or around that time.

**Lynne Malcolm**: Becky Sharrock remembers every one of her 28 birthdays. In fact, she can't forget any single day of her life. She is one of approximately 60 people in the world, and the only known person in Australia with this kind of exceptional memory. It's known as Highly Superior Autobiographical Memory or HSAM.

**Gail Robinson**: Yes, this is a very rare and very selective type of memory ability. And really it's that skill that allows someone to accurately recall an exceptionally high number of personal experiences and perhaps dates from events occurring throughout their life. So this is the autobiographical or personal memories that one holds. So this is not very common, and often people are unaware that they have an exceptional ability to do this until they hear about it, say on the radio or perhaps on a TV program.

**Lynne Malcolm**: Associate Professor Gail Robinson, in Health and Behavioural Sciences at the University of Queensland. HSAM was first identified in 2006 at the University of California Irvine. This group is still working to understand the underlying neural basis of the condition. Gail Robinson is conducting HSAM research in Australia with a single participant, Becky Sharrock.

Becky thought her memory was completely normal until she was in her early twenties and she and her family saw a TV doco describing HSAM. Then they realised that this is what Becky has.

#### News segment

A news segment tends to cover a lot of ground fast, offering information from news readers, eye witness accounts, information from reporters on site and interviews and statements from the public and politicians. The speakers are introduced for each dialogue snippet and there are no stage directions given.

CARL AZUZ, CNN STUDENT NEWS ANCHOR: We're dedicating this edition of CNN Student News to our audience in Japan. The world is watching in support, and you are not alone.

**First Up: Japan Earthquake**

AZUZ: The nation of Japan is reeling today, trying to recover from a devastating natural disaster. The earthquake hit the island nation on Friday. It registered a magnitude of 8.9. That makes it the most powerful quake to hit Japan in at least 100 years. There were reports over the weekend that the quake moved the main of island of Japan -- the entire island -- by 8 feet!

And this is what it left behind: scenes of destruction. On Sunday, officials estimated that more than 1,500 people had been killed; more than 1,900 injured; more than 1,500 more missing. Those estimates all expected to go up. And the worst may not be over. Witnesses have reported feeling aftershocks. And scientists in Japan say that there's a strong chance of another quake, one with a magnitude of 7.0 or higher, hitting in the next few days.

Just to get a sense of what this was like, take a listen to this iReport. This was shot by someone outside his house. You can hear the crashes as the area is rattled by the quake. Something just as devastating as the quake was the tsunami -- this giant ocean wave -- that the quake caused. It slammed into the Japanese coast, washing over cities and leaving death and destruction behind it.

**Tsunami Strikes Japan**

AZUZ: The northeastern part of the country took the worst of it. This is what the water looked like rushing into one city. Some areas were completely flattened, with foundations the only sign of the buildings that once stood on them. You might think of a tsunami as this towering tidal wave that crashes down on shore. That's not what this was. Tsunamis are more accurately described as these "walls of water" that push onto shore and plow through anything they hit. Scientists believe that when there's friction between two plates below the ocean's surface, like in an earthquake, energy is released. That energy shoots up to the surface, spreads out in a wave. And it travels very fast, as fast as 500 miles per hour! You can see it spreading right here.

Now, if you're in a boat out at sea, you might not even feel it. It's incredibly powerful, but not necessarily very high. But look at what happens when that wave gets closer to shore: it slows down and builds up. And that wall of water just bulldozes inland. Look at how this tsunami wave spread. This animation shows you just how far these things can travel. It stretched out in all directions, spanning the Pacific Ocean. It hit Hawaii, causing millions of dollars in damage there. And it even reached the California coast, 5,000 miles from the area near Japan where the quake hit. And when the wave did reach Santa Cruz, California, it was still strong enough to do this: boats tossed like toys in the tub. It's not nearly as destructive as what happened in Japan, but a clear illustration of ocean energy radiated across the world.

**Japan Earthquake**

AZUZ: Trying to put the impact of this earthquake in perspective. Japan's prime minister, Naoto Kan, called it "the toughest and most difficult crisis" for his country since the end of World War II, more than 65 years ago. He said he's confident that the Japanese people can work together to overcome the crisis. That could include making sacrifices, like dealing with electrical blackouts for one thing. The government is planning to run these rolling blackouts in order to save electricity while workers repair power plants. But Prime Minister Kan says right now, Japan has one main goal.

NAOTO KAN, JAPANESE PRIME MINISTER: Saving people's lives must be our first priority. We must do all that we are able to do to save as many lives as we can now.

**Just the Facts**

STAN CASE, CNN STUDENT NEWS: Just the facts! Nuclear power plants generate power through a process called nuclear fission. This is when atoms of uranium, a radioactive element, are split apart. Fission produces a lot of heat energy, and that energy produces steam. The steam turns a turbine, and that's how the plants generate electricity.

**Meltdown Concerns**

AZUZ: Officials in Japan are worried about what's happening at one of the country's nuclear power plants. It has six reactors, six facilities where that fission happens. And three of those reactors were running when the quake hit. The plant has safeguards in place for this kind of a situation. The reactors are supposed to shut down, and emergency generators are supposed to pump water into the reactors to cool them down. Remember, fission generates heat, so if you want it to stop heat quickly, you need to cool it down.

But in one of those three reactors, the back-up generators failed. Experts are blaming that on flooding from the tsunami. Another element -- hydrogen -- started building up inside the facility until it caused an explosion that blew the roof off. The reactor was not damaged in the explosion. But that's the big concern here: a problem with the reactor. Like we said, the uranium inside of it is radioactive. And if too much of that radiation gets out, it could contaminate air or water and lead to very serious health problems.

**World Response**

AZUZ: You heard Japan's prime minister say that the number one priority is saving lives. Rescue crews have been working furiously to try to find and help the victims of this earthquake. And the world is coming to Japan's aid as well. The United States, United Kingdom, China, South Korea: just a handful of the nearly 70 countries that have offered to help. Some search-and-rescue teams have already arrived in Japan. More are on the way. International aid groups, like the Red Cross, Save the Children and Doctors Without Borders are getting involved, too. The USS Ronald Reagan -- the warship that you see here -- is also on the scene. Crew members are working with Japanese forces to fly supplies and equipment into the areas that were hit hard by the quake. They're hoping to deliver 30,000 portions of emergency food supplies in the first run.

**Impact Your World**

AZUZ: Sometimes, you hear about a crisis somewhere in the world and wonder "What can I do?" We have a way for you. CNN's "Impact Your World" program has information on some of the groups that are helping the victims of this quake, and it has ways for you to get involved. You'll find a link to "Impact Your World" in the Spotlight section of our home page, CNNStudentNews.com.

**Goodbye**

AZUZ: This is a huge story, and one that we'll certainly be covering more on our show. But there's also a lot of information up on our web site. We have In Depth Coverage on the quake itself and explainers on things like earthquake magnitudes and how nuclear reactors work. Finally today, we have a video that demonstrates the power of this natural disaster and its impact on Japan. We're going to let that close out the show, and we'll see you again tomorrow.

(BEGIN VIDEO)

RYAN MCDONALD, WITNESS, CNN IREPORTER: My wife and I stood outside and basically held on to the outside of our house. You couldn't even stand up. We have never, ever felt anything on the magnitude, the literal magnitude, of what we experienced today.

HARRIS PAYTON, WITNESS, CNN IREPORTER: The whole ground was shaking so much. It was unreal. I can't describe it.

MCDONALD: Oh, my god. That is the biggest earthquake to date. Oh, my god, the building's going to fall!

AUGUST AMBRISTER, WITNESS, CNN IREPORTER: It just blew up. Woo! Woo! Do you all see this?

BRENT KOOI, WITNESS, CNN IREPORTER: The crack is just moving. There's water. I don't know if water lines are broken, but this water was not there a minute ago.

(END VIDEO)