**English 12 Global Issue Presentation**

**With a partner (or you can work on your own) determine a global issue and create a 10 minute presentation exploring the issue through the lens of the stories, articles, TED talks covered in class and any research that you do pertaining to the issue (use MLA referencing). Use the words and stylistic features of the story tellers to support your assertions of themes and how they relate to the chosen global issue.**

**Determining the global issue**

A global issue incorporates the following three properties:

• It has significance on a wide/large scale.

• It is transnational.

• Its impact is felt in everyday local contexts.

Global issues can be derived from the following concepts

**Culture, identity and community**

Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

**Beliefs, values and education**

Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

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| Marks | Level descriptor |
| 0 | |  | | --- | | The work does not reach a standard described by the descriptors below. | |
| 1-2 | There is little knowledge and understanding of the works/texts in relation to a global issue.  References to the work/texts are infrequent or are rarely appropriate |
| 3-4 | There is some knowledge and understanding of the works/texts in relation to the global issue  References to the works/texts are at times appropriate.   |  | | --- | |  | |
| 5-6 | There is satisfactory knowledge and understanding of the works/texts and an interpretation of their implications in relation to the global issue.  References to the works/texts are generally relevant and mostly support the candidate’s ideas. |
| 7-9 | There is good knowledge and understanding of the works/texts and a sustained interpretation of their implications in relation to the global issue.  References to the works/texts are relevant and support the candidate’s ideas. |
| 9-10 | There is excellent knowledge and understanding of the works/texts and a persuasive interpretation of their implications in relation to the global issue.  References to the works/texts are well-chosen and effectively support the candidate’s ideas. |

**Criterion A: Knowledge, understanding and interpretation**

•How well does the candidate demonstrate knowledge and understanding of the works/texts from which they were taken?

•To what extent does the candidate make use of knowledge and understanding of the works/texts to draw conclusions in relation to the global issue?

•How well are ideas supported by references to the works/texts?

**Criterion B: Analysis and evaluation**

•How well does the candidate use his or her knowledge and understanding of each of the extracts and their associated works/texts to analyse and evaluate the ways in which authorial choices present the global issue?

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| Level | Level Descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The oral is descriptive or contains no relevant analysis.  Authorial choices are seldom identified and, if so, are poorly understood in relation to the presentation of the global issue. |
| 3-4 | The oral contains some relevant analysis, but it is reliant on description.  Authorial choices are identified, but are vaguely treated and/or only partially understood in relation to the presentation of the global issue. |
| 5-6 | The oral is analytical in nature, and evaluation of the extracts and their works/texts is mostly relevant.  Authorial choices are identified and reasonably understood in relation to the presentation of the global issue. |
| 7-8 | Analysis and evaluation of the extracts and their works/texts are relevant and at times insightful  There is a good understanding of how authorial choices are used to present the global issue. |
| 9-10 | Analysis and evaluation of the extracts and their works/texts are relevant and insightful.  There is a thorough and nuanced understanding of how authorial choices are used to present the global issue. |

**Criterion C: Focus and organization**

•How well does the candidate deliver a structured, well-balanced and focused oral?

•How well does the candidate connect ideas in a cohesive manner?

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| Level | Level Descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The oral rarely focuses on the task. There are few connections between ideas. |
| 3-4 | The oral only sometimes focuses on the task, and treatment of the extracts, and of the works/texts may be unbalanced.  There are some connections between ideas, but these are not always coherent. |
| 5-6 | The oral maintains a focus on the task, despite some lapses; treatment of the extracts and works/texts is mostly balanced.  The development of ideas is mostly logical; ideas are generally connected in a cohesive manner. |
| 7-8 | The oral maintains a mostly clear and sustained focus on the task; treatment of the extracts and works/texts is balanced.  The development of ideas is logical; ideas are cohesively connected in an effective manner. |
| 9-10 | The oral maintains a clear and sustained focus on the task; treatment of the extracts and works/texts is well-balanced.  The development of ideas is logical and convincing; ideas are connected in a cogent manner. |