

Grade 8 English Home Language Worksheet

Have a debate on a contentious issue

You are going to have a debate on the following: This house believes that learners under the age of 18 should have the written consent of the parent or guardian before they are given medical contraception.

In your discussion, you are expected to:

1. Communicate ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types (e.g. discussions, debates).
2. Communicate ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types (e.g. dramas, role-plays, songs).
3. Demonstrate a range of interaction skills by participating actively
 - ask appropriate questions;
 - acknowledge others' opinions and disagrees politely when necessary;
 - motivate own point of view;
 - give and receive criticism;
 - persuade others;
 - bridge gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest;
 - show sensitivity to the rights and feelings of others in conversation where appropriate;
 - challenge insensitive or discriminatory use of language.
 - takes on different roles;

You will be assessed against the following rubric:

Rubric to assess oral presentation / prepared speaking Home Language

	Code 7	Code 6	Code 5	Code 4	Code 3	Code 2	Code 1
	Outstanding 8-10	Meritorious 7	Substantial 6	Adequate 5	Moderate 4	Elementary 3	Not achieved 0-2
Research skills	Convincing evidence that a wide range of interesting and relevant sources have been consulted	Sound evidence that a wide range of interesting and relevant sources have been consulted New and interesting facts and examples contribute to a well structured presentation	Good evidence that a wide range of interesting and relevant sources have been consulted Interesting facts and examples contribute to a well structured presentation	Satisfactory evidence that relevant sources have been consulted Presentation is interesting and some new and interesting facts and examples have been given	Some evidence that relevant sources were used Presentation is adequate but without the spark of new ideas, facts or information	Limited evidence of partial use of sources Little evidence of research owing to lack of new ideas, facts or information	If sources were used, there is little or no evidence in the presentation Hardly any new ideas Any research done does not contribute to the effectiveness of the presentation

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Planning and organisation of contents	A wide range of new and interesting facts and examples make the presentation impressive Thoroughly planned according to task, audience, context and format Striking introduction which immediately grasps audience attention Brilliant development of ideas and argument Contents reflects outstanding creativity, originality and mature insight Skilful ending thoroughly drawn together	Very well planned according to task, audience, context and format Very good and appropriate introduction which immediately arouses interest Very good, and sustained development of ideas and argument Contents reflects creativity originality and some insight Very good conclusion	Well planned according to task, audience, context and format Good and appropriate introduction which arouses interest Good, and sustained development of ideas and argument Content reflects creativity originality and some insight Good conclusion	Satisfactory planning according to task, audience, context and format Reasonably good introduction which still arouses interest Good development of argument which can be followed easily Contents fairly original, but not always creative and insight sometimes lacking Reasonably good ending, but sometimes lacks cohesion	Adequate planning according to task, audience, context and format Introduction adequate which arouses some interest Adequate development of ideas and argument but has problems with cohesion Contents shows some originality, but not always creative and lacks insight Adequate conclusion, but lacks cohesion	Evidence of some planning according to task, audience, context and format Some evidence of introduction, but barely arouses interest Some arguments can be followed, but others are inconsistent / can barely be followed Contents is barely original and lacks creativity or originality Hardly any evidence of a conclusion	No evidence of planning according to task, context audience or format Introduction poor and arouses no audience interest Cannot sustain argument Shows little understanding of topic Contents poor, boring and banal Conclusion lacking
Tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter, appropriate style and register Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing Audience reaction overwhelmingly positive Confident delivery with very little use of notes	Very good presenter natural and fluent presentation appropriate style and register Audible articulation Eye contact, facial expressions, gestures and body language functional and convincing Audience interest sustained throughout Notes used effectively and with confidence	Good presenter, fluent presentation appropriate style and register Largely audible articulation Eye contact, facial expressions, gestures and body language largely functional and convincing Audience interest sustained. Notes used effectively	Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate Reasonably clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably convincing Most members of the audience follow with interest Some dependency on notes but still good contact with the audience	Sometimes fluent, but presentation lacks appropriate style and register Adequately audible and clear articulation Adequate eye contact, facial expressions, gestures and body language but not always convincing Mixed reaction from the audience Use of notes often detract from presentation	Hesitant, lacks expression Lacks fluency, mostly inappropriate style and register Articulation not clear and hardly audible Very little eye contact / facial expressions / body language Lack of audience interest shown Dependent on notes	Inappropriate tone, style and register Sloppy indistinct articulation mostly inaudible Almost non-existent eye contact, inappropriate facial expression and body language No audience contact Totally dependent on notes
Critical awareness of language usage	Thorough, mature vocabulary and creative language use Outstanding language manipulation in order to evoke audience response Exceptional awareness of, and sensitivity to respectful language use on cultural issues	Very good mature vocabulary and creative language use Very good language manipulation in order to evoke audience response Very good awareness of, and sensitivity to respectful language use on cultural issues	Good vocabulary and creative language use Good language manipulation in order to evoke audience response Good awareness of, and sensitivity to respectful language use on cultural issues	Reasonably mature vocabulary and creative language use Reasonable language manipulation in order to evoke audience response Reasonable awareness of, and sensitivity to respectful language use on cultural issues	Adequate vocabulary and language use Some language manipulation in order to evoke audience response Moderate awareness of, and sensitivity to respectful language use on cultural issues	Limited vocabulary and language use Struggles to manipulate language in order to evoke audience response Seldom aware or sensitive or respectful to language use on cultural issues	Very limited vocabulary and language Unable to manipulate language Hardly ever aware of sensitive or respectful language use on cultural issues

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		language use on cultural issues	issues				
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Suggested Solutions

SETTING UP THE DEBATE

- Divide the class into proposition and opposition. One learner is the chairperson. The rest of the class forms the floor, divided equally between proposition and opposition.
- You might like to give the learners a week to prepare **BOTH** sides of the debate, and then they are allocated proposition and opposition on the day itself. This will ensure that the learners have had time to think about and research the topic.
- Draw learners' attention to the rules of debating and to the criteria in the assessment standards, especially the one that talks about taking on different roles. The learners will be expected to play different roles in each debate.

At the end of each discussion session, give feedback and advice to the members of the class.

MANAGING THE DEBATE

1. Follow the rules of debating.
2. Stick to the time frame.
3. Stop each section of the debate at the given time.
4. Ask learners to assess themselves and say how well they think they have done; they may use the teacher's assessment as a starting point – or as a point of disagreement!

POINTS THAT COULD BE RAISED:

PROPOSITION

1. Define terms, in particular, "medical" means by doctor's prescription and not over the counter or from a vending machine, like condoms
2. All medications have risks associated with them that minors may not appreciate.
3. Parents are more likely to provide a thorough medical history that may affect the prescription a doctor gives.
4. Children should be encouraged to involve their parents in something as serious as contraception.
5. Children are much less likely to follow doctor's instructions and report serious side effects if their parents do not know what is happening.

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OPPOSITION

1. Define terms, in particular, “medical” means by doctor’s prescription and not over the counter or from a vending machine, like condoms.
2. Condoms are not as reliable as other forms of contraception. Minors need access to such other forms.
3. Minors often do not want their parents to know and cannot discuss sexual matters with parents, so would rather risk pregnancy.
4. Involvement of medical practitioners can ensure that children receive proper advice about contraception.
5. The use of contraceptives on a regular basis can minimise the chance of having unprotected sex.

Appendix of Assessment Tools

RUBRIC

This is the rubric for prepared speaking. If you have given the learners time to prepare at home, then you would include section 1: Research skills (highlighted in blue).

The rest of the rubric applies equally to public speaking and debating. Whenever the context is mentioned, this will specifically be debating for this task. See pink highlight. The last section does not apply to debating and has been removed for the purposes of this task.

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