

Example 6: a fun debate

Oral activity

Advanced level

MYP year: 5

Criterion	A	B	C	D	E
Level achieved	6	6	–	–	–

Background

The teacher randomly distributed index cards containing a debate topic (there was a possibility of 18 different topics in total). An indication, either “for” or “against”, appeared on each card. The cards would lead to a debate between peers, which was assessed in class, in front of the class and the teacher. The students did not know their opponent in advance.

The time allocated to complete each debate was five minutes during a 75-minute class period. The students had 15 minutes to prepare individually. While preparing for their debate, they could use dictionaries and personal notes taken from previous classes. A bell was rung to inform the students that they had one minute remaining, and as a signal to present concluding statements.

The student being assessed here is the boy, presenting the case “against”, that the “vous” form should not be used with teachers.

Assessment

Criterion A: oral communication—message and interaction

Maximum 8

Achievement level	Descriptor
5–6	<p>The student communicates most information with ease, though there may be some difficulty with more-complex information; ideas and opinions are relevant and generally supported.</p> <p>The student shows a good understanding of the topic through their responses and reactions.</p> <p>The student actively engages in conversation.</p> <p>The message and interaction generally flow coherently.</p>

This work achieved level 6 because the student:

- communicates information clearly and effectively; ideas are relevant and developed and opinions are justified
- shows a good understanding of the topic
- shows a good understanding of his opponent’s argument through paraphrasing and repeating
- contributes to the coherent flow of conversation, and is actively and spontaneously engaged; nothing disturbs the flow of the conversation.

The student would have achieved a higher level if he had managed to develop his ideas to a more sophisticated level.

Criterion B: oral communication—style and language use

Maximum 8

Achievement level	Descriptor
5–6	<p>The student makes some errors in intonation and/or shows some lapses in fluency, but this does not interfere with communication.</p> <p>The student’s vocabulary is varied and generally correct, with some idiomatic expressions; basic grammar is accurate, though some errors occur with complex grammar.</p> <p>Register and style are generally appropriate to the task.</p>

This work achieved level 6 because the student:

- demonstrates good pronunciation and/or intonation; even though there are mistakes, these do not interfere with comprehensibility
- uses a range of vocabulary and structures appropriately and grammar is generally correct; however, the student does have some difficulty when attempting complex structures
- uses register and idiom that are appropriate to the context.

The student would have achieved a higher level if he had managed to use a wider range of vocabulary and a greater variety of complex grammatical structures accurately.