Feedback from the Markers –

Viva Voce ‘Belonging’

**Better Answers** engaged with the task requirements. This meant demonstrating confidence and insight in their discussion. They demonstrated a strong knowledge of the text, using specific examples. They articulated ideas in specific thesis statements about specific issues of the text. They spoke with enthusiasm and passion about their learning. Their responses were detailed with references to texts discussed, which means they used quotes and techniques to support their answers. Their synthesis of ideas across texts was done well. Their articulation of thought was logical and sophisticated and without hesitation. They gave the impression that they were well prepared, knew their texts, and knew the issues of Belonging well. They were able to reflect on the concept of Belonging for individuals, with specific reference to their own life. They had prepared for possible questions and so were able to elaborate and respond straight away and with confidence. Used their folder to ensure their marker knew exactly what they were talking about. Showed their related texts and engaged the markers with the ability to apply the concept in an insightful manner.

**Weaker responses** limited themselves, seemingly through a lack of preparation. There seemed to be limited knowledge of what the situation demanded, and what is required to perform well in a viva voce task. As it is a speaking task, a student must demonstrate awareness of the way they articulate their responses to questions; aspects such as vocabulary, pause, emphasis, volume, structure of answers, needed more consideration. Weaker responses lacked specific examples of scenes/characters/quotes from the text to support their ideas about Belonging. They also spoke in generalised terms, rather than articulating specific thesis ideas. Discussion was limited and sentences very short without elaboration. Synthesis links between texts was not well addressed. Weaker responses lacked vocabulary around the topic which affected the way they articulated their thoughts about Belonging. Some students were self-limiting in their responses by their lack of elaboration, preparation and enthusiasm. Some spoke without passion or engagement for the subject and therefore weren’t able to convey the impact this study has had on their learning/understanding of self and the world. Didn’t open their folders or engage their markers with what they have learnt.