**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – Creative written response**

Select a person or personality you could interview on a radio program. Select an issue that is related to this person. Locate and print two or more texts from the internet that are about this issue to form the basis of a radio interview.

The name of the person I intend to interview is: Naldo Valadares, the Sydney Morning Herald sports journalist

The issue is: FIFA corruption

The two texts I am are responding to are:

1. Wetzel, D *Brazil’s thrilling opener takes back seat to politics, FIFA’s steadfast corruption*,

<http://sports.yahoo.com/news/brazil-s-thrilling-opening-match-win-takes-backseat-to-politics--fifa-s-steadfast-corruption-235458789-soccer.html>

1. *Fresh Corruption Claims over Qatar World Cup Bid,* [*http://www.smh.com.au/fifa-world-cup-2014/world-cup-news-2014/fresh-corruption-claims-over-qatar-world-cup-bid-20140608-zs0yl.html*](http://www.smh.com.au/fifa-world-cup-2014/world-cup-news-2014/fresh-corruption-claims-over-qatar-world-cup-bid-20140608-zs0yl.html)

Write a script for a radio program that is up to 750 words in length or record the segment of the radio program that is up to 4 ½ minutes in length. Give your radio program a title to indicate the intended audience e.g. ‘This is the Saturday sports show’, ‘Local news and current affairs with Bob’, or ‘Off the Track: the show about outdoor adventures”. The script should include the questions asked by the radio announcer/journalist and the answers. The material in the interview should be drawn from the two chosen texts.

In this task you should:

1. demonstrate clarity and coherence in written (transcript) *or* spoken (oral recording) communication (C1)
2. demonstrate comprehension and evaluation of the information, ideas and opinions presented in the two chosen texts (Cp1)
3. analyse and evaluate the perspectives presented in the texts (An1)
4. use language features and conventions appropriate to a radio program (Ap1)

Oral radio transcipt

Interviewer: Good morning, welcome to the morning sports show.

Today with me in the hot seat is mr Naldo valadares, the well-known sports journalist from the Sydney morning herald. Mr Valadares why have you been so critical about the world cup?

Mr N.V: yes Football is an amazing sport, there have already been beautiful goals and games but there been riots and money problems because of the world cup.

Interviewer: because of the world cup? How can such a beautiful game like football cause so many

problems?

MR N.V; WELL FOR A START BRASIL HAS SPENT 11 BILLION$ on construction of football stadiums and other necessary projects to make the world cup successful. It’s really shocking that Brazil should spend so much money on football when the country doesn't have good hospitals or schools or even basic social services.

Interviewer: o yeah I see. Even a rich country would find it hard to spend 11 Billion dollars.

Mr NV: yes and that's why they are having in such riots in Brazil. In Rio in Thursday there were riots of people shooting rubber bullets and people chanting "there will be no cup" the police also shot rubber bullets and fired tear gas. Surely in a football mad country like Brazil there must be be a problem there if people are demonstrating during the world cup

Interviewer: yes I have to agree with that. Are there any other problems with the world cup?

Mr NV: yes of course fifa itself is a very big problem, Did you know Fifa takes all of the global television and local ticket revenue.

Interviewer o really! Wow I didn't know that. I thought brazil would get rich from all the ticket sales.

Mr nv: no it all goes to fifa and fifa by the way have got over 1 billion dollars in reserve even all though they are non profit organization.

Interviewer: so fifa seem to be a very big problem. Are there any other problems with fifa.

Mr NV: yes fifa are very corrupt. I think that Qatar world cup bid shows us corruption very clearly.

Interviewer: can you tell the listeners more about that?

Mr nv: yes of course, as you know Qatar won the bid for the world cup in 2022. But recently the Sunday times newspaper has printed secret emails from Fifa it seems that a former top football official by the name of Mohammed bin Hamman bribed Fifa to help Qatar get the world cup.

Interviewer: are saying that the world cup could be bought? I mean it's a huge tournament after all.

Mr nv: yes indeed it's a very big tournament but Mr bin ham man was paying big money. He also helped arranged a major gas deal between Thailand and Qatar.

Interviewer: that's shocking shouldn't fifa sack him.

Mr nv: actually mr bin hamman resigned in 2012 and he was also banned for life by fifa but he already done the Qatar deal.

Interviewer: actually I myself was very surprised when I heard about the Qatar deal afterall Qatar has boiling temperatures in the summer.

Mr nv: yes that's true but that's not all because already 1000 migrant workers has died constructing the stadium. These migrant workers don't even come from Qatar they come from per countries such as Pakistan and India and obviously Qatar don't really care about work over there. Don't you make the world cup look shocking.

Interviewer: yes I agree, thank you for spending your time with us and coming here today in the studio. Next week well be talking about to Bruno mars with his new upcoming album. Cya later guys.

607 words

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |