NZQA Assessment Support Material

Unit standard	30510				
Title	Deliver a short oral presentation in English for an academic purpose				
Level	3	Credits	5	Version	1

Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

See Generic Resources and Guidelines at https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and the guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

CONDITIONS OF ASSESSMENT

This is an **open book assessment** that will take place over a timeframe set by the assessor.

For assessment against this standard:

- Candidates must be assessed in a situation which closely reflects an authentic context, such as a seminar or speech.

- The oral presentation should be five minutes long and must not be more than eight minutes long.

- The academic purpose can be decided by the assessor or the candidate. It will involve answering a research question that could involve comparing, contrasting, problem solving, discussion, argument.

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- To demonstrate competency against the unit standard, the candidate must deliver a presentation which he/she has written.

- For quality assurance purposes, including moderation, assessment against this unit standards must be recorded both aurally and visually. For guidance on how to submit materials for moderation, please refer to: http://www.nzqa.govt.nz/ncea/subjects/preparing-digital-visual-submissions-for-moderation/.

Resource requirements

Candidates must use source materials of sufficient complexity of content appropriate to Common European Framework of Reference for Languages low B2. This may include a course text book, introductory academic text, non-fiction book, journal article, feature article.

The vocabulary of source materials used must include academic vocabulary. A New Academic Word List is available at:
http://www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx.

Context/setting

It is recommended that assessment for this standard is linked with study and assessment in other learning areas. This could include unit standards:
- 30511, *Read and apply information in English for academic purposes*
- 30508, *Write a short crafted text for a specified audience using resource material in English for an academic purpose*
- 30507, *Write a short text under test conditions in English for an academic purpose*
- 30509, *Demonstrate understanding of a short spoken text and apply information in English for an academic purpose*.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at CEFR level low B2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by this standard. A structured overview of all CEFR related scales can be found at http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales.
- It is important that candidates are familiar with the requirements of the outcome, performance criteria and guidance information of the unit standard.
- Although the level of the spoken text must meet the requirements of CEFR low B2, some vocabulary from a higher level that is relevant to the topic and context should be used in order to meet the requirements of the standard.
- Candidates may use the model presentation in this document and the checklist to guide their preparation and to ensure they meet all the performance criteria.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of candidate evidence and to safeguard the validity of assessment.

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Assessment task

The academic purpose may include – comparing, contrasting, problem solving, discussion, argument. The academic purpose may be determined by the assessor, or by the candidate.

Candidates will deliver a short presentation answering one of the research questions below.

Research questions

- Explain how can students be successful learners in a digital age?
- Learning changes when technology is introduced in the classroom. Discuss whether these changes are positive.
- What strategies do learners need in a blended classroom? Compare these strategies with those needed in traditional classrooms.
- What is digital literacy? Discuss its importance in society today.
- The widespread use of technology in classrooms is contributing to growing concerns that students are not learning to communicate well in face-to-face situations. Do you agree?

The audience

Candidates are presenting to fellow students and teachers.

Assessment Schedule

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PC	Evidence for achievement	Judgements for achievement
1.1 Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner.	Presentation begins by setting the context and addressing the academic purpose e.g. *The digital age we live in creates a unique opportunity to rethink our approach to successful learning. I am going to focus on three strategies that will determine whether you take full advantage of the opportunities that new technologies present.* Content flows logically e.g. after the introduction, ideas are presented and developed e.g. *First and most importantly, in order to be an active and independent learner it is important to… Another key strategy is knowing… Finally, students who succeed are those who can…* Sufficient information is provided and is supported by reference to relevant research throughout the presentation e.g. *Educational researchers have built on the work of Jean Piaget in their understanding that learning must be an active process rather than simply receiving and learning information.* The conclusion provides a summary and looks at future developments e.g.	The presentation identifies the topic and context, and addresses the academic purpose. Content is structured and demonstrates a broad understanding of the topic most of the time. Content is relevant to the academic purpose and is clearly supported by a range of relevant research and theories most of the time. A clear conclusion is provided.

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	So what will happen when you learn to ask the right questions, know how to access the answers, work with others to learn new skills and practise self-reflection? In short, you will increase in your ability to think and act creatively, to be in charge of your own learning and take full advantage of the opportunities that new technologies will continue to offer us.	
1.2 Spoken language is generally clear and understood. This includes pronunciation, fluency and audibility.	This includes: • word choice • pronunciation • fluent speech with few hesitations and correct intonation, stress and rhythm. • audibility.	The presentation is generally clear and easily understood. This means that: • word choice and pronunciation are correct most of the time • fluency and audibility are conventional and do not interfere with meaning most of the time.
1.3 Varied and complex English language structures are used with general control. Inconsistencies seldom impede communication.	These may include a variety of sentence structures e.g. • simple sentences e.g. *Questions are at the heart of learning in a digital environment.* • compound sentences e.g. *Everyone assumes they know how to use Google with confidence, but knowing how to search for specific information well takes practice.* • complex sentences e.g. *Search engine results are determined by several factors which include user location and search history.* • sentence fragments e.g. *But wait…* • use of appropriate tense e.g. *It has been suggested* (passive), *could give more interesting results* (modals)*, they are comparing grades ....* (continuous) • use of questions e.g. *So, what has research told us about the use of learning strategies in this context?* • use of discourse markers e.g. *However, it is important....*	Presentation includes a range of language structures appropriate to an oral presentation used correctly most of the time. Inconsistencies seldom interfere with meaning.
1.4 Vocabulary is appropriate to the academic context.	This may include: • academic vocabulary e.g. *investigate, evaluate, accentuate, transform* • specialised vocabulary e.g. *twitter, hashtag, domains of knowledge, knowledge building communities.*	A range of vocabulary appropriate to the topic and the academic context is used correctly most of the time.

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1.5 A range of strategies is used to promote engagement with the audience. Strategies may include but are not limited to – non-verbal features such as pauses, changes in pitch and volume, gestures for effect, eye contact.	Strategies are used that help the audience to follow the content. These may include: • pauses for effect e.g. after a question or an important statement e.g. *So, what has research told us about different learning strategies? [Pause].* • changes in pitch and volume linked to intended purpose e.g. *so* (with rising intonation). • gestures and facial expressions linked to content. • asking appropriate questions to stimulate discussion e.g. *So how can we take a more creative approach to learning?* • vocabulary to promote engagement e.g. varied vocabulary including the use of repetition, synonyms and reference.	Presentation holds the interest of the audience by using a range of verbal and non-verbal features appropriately.
1.6 Visual aids are used to contribute to the delivery of the presentation. These may include but are not limited to: whiteboard, realia, text, diagram, power point, video/audio clip, map, poster.	These may include: • whiteboard e.g. a written overview of the presentation • realia e.g. objects that relate to the topic • text e.g. a handout of key points and references • diagram e.g. to illustrate a point being made • power point e.g. slides to accompany presentation • video/audio clip e.g. a recording of a research subject • maps, posters or pictures of key places, objects, events in presentation.	Visual aids are used appropriately to support the presentation. The visual aids used are relevant and support the presentation.
1.7 Source material is acknowledged.	Source materials may include but are not limited to written sources, diagrams, visuals, audio clips. Acknowledgement may include but is not limited to: • appropriate citation at the point used e.g. *on the power point slide where the source is used or in a handout* • a verbal acknowledgement as part of the presentation e.g. *According to Resnick…..* • a reference list on the final slide of a power point or in a handout. References use a recognised format e.g. APA is followed.	Source material is acknowledged. This may include in text citations and a reference list. *N.B. Oral acknowledgement of the details of each source is not usually required.*

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Model presentation on a parallel topic

Academic purpose: To evaluate a range of strategies and skills that lead to success in tertiary studies.

Research question: Which strategies and skills are most important in being a successful learner at the tertiary level?

All students want to succeed at university and universities want students to be successful in their studies. In fact, a quick search of websites for universities shows that every institution has a list of top tips for achieving success. The problem is that most of the lists are very, very long and apart from some key areas, the strategies and skills are all different. My goal was to discover which strategies and skills are most important and to achieve this I compared lists on websites and looked at current research. However, what I discovered was the importance of firstly defining what success means. And what I found out was surprising.	1.1 Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner.
Most of us think that being a successful learner means passing everything and getting good grades - right? In fact most of the strategies and skills listed on all the tertiary websites assume that it's all about passing. They include good time management, studying past exam papers, attending all classes, stress management and test taking tips.	
Maybe it's time to think about where our studies will take us in the future. According to Schinkten, there is less demand today for obedient people who can simply learn information, show up on time and follow instructions. However, there is an increased demand for self-directed students who can adapt and learn quickly, think critically, communicate and be innovators. Research shows that approximately 65% of students will be employed in jobs that don't exist yet. So, how do we prepare for this? I believe that we need to develop the skills that are needed to succeed in a world that will keep changing.	1.3 Varied and complex English language structures are used with general control. Inconsistencies seldom impede communication.
To achieve success at the tertiary level therefore means being prepared for life after study. Successful students will be those who are self-directed learners and who can quickly adapt to a changing environment. In fact, instead of the 40 strategies and skills listed on the website of one university I think instead we should only look at five. I'm going to call them 4 Cs and an R.	
The first C is communication. It is important at the tertiary level to be able to communicate ideas clearly and **effectively** in tutorials and oral presentations, and also communicate with lecturers and tutors in an **appropriate** way. Similarly, in the workplace it is **vital** that employees can communicate well in face-to-face situations as well as being able to use technology to communicate, including **video conferencing** and social media. One of the key skills to learn in communication is how to talk to different people appropriately, from using formal language to more casual language according to the person we are speaking to and the situation.	1.4 Vocabulary is appropriate to the academic context.
The next C depends on good communication skills because it is collaboration. Most tertiary institutions encourage group study and group assignments. It is no longer enough to be a student who is only able to work independently and in competition with others. This is because	

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collaboration is also important in most workplaces where the emphasis is on being able to work cooperatively in teams and to collaborate on projects.

Another vital strategy is critical thinking and yet I don't remember ever being taught this. To achieve well at the tertiary level you have to show that you can do more than just describe. It is important to be able to evaluate the strengths and weaknesses of source materials, ideas and issues. And in the workplace, with increasing use of technology that is also changing rapidly, employees who can think critically are especially valued. This is because they are more able to evaluate issues, justify a point of view, provide ideas and therefore help improve an organisation.

The last C is one of the most important and that is creativity. Unfortunately for a long time teachers have not stressed this skill. In fact, it's been the opposite - most assessments ask students for answers to material they have learned. However, creativity includes the ability to ask good questions, as well as being able to problem solve. Today, employers are wanting employees who are able to come up with creative solutions to issues.

Unfortunately, the final strategy doesn't start with a C. It's sometimes called effort or perseverance and the Americans call it grit. I wonder if you can guess what the R stands for? [pause] It's called resilience [stress] and it is an important part of all the other skills and strategies. So what does resilience involve and how do we get it? [pause] The short answer is that researchers know very little about how resilience is developed. They do know what it isn't. It isn't about having a high IQ. It isn't about having natural talent. What we do know is that students who are resilient are more likely to be successful and graduate. They are also more likely to do well in the workplace. Research at Stanford University has shown the importance of the belief that ability to learn is not fixed, that it can change with your effort. When students really believe this, they're much more likely not to give up when they fail, because they don't believe that failure is permanent.

I'd like to finish with this quote by Nelson Mandela "Do not judge me by my success, judge me by how many times I fell down and got back up again." That's a great picture of what it means to be resilient. Let's go over the five Cs again - communication, collaboration, critical thinking and creativity. These skills and strategies are very important in being a successful student at tertiary level and also in achieving success in the workplace. However, without resilience it is all too easy to give you when the going gets tough. I hope this helps you to be successful in your future studies.

A power point was used to support the presentation. It contained key points, relevant images and diagrams and the following reference list.

Reference list
Barton, D. (2015). *What do top students do differently?* Retrieved from
https://www.youtube.com/watch?v=Na8m4GPqA30&t=296s

Duckworth, AL. (2013). Grit: The power of passion and perseverance. Retrieved from
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_pas

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sion_and_perseverance Musallam, R. (2013). *Three rules to spark learning*. Retrieved from https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning Positive Psychology program.(2016) *16 resilience quotes that will inspire and empower you.* Retrieved from https://positivepsychologyprogram.com/resilience-quotes/ Southhampton Solent University. (2012). *Critical thinking*. Retrieved from https://learn.solent.ac.uk/mod/book/view.php?id=2733&chapterid=1116 Schinkten, O. (2017). *10 skills students need to be successful.* Retrieved from https://learning.linkedin.com/blog/education/10-skills-all-students-need-to-be-successful	1.7 Source material is acknowledged.

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