

English for Academic Purposes Assessment Support Material

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

Assessor Guidelines

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

Note:

These 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. While this resource exemplifies how to assess delivery of English language spoken text in an academic context, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

Context/Setting

This activity requires students to deliver a short oral presentation in English for an academic purpose.

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
- assessment be conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards. By linking with a reading standard on a similar topic and text type (e.g. Unit Standard 30511) learners will become familiar with content, text structure, language features and specialised vocabulary.

Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Deliver a short oral presentation in English for an academic purpose.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- Assessment may be conducted in an actual or simulated situation that closely reflects an authentic context. This may include – seminar, speech, online presentation.
- The academic purpose can be decided by the assessor or the learner. It will involve answering a research question that could involve comparing, contrasting, problem solving, discussing, explaining cause and effect and presenting an argument.
- To demonstrate competency against the unit standard, the learner must deliver a presentation which he/she has prepared.
- Oral presentation for this standard:
 - must be at least five minutes long;
 - may include a brief question-and-answer session;
 - the delivery cannot be heavily reliant on written material but there may be occasional reference to this;
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Resource Requirements

- Activity that requires the learner to deliver a short presentation, including a research question.
- Source material(s) of sufficient complexity of content, which may include a course text, introductory academic text, non-fiction book, journal article or feature article.
- Visual aids, which may include slides, handouts, posters.

Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- For quality assurance purposes, including moderation, assessment against this unit standard must be recorded both aurally and visually. Recordings must ensure the learner and visual aids are clearly visible.
- Learners 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 learners during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment Activity

Unit standard:	30510
Standard title:	Deliver a short oral presentation in English for an academic purpose
Credits:	5
Resource title:	How to be a successful learner in a digital age
Assessor guidance:	Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text example in this assessment activity provides a model of a possible approach.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to deliver a short oral presentation for an academic purpose. The content of your presentation needs to demonstrate that you have a wide knowledge of your topic from the source material you used. You will also need to use visual aids that link well to your presentation. Your presentation will be video recorded for moderation purposes.

This activity will take place in class time.

Task

You have been reading about the use of digital learning strategies. Use relevant ideas from your reading to give a presentation answering **one** of the following research questions:

- Explain how students can 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?

Student Checklist

In this assessment task you will need to show you can do the following:	PC
<p>Make sure that your presentation addresses the topic and the research question. The content needs to demonstrate that you have a knowledge of your topic from the source material used. You need to:</p> <ul style="list-style-type: none"> • include information that shows that you have read and understood the topic well • include only content that is relevant to your research question. 	1.1
<p>Structure your content so that it flows logically and addresses the research question.</p> <ul style="list-style-type: none"> • After the introduction, ideas are presented and developed. • Cohesive devices are used to link ideas. • Sufficient information is provided and supported by reference to source material. • The conclusion provides a summary. 	1.2
<p>Ensure that your language is clear and easy to understand. This will include the following:</p> <ul style="list-style-type: none"> • pronunciation, i.e. pronounce words and phrases so that everyone can understand you; use correct rhythm, stress and intonation • fluency, i.e. speak with few hesitations • audibility, i.e. speak so that you can be heard clearly by everyone in the audience. 	1.3
<p>Use varied and complex language structures appropriate to an oral presentation with few mistakes so that your audience understands you.</p> <p>Language features may include:</p> <ul style="list-style-type: none"> • a variety of sentence structures, such as <ul style="list-style-type: none"> ○ simple, e.g. <i>For a long time teachers have not stressed this skill.</i> ○ compound, e.g. <i>The last C is one of the most important and that is creativity.</i> ○ complex sentences, e.g. <i>More and more, employers are wanting employees who are able to come up with creative and innovative solutions to issues.</i> ○ sentence fragments, e.g. <i>Of course not!</i> • use of appropriate verb forms, e.g. <ul style="list-style-type: none"> ○ passive voice, e.g. <i>... are valued...</i> ○ modals, e.g. <i>We should focus on...</i> ○ continuous, e.g. <i>Improved technology is contributing...</i> • use of appropriate questions, e.g. rhetorical questions. • use of appropriate discourse markers, e.g. <i>... the final strategy is...</i> 	1.4

<p>Use appropriate academic vocabulary that links to your topic and purpose.</p> <ul style="list-style-type: none"> • Check the academic word list to ensure that your presentation includes vocabulary appropriate to an academic audience. • Include specialised vocabulary linked to your topic. • Use the correct words and the correct form of words to get your meaning across. • Use varied vocabulary to keep your audience engaged, including synonyms. 	1.5
<p>Use strategies to ensure your audience can follow your presentation easily and be engaged throughout. This will include:</p> <ul style="list-style-type: none"> • non-verbal communication strategies, e.g. use of appropriate pauses, gestures appropriate to content and looking at your audience • verbal communication strategies, e.g. greetings, formal address, questions, rhetorical questions, repetition, discourse markers, closing, pitch and volume i.e. varying your intonation and how loudly or softly you speak in a way that links to what you are saying. 	1.6
<p>Use visual aids and ensure that they link well to your content. These may include:</p> <ul style="list-style-type: none"> • slides to accompany the presentation • whiteboard, e.g. a written overview of your 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 • a short video/audio clip, e.g. a recording of a research participant • maps, posters or pictures of key places, objects, events in presentation. 	1.7
<p>Acknowledge the source material you have used in your presentation. This may include:</p> <ul style="list-style-type: none"> • in-text citation in visuals on a PowerPoint slide or in a handout • a verbal acknowledgement as part of the presentation, e.g. <i>According to Schinkten...</i> • a reference list on a PowerPoint slide or in a handout. 	1.8

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Deliver a short oral presentation in English for an academic purpose. The presentation is at least five minutes and may include a brief question-and-answer session.	Refer to the evidence for 1.1–1.8 below.	A short oral presentation is delivered.
1.1 Relevant knowledge base is demonstrated to achieve the academic purpose.	<p>Presentation begins by setting the context and addressing the research question, e.g.</p> <p><i>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.</i></p> <p>Sufficient information is provided and is supported by reference to relevant source material throughout the presentation, e.g.</p> <p><i>Educational researchers have built on the work of Jean Piaget in their understanding that learning must be an</i></p>	<p>Content demonstrates a broad understanding of the topic most of the time.</p> <p>Content is relevant to the academic purpose and is clearly supported by relevant information from a range of source materials most of the time.</p>

	<p><i>active process rather than simply receiving and learning information.</i></p>	
1.2 The presentation is delivered in a generally structured and coherent manner.	<p>Content flows logically, e.g. after the introduction, ideas are presented and developed, e.g.</p> <p><i>First and most importantly, in order to be an active and independent learner it is important to... Another key strategy is knowing...</i></p> <p><i>Finally, students who succeed are those who can...</i></p> <p>Ideas are supported by reference to relevant research throughout the presentation, e.g.</p> <p><i>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.</i></p> <p>The conclusion provides a summary and looks at future developments, e.g.</p> <p><i>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.</i></p>	<p>The presentation identifies the topic and purpose.</p> <p>Content is structured and demonstrates a broad understanding of the topic most of the time.</p> <p>Content is clearly supported by a range of relevant research and theories most of the time.</p> <p>A clear conclusion is provided.</p>
1.3 The language is spoken clearly and is generally understood. Range: <ul style="list-style-type: none">audibility, fluency, pronunciation.	<p>This includes:</p> <ul style="list-style-type: none"> pronunciation fluent speech with few hesitations and correct intonation, stress and rhythm audibility. 	<p>The presentation is generally clear and easily understood. This means that:</p> <ul style="list-style-type: none"> pronunciation is correct most of the time fluency and audibility are conventional and do not impede meaning most of the time.

1.4 Varied English language structures are used with general control. Inaccuracies seldom impede meaning.	<p>These may include:</p> <ul style="list-style-type: none"> • a variety of sentence structures, such as <ul style="list-style-type: none"> ◦ simple sentences, e.g. <i>Questions are at the heart of learning in a digital environment.</i> ◦ compound sentences, e.g. <i>Everyone can use Google, but searching for specific information well takes practice.</i> ◦ complex sentences, e.g. <i>Search engine results are determined by several factors which include user location and search history.</i> ◦ sentence fragments, e.g. <i>But wait...</i> • use of appropriate verb forms, e.g. <i>It has been suggested</i> (passive), <i>could give more interesting results</i> (modals), <i>they are comparing grades...</i> (continuous). • use of questions e.g. <i>So, what has research told us about the use of learning strategies in this context?</i> • use of discourse markers, e.g. <i>However, it is important...</i> 	<p>Presentation includes a range of language structures appropriate to an oral presentation used correctly most of the time.</p> <p>Inaccuracies seldom impede communication.</p>
1.5 Appropriate academic vocabulary is used throughout the presentation.	<p>This may include:</p> <ul style="list-style-type: none"> • academic vocabulary, e.g. <i>investigate, evaluate, accentuate, transform</i> • word choice • specialised vocabulary/collocations, e.g. <i>Twitter, hashtag, domains of knowledge, knowledge building communities, ChatGPT, AI generated...</i> 	<p>A range of vocabulary appropriate to the topic and the academic context is used correctly most of the time.</p>
1.6 Communication strategies are used to promote engagement with the audience.	<p>Strategies are used that help the audience to follow the content. These may include:</p>	<p>Presentation holds the interest of the audience by using a range of verbal and non-verbal communication strategies appropriately.</p>

	<ul style="list-style-type: none"> • pauses for effect, e.g. after a question or an important statement, e.g. <i>So, what has research told us about different learning strategies? [Pause]</i> • changes in pitch and volume linked to intended purpose, e.g. <i>so</i> (with rising intonation) • gestures and facial expressions linked to content • varied vocabulary to promote engagement, including synonyms • asking appropriate questions to stimulate discussion, e.g. <i>So how can we take a more creative approach to learning?</i> 	
<p>1.7 Visual aids are used to contribute to the presentation.</p>	<p>These may include:</p> <ul style="list-style-type: none"> • 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 • slides to accompany presentation • video/audio clip, e.g. a recording of a research participant • maps, posters or pictures of key places, objects, events in presentation. 	<p>Visual aids are used appropriately to support the presentation.</p> <p>The visual aids used are relevant and support the presentation.</p>
<p>1.8 Source material is acknowledged.</p> <p>Range:</p> <ul style="list-style-type: none"> • may be included in – slides, handout, oral reference. 	<p>Source materials may include but are not limited to written sources, diagrams, visuals, audio clips.</p> <p>Acknowledgement may include but is not limited to:</p> <ul style="list-style-type: none"> • 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. <i>According to Resnick...</i> 	<p>Source material is acknowledged. This may include in-text citations, a reference list, or oral reference.</p> <p>N.B. Oral acknowledgement of the details of each source is not usually required.</p>

	<ul style="list-style-type: none">• a reference list on the final slide of a power point or in a handout. References use a recognised format, e.g. APA.	
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.

Model presentation on a parallel topic

NB. This model presentation is not authentic learner work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level.

Research question: Which strategies and skills are most important in being a successful learner at the tertiary level? Evaluate a range of strategies and skills that lead to success in tertiary studies.

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.

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.

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.

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 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

1.1 Presentation addresses the research question and displays a knowledge base, incorporating content relevant to the academic context.

1.4 Varied English language structures are used with general control. Inaccuracies seldom impede meaning.

1.5 Vocabulary is appropriate to the academic context.

1.2 The presentation is delivered in a generally structured and coherent manner.

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 up 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.

984 words

1.7 Visual aids are used to contribute to the presentation.

Reference list

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

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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-studentsneed-to-be-successful>

1.8 Source material is acknowledged.