NZQA Assessment Support Material

Unit standard	31027				
Title	Deliver a developed presentation on a familiar topic (EL)				
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 candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

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 guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

AWARD OF CREDIT

This unit standard can be awarded with an Achieved, Merit or Excellence grade.

CONDITIONS OF ASSESSMENT

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

- All assessment activities must be conducted in English, which must not be the candidate's first language.
- Candidates may request assistance to understand the requirements of the assessment task.
- Candidates must speak for a minimum of four minutes.
- The presentation must be the candidate's own work. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to written notes or cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. Visuals may include a minimal amount of written text, and should not be assessed as part of this standard.
- For the purposes of moderation, the assessment must be recorded audio-visually. Recorded work must not be edited. Guidelines for digital visual submissions be found in *Preparing digital visual submissions for moderation,* accessed at: http://www.nzqa.govt.nz.

Context/setting

It is recommended that:
- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level high B1. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales.
- Candidates may use the Student Checklist to guide 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.
- Definitions:
  -*Errors* refer to systematic use of incorrect language features.
  -*Inconsistencies* refers to a lack of control in language features, where the candidate can self-correct if necessary
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment task

Candidates will deliver a developed presentation on a social issue of importance to them.

The presentation will need to be:

- at least 4 minutes long
- organised, developed and relevant to topic purpose, audience and context
- showing the learner using a range of appropriate language features and conventions with adequate control
- understood by the audience.

Marking checklist

Candidate's name: _____ Date: _____

Performance Criteria	Criteria met
Presentation is a minimum of 4 minutes	Yes / No
Achieved: presentation of information is generally organised, developed, and relevant to the topic, purpose, audience and context.	Yes / No
Merit: presentation of information is organised, developed and connected.	Yes / No
Excellence: presentation of the information is effectively organised, developed and connected.	Yes / No
Achieved: presentation demonstrates use of a range of appropriate language features and conventions with adequate control.	Yes / No
Merit: presentation demonstrates the use of a wide range of appropriate language features and conventions with good control.	Yes / No
Excellence: presentation demonstrates the use of a wide range of language features and conventions with consistent control to communicate ideas effectively.	Yes / No
Range: Language features include grammatical, lexical and phonological features relevant to content and context: Grammatical features include: use of verb tenses/ forms, sentence structure, word order. Lexical features include: word choice and grammatical form. Phonological features include: pronunciation, intonation, stress, pace, audibility, rhythm. Conventions include verbal and non-verbal strategies and behaviour such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context	
Achieved: Spoken text may contain errors and inconsistencies, but these do not obscure meaning.	Yes / No
Merit: Meaning of spoken text is conveyed with minor inconsistencies.	Yes / No
Excellence: Meaning of spoken text is conveyed with minimal inconsistencies.	Yes / No

Assessor: _____ Date: _____

Assessment Schedule

Unit standard 31027					
Title	Deliver a developed presentation on a familiar topic (EL)				
Level	3	**Credits**	5	**Version**	1

Outcome 1
Deliver a developed presentation on a familiar topic (EL)

Range   may include but is not limited to – presentation of information or instructions, persuasive oral texts, recounts of past events; minimum of four minutes in duration.

Achieved	Merit	Excellence
Presentation of information is generally organised, developed, and relevant to the topic, purpose, audience and context.	Presentation of information is organised, developed and connected.	Presentation of information is effectively organised, developed and connected.
Judgement Content is structured logically and developed most of the time. Content is suited to the chosen topic, purpose and the audience most of the time.	**Judgement** Content is structured so that it is easy to follow and is connected with minor lapses.	**Judgement** Content is clearly organised, structured and developed so that it flows well over the whole presentation and between and within sections with only minimal lapses.

Achieved	Merit	Excellence
Evidence This means that: The presentation begins with an introduction that sets the context and introduces the topic which is appropriate to the assessment task e.g. *When people think about China they think of its history or the new technology made in China. But how many of you think about the workers in China who built those buildings or produced your new iPhone?* After the introduction, ideas are presented in a logical order and developed by giving main ideas and additional details and examples e.g.	Evidence This means that: The presentation has only minor lapses in organisation and development of information. Ideas are connected between and within sections e.g. by using • connectives *e.g. also, however, when* • conjunctions to link ideas e.g. *and, but, so, because* pronoun reference e.g*. They tend to…* e.g. ***So*** *why do migrants workers leave **their** homes and families to go to the city? Many do this to earn money for their children and parents. Some want a more exciting life, like*	Evidence This means that: The presentation is consistently arranged in logical sections that are linked to each other e.g. *There are millions of migrant workers in China who…* *These migrant workers live away from their families all year and may .* *When the migrant workers are away from home …* *What is more, migrant workers have very few rights as workers.* Ideas are expanded on or clarified by adding detail with explanations, evidence and examples e.g. *What is more, migrant workers have very few*
There are millions of migrant workers in China who move from the countryside to cities to find work. Over 145 million people moved to cities in 2009. That's more than 10% of the total population of China. *Migrant workers live away from their families and may only see them once a year. Every year about 70 million migrant workers travel*	*the one they see on TV. **Furthermore** if they stay in the countryside, they can't earn very much money.* ***But*** *even though migrant workers have usually left their homes to help support **their** families, **they** are often looked down on by the city residents. **They** usually come from a different province, **so** they may look a bit different and speak a different dialect.*	*rights as workers. Sometimes they are not paid by bosses, or they may be paid very badly or have to wait a long time for payment. They work long hours, often seven days a week. Their working conditions are usually very poor … They may not be given proper safety equipment or training in how to use it…*

Achieved	Merit	Excellence
home over the Spring Festival holiday to visit their families. Presentation closes with a conclusion that clearly signals the end, and may refer back to the introduction or summarise the main points *e.g.* *To sum up, many millions of workers experience hardship including separation from families, poor pay and unsafe working and living conditions.*	*Their Mandarin might not be very good ….*	Strategies are used effectively to help the listener follow the content e.g. through the use of discourse markers, rhetorical questions, body language and intonation to link ideas fluently e.g. *What's more, migrant workers have very few rights as workers.* *Why do they do it? Why do they leave their homes ...* Transitions are used to clearly signal different parts of the presentation e.g. - cohesive devices clearly link ideas between and within sections e.g. **However,** *you might be surprised to learn …* **These** *migrant workers … Another problem might be …..*

Achieved	Merit	Excellence
Presentation demonstrates the use of a range of appropriate language features and conventions with adequate control.	Presentation demonstrates the use of a wide range of appropriate language features and conventions with good control.	Presentation demonstrates the use of a wide range of appropriate language features and conventions with consistent control to communicate ideas effectively.
Judgement Presentation demonstrates the use of a number of language features and conventions. Lapses in control do not impact significantly on understanding. **Evidence** This means that some of the following language features and conventions are used correctly most of the time.	**Judgement** Presentation demonstrates the use of a larger number of language features and conventions. Any lapses are minor and do not affect understanding. **Evidence** This means that a larger number of the following language features and conventions are used correctly with few lapses that do not affect meaning.	**Judgement** Presentation demonstrates the use of a larger number of language features and conventions. These are used to effectively engage the audience. **Evidence** This means that several language features are used. They are consistently used appropriately and correctly and enhance the presentation.

Grammatical language features:
- verb tenses and verb forms e.g.
    - *live* (present simple)
    - *are working* (present continuous)
    - r*eported* (past simple)
    - *may* (modal)
- correct sentence structure e.g.
    - *Migrant workers have very few rights as workers.* (simple sentence)
    - *Their Mandarin might not be very good and many have left school very early.* (compound sentence)
    - *Even though migrant workers have usually left their homes to help their families, they are often looked down on by city residents.* (complex sentence)
    - *May also include But many don't.* (sentence fragment)

Achieved	Merit	Excellence

- correct word order e.g. *They usually come from a different province* not *From a different province they usually come.*
- cohesive devices including
    - connectives e.g. *As a result ... On the other hand …*
    - conjunctions e.g. *but, because, so*
    - repetition of keywords, ideas or structures *e.g. I hope that one day... I continue to hope that …*
    - pronoun reference *e.g. this, that, it, they, you*
    - repetition of vocabulary e.g. *migrate, migrants*
    - lexical chains e.g. *workers, factories, shifts.*

Lexical language features:
- word choice includes topic specific vocabulary e.g. *migrants, factory workers, rural areas*
- correct grammatical form e.g. *migrants; a migrant worker*

Phonological language features:
- correct pronunciation of words
- appropriate intonation, pace, volume and rhythm and stress.

Conventions include:
- verbal strategies
    - rhetorical questions e.g. *Why do they do it?*
    - hyperbole e.g. *Modern-day China has been built on the pain and sorrow of the migrant workers and the families they leave behind.*
    - anecdotes e.g. *I think about my parents and how much we enjoy spending time …*
    - inclusive language e.g. *Have you ever thought about who makes your iPhone?*
- non-verbal strategies
- appropriate eye contact
- gesture
- facial expression
- appropriate stance, such as standing up straight and facing the audience.

Achieved	Merit	Excellence
Spoken text may contain errors and inconsistencies, but these do not obscure meaning.	Meaning of spoken text is conveyed with minor inconsistencies.	Meaning of spoken text is conveyed with minimal inconsistencies.
Judgement There is some repeated incorrect language use, but the speaker can be understood. **Evidence** Refer to the examples above.	**Judgement** There are with only a few lapses in control of language. The speaker is easy to understand and can self-correct, if necessary. **Evidence** Refer to the examples above.	**Judgement** The speaker demonstrates sustained control of language throughout the presentation. **Evidence** Refer to the examples above.
Presentation is a minimum of four minutes long.		

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.