

## NZQA Assessment Support Material

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

### Student guidelines

#### 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.



- The presentation must be your own work.
- You can use cue cards as a prompt but must not read from written notes.
- You can support your presentation with visuals, such as a power point but these must not have lots of writing on them. Any visuals you use will not be assessed.
- You need to speak for at least four minutes.

Note:

- You can use the Student Checklist to help you practise the presentation.

## **Assessment task**

You will deliver a developed presentation of at least four minutes long on a social issue that is important to you.

Your presentation will need to be:

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

## Student Checklist

In this assessment task you will need to show that you can do the following:		
To Achieve	To achieve with Merit	To achieve with Excellence
<p>Present information which is generally organised and developed. This means that:</p> <ul style="list-style-type: none"> <li>• There is an introduction that gives the background and purpose of your presentation.</li> <li>• This is followed by information in order that develops ideas by giving additional details and examples.</li> <li>• There is a conclusion that signals the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas by providing more supporting detail, evidence, and examples.</li> <li>• Use linking words to join ideas in paragraphs and between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully develop ideas by expanding on ideas and providing additional details and explanation.</li> <li>• Clearly signal different parts of your presentation and link ideas all of the time.</li> </ul>
To Achieve	To achieve with Merit	To achieve with Excellence
<ul style="list-style-type: none"> <li>• use enough language features and conventions to communicate your ideas. These must be appropriate to the topic, purpose, audience and context.</li> </ul>	<ul style="list-style-type: none"> <li>• use a larger number of language features and conventions correctly with very few mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• use several language features and conventions correctly with almost no mistakes. Any mistakes do not affect meaning.</li> </ul>
<p><b>Language features include:</b></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• correct verb forms and tense e.g. <i>live, are living, lived, may</i></li> <li>• correct sentence structure e.g. <i>simple sentences, compound sentences and complex sentences</i></li> </ul>		

- correct word order e.g. *migrant workers*
- cohesive devices such as:
  - pronoun reference e.g. *this, they*
  - conjunctions e.g. *and, but, so, because, yet*
  - connectives e.g. *In the same way, However*
  - discourse markers e.g. *In the future we will need to ...*
- lexical chains e.g. *migrant workers, urban areas, factories*

Word use:

- correct word choice e.g. *significant*
- correct grammatical form e.g. *one suggestion is ... This suggests that ...*
- correct collocation e.g. *it is significant that*
- using words in the right order e.g. *as a significant social problem*

Speaking:

- Correct pronunciation of words
- Appropriate intonation with your voice going up or down to convey meaning
- Use of stress to emphasise important points, or stressing the correct part of a word
- Speaking at the right pace – not too fast, not too slow
- Speaking loudly enough to be heard by all of your audience
- Using correct rhythm

**Conventions include:**

- verbal strategies
  - rhetorical questions e.g. *Why do they do it?*
  - hyperbole e.g. *It was the best day ever!*
  - anecdotes e.g. *I think about my parents and how we enjoy spending time going to ...*
  - repetition e.g. *greater obstacles... greater goals...greatness.*
  - inclusive language e.g. *Have you ever thought about ...*
- non-verbal strategies
  - eye contact
  - gestures
  - facial expression
  - behavior such as standing correctly up straight and facing your audience.

**To Achieve**

**To achieve with Merit**

**To achieve with Excellence**

Your presentation can be <b>understood</b> by your audience. Any errors or inconsistencies do not obscure meaning.s	Your presentation should be <b>easily understood</b> with only some inconsistencies, some of which you self-correct.	Your presentation should be <b>very easily understood</b> with very few inconsistencies which you can self-correct.
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