

English Language Assessment Support Material

Unit standard	31027				
Title	Deliver a developed presentation on a familiar topic in English language				
Level	3	Credits	5	Version	2

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 a developed presentation on a familiar topic in English Language, 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 developed presentation on a familiar topic.

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 English Language unit standards at this level.

Award of Grades

This unit standard can be awarded with an *Achieved*, *Merit*, or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit* and *Excellence* criteria.

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 learner's first language.
- Learners may request assistance to understand the requirements of the assessment task.
- The assessor must be satisfied that the presentation is the learner's own work and must be audible and understood.
- The delivery of the presentation cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to written notes or cue cards.
- The presentation 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.

Resource Requirements

- Written notes or cue cards for occasional reference
- Devices to record and time the presentation

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.
- The presentation may have errors and inconsistencies in grammar, vocabulary and pronunciation, but they must not impede meaning.
- Visuals should not be assessed as part of this standard.
- For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at: <https://www2.nzqa.govt.nz>
- Definitions for this standard include:
 - *Conventions* refer to 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.
 - *Developed* refers to information and ideas which are expanded on or clarified by adding detail with explanations, examples, and/or evidence.
 - *Errors* refer to systematic use of incorrect language features.
 - *Inconsistencies* refer to variable control in language features, where the learner can self-correct if necessary.
 - *Presentation* refers to a speaker delivering information to an audience, either as a monologue or through an interactive dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product.
- 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: 31027

Standard title: Deliver a developed presentation on a familiar topic in English language

Credits: 5

Resource title: **An Important Social Issue**

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 examples and questions in this assessment activity provide models of possible approaches.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to deliver a developed presentation on a familiar topic in English language.

This activity will take place in class time.

- You may ask for help to understand the task instructions.
- Your presentation must be your own work.
- You can use cue cards or written notes as a prompt, but you must not read from them.
- You can support your presentation with visuals, such as a PowerPoint or Google Slides, but these must not have lots of writing on them. Any visuals you use will not be assessed.
- You must speak for at least four minutes.
- You can use the student checklist on the next page to help you practise the presentation.

Task

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

Your presentation needs to show that you can:

- Speak for at least four minutes and be understood by the audience.
- Organise and develop ideas relevant to the topic, purpose, audience, and context (PC 1.1).
- Use a range of appropriate language features and conventions with adequate control (PC 1.2).

For Merit and Excellence, there are additional criteria. For Merit, you must show you can identify supporting details. For Excellence, you must show you can identify the overall meaning/purpose with evidence from the text.

You can use the checklist on the next page to check that you have done everything correctly.

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
Present information which is generally organised and developed. This means that: • There is an introduction that gives the background and purpose of your presentation. • The introduction is followed by information in an order that develops ideas by giving additional details and examples. • There is a conclusion that signals the end.	Present of information is organised, developed, and connected. This means that: • Ideas are developed by providing more supporting detail, evidence, and examples. • Linking words are used to connect ideas in paragraphs and between paragraphs.	Presentation of information is effectively organised, developed, and connected. This means that: • Ideas are fully developed by expanding on ideas and providing additional details and explanation. • Different parts of your presentation are clearly signalled and ideas are linked all of the time.
To Achieve	To achieve with Merit	To achieve with Excellence
Use enough language features and conventions to communicate your ideas. These must be appropriate to the topic, purpose, audience and context.	Use a larger number of language features and conventions correctly with very few mistakes.	Use several language features and conventions correctly with almost no mistakes. Any mistakes do not affect meaning.
Language features include: Grammar: • correct verb forms and tense, e.g. <i>live, are living, lived, may</i> • correct sentence structure, e.g. <i>simple, compound, and complex sentences</i> • correct word order, e.g. <i>migrant workers</i> • cohesive devices such as: ○ pronoun reference, e.g. <i>this, they</i> ○ conjunctions, e.g. <i>and, but, so, because, yet</i> ○ connectives, e.g. <i>In the same way, However</i> ○ discourse markers, e.g. <i>In the future we will need to...</i> • lexical chains, e.g. <i>migrant workers, urban areas, factories.</i> Word use: • correct word choice, e.g. <i>significant</i> • correct grammatical form, e.g. <i>one suggestion is... This suggests that...</i> • correct collocation, e.g. <i>it is significant that</i> • using words in the right order, e.g. <i>as a significant social problem</i>		

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, e.g.
 - eye contact
 - gestures
 - facial expression
 - behaviour such as standing correctly up straight and facing your audience.

To Achieve	To achieve with Merit	To achieve with Excellence
Your presentation can be understood by your audience. Any errors or inconsistencies do not obscure meaning.	Your presentation should be easily understood with only some inconsistencies, some of which you self-correct.	Your presentation should be very easily understood with very few inconsistencies which you can self-correct.

Assessor's Marking Checklist

Candidate's name: _____

Date: _____

Performance Criteria	Criteria met
Presentation is a minimum of four 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 of appropriate language features include grammatical, lexical and phonological features relevant to content and context. This includes but is not limited to: - 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

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Assessment Criteria

Outcome 1

Deliver a developed presentation on a familiar topic in English language.

Range:

- may include but is not limited to a presentation of information or instructions, persuasive oral texts, recounts of past events;
- at least four minutes in duration.

Achieved	Merit	Excellence
1.1 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.

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. <i>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?</i> - After the introduction, ideas are presented in a logical order and developed by giving main ideas and additional details and examples. E.g. <i>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 home over the Spring Festival holiday to visit their families.</i> - Presentation closes with a conclusion that clearly signals the end, and may refer back to the introduction or summarise the main points. E.g. <i>To sum up, many millions of workers experience hardship including separation from families, poor pay and unsafe working and living conditions.</i>	Evidence This means that: - The presentation has only minor lapses in organisation and development of information. - Ideas are connected between and within sections by using: - connectives e.g. <i>also, however, when</i> - conjunctions to link ideas e.g. <i>and, but, so, because</i> - pronoun reference e.g. <i>They tend to...</i> 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 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. Their Mandarin might not be very good...	Evidence This means that: - The presentation is consistently arranged in logical sections that are linked to each other. E.g. <i>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.</i> - Ideas are expanded on or clarified by adding detail with explanations, evidence and examples. E.g. <i>What is more, migrants have very few 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...</i> - 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. <i>What's more, migrant workers have very few rights as workers. Why do they do it? Why do they leave their homes ...</i> - Transitions are used to clearly signal different parts of the presentation such as cohesive devices clearly link ideas between and within sections.
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		E.g. However , you might be surprised to learn... These migrant workers... Another problem might be...
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Achieved	Merit	Excellence
1.2 Range of appropriate language features and conventions are demonstrated in the presentation 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.	Judgement Presentation demonstrates the use of a larger number of language features and conventions. Any lapses are minor and do not affect understanding.	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 some of the language features and conventions below are used correctly most of the time.	Evidence This means that a larger number of the following language features and conventions below are used correctly with few lapses that do not affect meaning.	Evidence This means that several language features and conventions below 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); *reported* (past simple); *may* (modal)
- correct sentence structure such as:
 - *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)
 - *But many don't.* (sentence fragment)
- 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 Spoken text may contain errors and inconsistencies, but these do not obscure meaning.	Merit Meaning of spoken text is conveyed with minor inconsistencies.	Excellence 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 grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.