Formative assessment task
Unit Standard 22891: Deliver an oral presentation in English for an academic purpose.
The Millennium Development Goals
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NCEA Level 4	
Unit standard and Outcome	**Evidence requirements**
Unit standard 22891, version 2 **Outcome 1:** Deliver an oral presentation in English for an academic purpose.	1.1 Presentation addresses the academic purpose and displays a broad knowledge base, incorporating some theoretical concepts. Range: structure and content of presentation, coherence, relevance. 1.2 Spoken language is clear and easily understood. Range: word choice, pronunciation, fluency, audibility, accuracy. 1.3 Varied and complex English language structures are used with few inaccuracies. 1.4 Vocabulary is appropriate to the academic context. Range: vocabulary must be at the level as indicated by *A New Academic Word List*. 1.5 A range of strategies are used to promote sustained engagement with the audience. Range: strategies may include but are not limited to – non-verbal features such as pauses, changes in pitch and volume, gestures for effect, initiating and responding to interaction, originality. 1.6 Visual aids are used to contribute to the effectiveness of the presentation. Range: visual aids may include but are not limited to – whiteboard, realia, text, diagram, overhead transparency, power point, video/audio clip, map, poster; visual aids must be - relevant, clear, integrated into the presentation.

Resources

Formative assessments for other unit standards that could be used in conjunction with unit standard 22751:

- Listening: 'The Millennium Development Goals' (unit standard 22892)
- Reading: 'The Millennium Development Goals' (unit standard 22751)
- Writing: 'The Millennium Development Goals' (unit standard 22750)

Formative assessment
Assessor guidelines

Unit standard 22891, version 2
Unit standard 22891, version 2 **Deliver an oral presentation in English for an academic purpose** **Level 4**   **5 credits**

This unit standard has one outcome.
Outcome 1: Deliver an oral presentation in English for an academic purpose.

Conditions

- Candidates can be assessed in an actual or simulated situation, but it must reflect an authentic context such as a seminar, exposition, debate or speech.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.
- The presentation must be recorded both aurally and visually.
- The oral presentation must be eight to ten minutes long.
- The academic purpose for the assessment can be decided by the assessor or the candidate. It will involve answering a research question that could involve comparing, contrasting, problem solving, discussion and argument.

Assessment context
It is recommended that assessment of this unit standard be conducted in conjunction with study and assessment in other learning areas and with other EAP unit standards.

Notes for assessors

- It is important that assessors and candidates are familiar with the evidence requirements and the explanatory notes of the unit standard.
- For guidance on how to submit materials for moderation refer to the NZQA website.

Formative assessment
Student instructions

Unit standard 22891, version 2
Deliver an oral presentation in English for an academic purpose
Level 4   **5 credits**

This unit standard has one outcome.
Outcome 1: Deliver an oral presentation in English for an academic purpose.

- In this task you will need to prepare an oral presentation that focuses on a research question in an area you have been studying.
- You will need to use visual aids to support your oral presentation.
- The presentation will need to be eight to ten minutes long.
- Your presentation will be recorded to provide evidence that you have met the requirements.

Task

You have been reading about the Millennium Development Goals and progress that has been made towards achieving them. Choose one of goals and decide on a research question. Your research question will need to include an academic purpose e.g. to compare and contrast, to problem solve, to discuss, to argue. Plan the content of your presentation and then decide on the visual aids you will use.

For example, you could discuss to what extent the goal to end poverty has been met, or you could compare the progress that has been made in achieving universal primary education compared with reducing child mortality.

Ask your teacher to check your research question and your academic purpose.

Student checklist

In this assessment task you will need to show that you can do the following:

Ensure that your presentation addresses the research question and that the structure and content demonstrates that you have a broad knowledge of your topic, including relevant research and theories (1.1)
- structure your presentation so that it clearly links to the academic purpose
- only include content that relates to the research question
- include information that shows that you have read widely and understood the topic well
- structure your content so that it flows logically
- use strategies that help the listener to follow what you are saying

Ensure that your language is clear and easy to understand (1.2). This will include:
- word choice e.g. use the correct words to get your meaning across
- pronunciation e.g. pronounce words and phrases so that everyone can understand
- fluency e.g. speak with few hesitations, using correct rhythm, stress and intonation
- audibility e.g. speak so you can be heard clearly by everyone in the audience.
- accuracy e.g. use the correct form of words and correct language structures

Use varied and complex language structures with few mistakes (1.3). This may include:
- sentence structures include simple, compound and complex sentences
- rhetorical questions e.g. *Do you know how often…?*
- discourse markers e.g. *My final point is….*

Use appropriate academic vocabulary that links to your topic and purpose (1.4)
- include vocabulary appropriate to an academic audience
- include specialised vocabulary linked to your topic

Use strategies to ensure your audience are engaged throughout your presentation (1.5). This will include:
- non-verbal strategies e.g. appropriate pauses, gestures and facial expressions
- pitch and volume e.g. vary your intonation and how loudly or softly you speak in a way that links to what you are saying
- audience participation e.g. interact with the audience by initiating and responding to questions
- originality e.g. capture the audience's attention with your original ideas and original presentation.

Use effective visual aids and ensure that they link well to your presentation (1.6).
e.g. whiteboard, real objects, diagrams, overhead transparencies, power point, video or audio clips, maps, posters.

Formative assessment
Assessment schedule

Unit standard 22891, version 2
Deliver an oral presentation for an academic purpose
Level 4 　　　　　　　　　　　　　　　　　　　　　　　　　　　　 **5 credits**

Outcome 1: Deliver an oral presentation in English for an academic purpose.

Evidence requirements	Evidence	Judgment
1.1 Presentation addresses the academic purpose and displays a broad knowledge base, incorporating some theoretical concepts. Range: structure and content of presentation, coherence, relevance.	Presentation begins by setting the context and addresses the academic purpose e.g. *The Millennium Goal no 7 aimed to halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.* *This presentation will discuss the progress that has been made to meeting this goal and the challenges that are still to be faced.* There is evidence throughout the presentation of a broad understanding of the topic. Content is generally relevant to the topic. Statements made are generally supported by reference to relevant research and theories throughout the presentation e.g. *According to the Millennium Goals' Report (2012), the drinking water target has been met five years ahead of schedule.* Content is generally structured so that it flows logically. After the introduction, ideas are presented and developed. Cohesive devices are used appropriately. The conclusion provides a summary and looks at future developments.	Presentation begins by addressing the academic purpose. Content is generally supported by a broad range of research, including some theoretical concepts. Content is generally structured so that it fits the academic purpose and flows logically. Content generally includes relevant information.
1.2 Spoken language is clear and easily understood.	Spoken language is clearly understood - Correct words are chosen and pronounced accurately.	Spoken language is generally easily understood.

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Range: word choice, pronunciation, fluency, audibility, accuracy.	- The presentation flows with few hesitations and correct intonation, stress and rhythm are used - Voice is clearly audible - There are few grammatical errors	Word choice, pronunciation, fluency, audibility and accuracy are conventional and do not interfere with meaning most of the time.
1.3 Varied and complex English language structures are used with few inaccuracies.	A range of sentence structures is used. These may include: simple sentences e.g. *In our country we often take water for granted.* compound sentences e.g. *It's about a humanitarian tragedy but it's also about human dignity.* complex sentences e.g. *I think we need to really push for a higher percentage of national administrations who will make this issue a high priority because it has such a tremendous effect on people.* A range of language features appropriate for oral text is used. These may include: - rhetorical questions e.g. *So, what have scientists learned?* - sentence fragments e.g. *Completely enlightened self-interest!* - discourse markers e.g. *but remember….First and foremost… To sum up…*	Presentation uses varied and complex language structures that are appropriate to an oral presentation, and are used correctly most of the time.
1.4 Vocabulary is appropriate to the academic context. Range: vocabulary must be at the level as indicated by *A New Academic Word List*.	Presentation includes specialised vocabulary appropriate to the topic and academic vocabulary appropriate to the academic purpose e.g. - academic vocabulary such as: *enlightened, investigate, exposure, access, solidarity* - specialised vocabulary such as: *an envoy, sanitation, poverty, gender equality*	A range of vocabulary appropriate to the topic and the academic context is used correctly most of the time. Vocabulary at the level of *A New Academic Word List* is included.
1.5 A range of strategies is used to promote sustained engagement with the audience. Range: strategies	There is evidence of a range of verbal and non-verbal strategies used effectively to engage the audience. These may include: - pauses for effect e.g. after a rhetorical question or an important statement e.g. *So, what have scientists learned?*	Presentation sustains the interest of the audience by using a range of verbal and non-verbal features.

may include but are not limited to – non-verbal features such as pauses, changes in pitch and volume, and gestures for effect, initiating and responding to interaction, originality.	*(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. *How do you think this relates to...?* - asking questions to help the listener to follow the content e.g. *So the question is, what targets still need to be met?* - responding to questions/comments from the audience e.g. e.g. *I'm glad you asked that because…* - originality e.g. ability to be spontaneous in approach and ideas e.g. an introduction that captures attention such as: *There is one substance in the universe that all life depends on. It exists as a ... So what is this special substance? (Speaker holds up a glass of water).*	
1.6 Use of visual aids contributes to the effectiveness of the presentation. Range: Visual aids may include but are not limited to – whiteboard, realia, text, diagram, overhead transparency, power point, video/audio clip, map, poster; visual aids must be – relevant, clear, integrated into the presentation.	Visual aids are used effectively by being integrated into the presentation. They are clearly presented. Visual aids may include: - whiteboard e.g. an overview of presentation is written - realia e.g. objects that relate to the topic - text e.g. a handout of key points - diagram e.g. a diagram that illustrates a point being made - OHT e.g. transparencies of relevant quotes from key research - power point e.g. slides to accompany presentation (this may include images, text, diagrams, video/audio clip etc.) - video/audio clip e.g. a recording of a research subject - maps, posters or pictures of key places, objects, events in presentation.	At least two visual aids are used appropriately to support the presentation. They are generally clear, relevant and integrated into the presentation.