

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 4 Outcome 1: Deliver an oral presentation in English for an academic purpose.	<p>1.1 Presentation addresses the academic purpose and displays a broad knowledge base, incorporating some theoretical concepts in a structured and coherent manner.</p> <p>1.2 Spoken language is clear and understood. This includes pronunciation, fluency and audibility.</p> <p>1.3 Varied and complex English language structures are used with good control. Inconsistencies seldom impede communication.</p> <p>1.4 Vocabulary is appropriate to the academic context and specialist vocabulary is evident throughout.</p> <p>1.5 A range of strategies is used to promote sustained engagement with the audience. Strategies may include but are not limited to – non-verbal features such as pauses, changes in pitch and volume, gestures for effect, eye contact, initiating and responding to interaction, originality.</p> <p>1.6 Visual aids are used to contribute to the effectiveness of the presentation. These may include but are not limited to – whiteboard, realia, text, diagram, power point, video/audio clip, map, poster.</p> <p>1.7 Source material is acknowledged.</p>

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 4	
Level 4	5 credits
This unit standard has one outcome. Outcome 1: Deliver an oral presentation in English for an academic purpose.	
Conditions <ul style="list-style-type: none">• 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 a minimum of eight 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 <p>It is recommended that assessment of this unit standard is conducted in conjunction with study and assessment in other learning areas and with other English for Academic Purposes unit standards.</p>	
Notes for assessors <ul style="list-style-type: none">• The unit standard is at a level comparable to the Common European Framework of Reference for Languages (CEFR) mid B2. It is recommended that teachers have a good understanding of the competencies required at this level.• It is important that assessors and candidates are familiar with the performance criteria and the guidance information of the unit standard.•	

Formative assessment
Assessment schedule

Unit standard 22891, version 4 Deliver an oral presentation for an academic purpose		
Level 4		5 credits
Outcome 1: Deliver an oral presentation in English for an academic purpose.		
Performance criteria	Evidence for Achievement	Judgments for Achievement
<p>1.1 Presentation addresses the academic purpose and displays a broad knowledge base, incorporating some theoretical concepts in a structured and coherent manner.</p>	<p>Presentation begins by setting the context and addresses the academic purpose e.g. <i>The Millennium Goal no 7 aimed to halve the proportion of the population without sustainable access to safe drinking water and basic sanitation by 2015.</i></p> <p><i>This presentation will discuss the progress that has been made to meeting this goal and the challenges that are still to be faced.</i></p> <p>There is evidence throughout the presentation of a broad understanding of the topic. Content is relevant to the topic. Statements made are generally supported by reference to relevant research and theories throughout the presentation e.g. <i>According to the Millennium Goals' Report (2012), the drinking water target has been met five years ahead of schedule.</i></p> <p>Content is structured so that it flows logically. After the introduction, ideas are presented and developed.</p> <p>Cohesive devices are used appropriately. The conclusion provides a summary and looks at future developments.</p>	<p>Presentation begins by addressing the academic purpose.</p> <p>Content includes relevant information.</p> <p>Content is supported by a broad range of research, including some theoretical concepts. Source materials used are of sufficient complexity.</p> <p>Content is structured so that it fits the academic purpose and flows logically.</p>
<p>1.2 Spoken language is clear and easily</p>	<p>Spoken language is clearly understood</p>	<p>Spoken language is easily understood.</p>

<p>understood. This include pronunciation, fluency and audibility.</p>	<ul style="list-style-type: none"> - Words are chosen and pronounced accurately. - The presentation flows with few hesitations and correct intonation, stress and rhythm are used - Voice is clearly audible 	<p>Pronunciation, fluency, and audibility are conventional and do not interfere with meaning most of the time.</p>
<p>1.3 Varied and complex English language structures are used with good control. Inconsistencies seldom impede communication.</p>	<p>A range of sentence structures is used with good control. These may include:</p> <ul style="list-style-type: none"> - simple sentences e.g. <i>In our country we often take water for granted.</i> - compound sentences e.g. <i>It's about a humanitarian tragedy but it's also about human dignity.</i> - complex sentences e.g. <i>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.</i> <p>A range of language features appropriate for oral text is used. These may include:</p> <ul style="list-style-type: none"> - rhetorical questions e.g. <i>So, what have scientists learned?</i> - sentence fragments e.g. <i>Completely enlightened self-interest!</i> - discourse markers e.g. <i>but remember....First and foremost... To sum up...</i> 	<p>Presentation uses varied and complex language structures that are appropriate to an oral presentation, and are used correctly most of the time.</p>
<p>1.4 Vocabulary is appropriate to the academic context and specialist vocabulary is evident throughout.</p>	<p>Presentation includes academic vocabulary appropriate to the academic purpose and specialised vocabulary appropriate to the topic e.g.</p> <ul style="list-style-type: none"> - academic vocabulary such as: <i>enlightened, investigate, exposure, access, solidarity</i> - specialised vocabulary such as: <i>an envoy, sanitation, poverty, gender equality</i> 	<p>A range of vocabulary appropriate to the topic and the academic context is used.</p>

<p>1.5 A range of strategies is used to promote sustained engagement with the audience. Strategies may include but are not limited to – non-verbal features such as pauses, changes in pitch and volume, and gestures for effect, eye contact, initiating and responding to interaction, originality.</p>	<p>There is evidence of a range of verbal and non-verbal strategies used effectively to engage the audience. These may include:</p> <ul style="list-style-type: none"> - pauses for effect e.g. after a rhetorical question or an important statement e.g. <i>So, what have scientists learned? (Pause).</i> - changes in pitch and volume linked to intended purpose e.g. <i>so (with rising intonation).</i> - gestures and facial expressions linked to content - maintaining appropriate eye contact with the audience - asking appropriate questions to stimulate discussion e.g. <i>How do you think this relates to...?</i> - asking questions to help the listener to follow the content e.g. <i>So the question is, what targets still need to be met?</i> - responding to questions/comments from the audience e.g. <i>e.g. I'm glad you asked that because...</i> - originality e.g. ability to be spontaneous in approach and ideas e.g. an introduction that captures attention such as: <i>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).</i> 	<p>Presentation sustains the interest of the audience by using a range of verbal and non-verbal features.</p>
<p>1.6 Use of visual aids contributes to the effectiveness of the presentation. These may include but are not limited to – whiteboard, realia, text, diagram, overhead transparency, power</p>	<p>Visual aids are used effectively by being integrated into the presentation. They are clearly presented. Visual aids may include:</p> <ul style="list-style-type: none"> - 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 	<p>Visual aids are used appropriately to support the presentation. They are generally clear, relevant and integrated into the presentation.</p>

<p>point, video/audio clip, map, poster.</p>	<ul style="list-style-type: none"> - diagram e.g. a diagram that illustrates a point being made - 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. 	
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<p>1.7 Source material is acknowledged</p>	<p>Source materials including written texts, diagrams, visuals, audio clips are acknowledged. This may include:</p> <ul style="list-style-type: none"> - appropriate citation at the point used <i>e.g. on the power point slide where the source is used or in a handout</i> - a reference list on the final slide of a power point or in a handout. <p>References use a recognised format e.g. APA is followed</p>	<p>Source material is acknowledged. This includes in-text citations and a reference list.</p>
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Formative assessment
Student instructions

Unit standard 22891, version 4	
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.	
<ul style="list-style-type: none">• In this task you will need to prepare an oral presentation that focuses on a research question in an area you have been studying.• Your presentation must be in your own words.• You will need to use visual aids to support your oral presentation.• You will need to speak for at least eight minutes.• Your presentation will be recorded to provide evidence that you have met the requirements.	
Task You have been reading about the Millennium Development Goals. Choose one of the 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. 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 quality education compared with eradicating diseases. Ask your teacher to check your research question and your academic purpose. Plan the content of your presentation and then decide on the visual aids you will use.	

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
- ensure that the structure helps the listener to follow what you are saying.

Ensure that your language is clear and easy to understand (1.2). This will include:

- 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.

Use varied and complex language structures with few mistakes (1.3). This may include:

- sentence structures e.g. simple, compound and complex sentences e.g. *Vietnam has achieved a great deal in lessening the effects of extreme poverty.* (simple sentence)
The nation still needs to ensure access to social protection services to urban migrants and ensure that remote rural communities are not left behind. (compound sentence)
Although there has been encouraging progress, poverty alleviation among migrants from rural areas still face great challenges. (complex sentence)
- rhetorical questions e.g. *Do you know how often...?*
- discourse markers e.g. *The three main concerns are... ; In this way...; My final point is.....*

Use appropriate academic vocabulary that links to your topic and purpose (1.4). This includes:

- correct word choice to get your meaning across e.g.
- vocabulary appropriate to an academic audience e.g. *disparity, pursue, caution*
- specialised vocabulary linked to your topic e.g. *poverty alleviation, urban migrants, rural communities, sustainable agriculture*

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
- eye contact e.g. engage the audience by looking around at them as you speak rather than reading from your notes.

- audience participation e.g. interact with the audience by initiating and responding to questions
- originality e.g. capture the audience's attention with your creative ideas and presentation.

Use visual aids effectively and ensure that they link well to your presentation (1.6). These could include the use of a whiteboard, real objects, diagrams, power point, video or audio clips, maps, posters.

Acknowledge the source material that you have used (1.7) This will include:

- in-text citation e.g. on a power point slide or in a handout.
- a reference list using a recognised format e.g. APA

Formative assessment
Model text

The academic purpose: *Discuss similarities between two different cultures*

Presentation addresses the academic purpose and displays a broad knowledge base, incorporating some theoretical concepts in a structured and coherent manner. (1.1)

Varied and complex English language structures are used with control. Inconsistencies seldom impede communication (1.3)

Vocabulary is appropriate to the academic context and specialist vocabulary is evident throughout (1.4)

Good morning everyone (opening PPT slide – image of dragon boats and a map of China).

I first began thinking about similarities between the Chinese and Māori cultures last Wednesday when we celebrated the Dragon Boat festival. The boats, which are raced, are in the shape of a dragon and my homestay father remarked that the dragon is similar to the traditional Māori symbol called taniwha. When I researched information I discovered some connections between them. Firstly they both have the appearance of a snake. As you can see (points to a slide) here is the Chinese dragon and here is the taniwha. Secondly both of them can control the powers of nature. This started me thinking of other connections between Chinese culture and Māori culture. Are the two cultures really so far apart?

The first idea I'd like to talk about is similarities in the way the Māori and Chinese cultures have recorded information, ideas and history (slide showing Maori patterns and Chinese characters). Māori culture has been kept alive orally because Māori didn't have a written language. However there is a strong tradition of using symbols and patterns to record the story of ancestors. Similarly, the Chinese written language uses distinctive symbols or characters, to represent each word (slide). During the centuries Chinese symbols have changed from the traditional characters to the modern simplified script. But the traditional form didn't disappear. They are still used nowadays in art (points to slide of both scripts). According to Kefeng Chu, Director of Richiwi Ltd NZ, there are further similarities. In the Chinese language meetings are called 'hui', just as they are in Maori. There are six singular vowels in Chinese – 'a, o, e, i, u, ü' and five vowels in Te Reo Maori – 'a, e, i, o, u'. I wonder – is this just coincidence?

Another interesting similarity between the two cultures is the building style. As you can see (points to slide) the traditional Chinese buildings and the Māori buildings both have a similar shape. Chinese like to place carved lions in front of the building and animals on the roof (slide). Māori also put tekoteko on their roof of their meeting house. Rangi, Papa and Maui are carved on the Amo (slide) which means upright post. So in both cultures

Spoken language is clear and understood. This includes pronunciation, fluency and audibility (1.2)

A range of strategies is used to promote sustained engagement with the audience e.g. a rhetorical question, followed by a pause. (1.5)

the Amo's are auspicious characters in traditional religion sent to protect, promote good luck and ensure stability.

Thirdly, there are remarkable similarities in traditional spirituality between the two cultures. In both cultures everything has a spirit and so people should show respect. This word means human in the Chinese script (points to slide). As you can see it shows a person respecting nature because they are bowing down (student demonstrates a bow). Furthermore Māori traditions state that after death the soul will go to Cape Reinga (points to new slide) to be reborn. Traditional Chinese beliefs also include a belief in reincarnation.

Gestures are used for effect e.g. pointing down and pointing up. (1.5)

A further similarity is the importance of a special stone nephrite - jade or in Māori pounamu (shows a Chinese jade ornament and a Māori pounamu). The most prized minerals in European cultures include gold and diamonds. However, for both Māori and Chinese, it is nephrite. Both cultures – at different times – have employed it as a tool, a weapon, a talisman, an aesthetic object, and it is believed to have spiritual meaning. It is a natural treasure, and has been highly valued, fought for and exploited.

Visual aids are used to contribute to the effectiveness of the presentation e.g. realia, power point (1.6)

In conclusion, despite obvious differences, the traditions between the two cultures are really similar. But is this really surprising given what we now know about the migration of people around the Pacific? (points to PPT slide with map of early migration around the Pacific). Victoria University of Wellington zoologist, Dr Geoff Chambers, believes DNA analysis shows Māori migrated from mainland China to Taiwan, the Pacific Islands and eventually to Aotearoa. If Chinese and Māori are known to have the same ancestors, cultural similarities are hardly surprising.

Source material is acknowledged (1.7)

(Final slide – reference list)

Do you have any questions?