

Formative task - Assessor Guidelines

Unit standard		30510			
Title	Deliver a short oral presentation in English for an academic audience				
Level	3	Credits	5	Version	1

Note

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. The assessor will need to change figures, measurements or data sources or set a different context or topic.

See Generic Resources and Guidelines at

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>.

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and the 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 grade only.

Conditions of assessment

This is an open book assessment that will take place over a timeframe set by the assessor.



- Students must be assessed in a situation which closely reflects an authentic context, such as a seminar or speech.
- The presentation must be in the student's own words.
- The oral presentation should be five minutes long and must not be more than eight minutes long.
- The academic purpose of the assessment can be decided by the assessor or the student. It will involve answering a research question that could involve comparing, contrasting, problem solving, discussion, argument.

- For quality assurance purposes, including moderation, assessment against this unit standard must be recorded both aurally and visually. For guidance on how to submit materials for moderation please refer to: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/preparing-digital-visual-submissions-for-moderation/>

Resource requirements

Students must use source materials of sufficient complexity of content appropriate to CEFR low B2. This may include a course textbook, introductory academic text, non-fiction book, journal article, feature article. The vocabulary of source materials used must include academic vocabulary. A New Academic Word List is available at:

<http://www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx>.

Context/setting

It is recommended that assessment for this standard is linked with study and assessment in other learning areas. This could include unit standard 30511 *Read and apply information in English for academic purposes*; unit standard 30508 *Write a short crafted text for a specified audience using resource material in English for an academic purpose*; unit standard 30507 *Write a short text under test conditions in English for an academic purpose* and unit standard 30509 *Demonstrate understanding of a short spoken text and apply information in English for an academic purpose*.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at CEFR level low B2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by this standard. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- It is important that students are familiar with the requirements of the outcome, performance criteria and guidance information of the unit standard.
- Although the level of the spoken text must meet the requirements of CEFR low B2, some vocabulary from a higher level that is relevant to the topic and context should be used in order to meet the requirements of the standard.
- Students may use the model presentation in this document and the checklist to guide their preparation and to ensure they meet all the performance criteria.
- The assessment schedule is for assessors only and is not to be shared with students during the assessment process.
- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of student evidence and to safeguard the validity of assessment.

Assessment task

The academic purpose may be determined by the assessor, or by the student. The academic purpose for this task is discussion of the research question.

Students will deliver a short presentation answering the research questions below.

Research question

Is a sense of 'belonging' important? Give reasons to support your point of view.

NB Students may choose to talk about general aspects of belonging e.g. within wider society or within a group that is relevant to them e.g. a social, religious or cultural contexts.

The audience

Students are presenting to fellow students and teachers.

The following texts are at a suitable level for this standard.

Enoka, M. (2015). Being young and Muslim in New Zealand. The Wireless. Retrieved from <http://thewireless.co.nz/articles/being-young-and-muslim-in-new-zealand>

Johnstone, T. & Kimani, M. (2010). *Wellington Refugee Youth Issues Summary Backgrounder for Wellington people working with refugee-background youth.*

New Zealand Immigration. (n.d.). Families on the move: helping kids cope with migration. *New Zealand Now*. Retrieved from <https://www.newzealandnow.govt.nz/resources/families-on-the-move-helping-kids-cope-with-migration>

Tan, L. (2016). Migrant youth in NZ face daily struggle with identity. *New Zealand Herald*. Retrieved from http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11640203

Model presentation on a parallel topic

Academic purpose: Discussion

Research question: Today, more than ever, showing acts of kindness is important. Discuss using evidence to support your viewpoint.

Good morning. I want you to think about a time someone was kind to you. How did you feel? Now think about a time someone was unkind. What did that feel like? Today I am going to discuss what kindness is, why it is important and how we can encourage greater kindness. Kindness can be defined as being friendly, generous, and considerate. Gentleness, concern, and care are words that are associated with kindness. Kindness is encouraged by most religions and by people as different as the Dalai Lama and Lady Gaga.

So, why is kindness important? Kindness is obviously important to the recipient. Maya Angelou said “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

But kindness is also important to the person being kind. I’m sure that you have heard about Darwin and the survival of the fittest. Survival of the fittest is usually associated with selfishness, that surviving means to look out for yourself and not caring about others. But in fact Darwin actually didn’t see people as being just competitive and self-interested. Darwin believed that we are actually a caring species. He argued that caring for others is a natural instinct and that it brings benefits to both the recipient and to the person being kind. New research supports this idea. Science has now shown that sharing resources with others, rather than having more and more for yourself, brings about long-term personal well-being. Kindness has been found by researchers to be the most important predictor of satisfaction and stability in relationships. This sort of kindness helps to create a sense of community and we all benefit from living in strong caring communities.

I’m sure you will have seen and even carried out acts of kindness. But there are many different ways to practise kindness and not all are obvious. We are probably most familiar with acts of kindness to other people. This type of kindness involves being aware of other people. Ask

1.1 Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner.

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

yourself - Do you notice when people could use a helping hand? This type of kindness can be a kind word, a smile, opening a door, or helping carry a heavy load. All of these can be acts of kindness. But it can also be talking to a new student or helping someone who is being bullied or refusing to gossip either in person or online using social media.

However there are less obvious types of kindness. One is a willingness to celebrate someone else's successes. Kindness is being happy for another person. In fact, research suggest that it is as important to pay attention to someone's success as it is to support them when times are difficult. Kindness is also about telling the truth in a gentle way that is helpful to the other person. Both giving and receiving accurate feedback in a loving and caring way is an important part of a good relationship. The courage to give and to receive truthful feedback is a key part of growing up.

Another aspect of kindness is being kind to yourself. Do you treat yourself kindly? Do you speak gently and kindly to yourself and take good care of yourself? Have you ever noticed how you talk to yourself? Do you say things to yourself that you would never say to a friend, or other human being for that matter? Are you often self-critical? If so, give yourself a little kindness and care. There are many acts of kindness you can direct toward yourself, from taking some time out for yourself or by stopping the negative talk in your own head!

Sometimes we avoid being kind because kind people can be seen as naive or weak. Have you ever not stood up for someone being bullied because you didn't want to be bullied next? I certainly have. In my experience you have to be brave to be kind.

So how can we be brave and become kinder? Kindness is a skill that needs to be practised. The psychologist Piero Ferrucci explains that kindness is made up of parts and suggests several ways we can be kinder in our daily lives. According to Ferrucci, kindness includes empathy. For example, trying to understand what's going on in the mind of a friend who is angry, rather than responding in kind. A further aspect of kindness is modesty. Instead of boasting about your achievements or happiness, try just listening to your friend talk about their successes. Patience is another aspect of kindness. Rather than being impatient when the person in front of you at the checkout spends a couple of minutes chatting with the cashier, remind yourself how important these small human exchanges can be. Generosity, for example offering

1.5 A range of strategies is used to promote 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.

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

someone your time, is another way to be kind. Kindness is also respect, for example listening to someone else without judging; accepting their point of view as valid, even if you disagree. And finally kindness is being trustworthy. This gives us the feeling of being true to ourselves, as well as to others.

Kindness is important because it can add more satisfaction to your life and strengthen your relationships, as well as improve the lives of other people. There are many ways to be kind and many opportunities to practise kindness. But it takes time to change our attitudes toward ourselves and others. It begins by becoming aware of your feelings and thoughts toward yourself and to others. Just notice how you relate to yourself and others throughout the day - is it with kindness or not?

I'd like to end with a quote from the writer George Saunder who said 'What I regret most in my life are failures of kindness.' Don't let that be your regret.

A powerpoint was used to support the presentation. It contained key points, relevant images and diagrams and the following reference list.

Reference list

DiSalvio, D. (2017). *Forget survival of the fittest: It Is kindness that counts*

Retrieved from

<https://www.scientificamerican.com/article/kindness-emotions-psychology/>

Ferrucci, P. (2014) Why we all need to show more kindness in life. *Psychologies*. Retrieved from

<https://www.psychologies.co.uk/self/kindness-why-we-need-it.html>

Hall, K. (2017). The importance of kindness. *Psychology Today*. Retrieved from

<https://www.psychologytoday.com/blog/pieces-mind/201712/the-importance-kindness>

Lovell, J. (2013). George Saunders's Advice to Graduates. *The New York Times*. Retrieved from

1.4 Vocabulary is appropriate to the academic context

1.6 Visual aids are used to contribute to the delivery of the presentation.

These may include but are not limited to whiteboard, realia, text, diagram, powerpoint, video/audio clip, map, poster.

1.7 Source material is acknowledged.

<https://6thfloor.blogs.nytimes.com/2013/07/31/george-saunderss-advice-to-graduates/>

Un-Design. (2014) How Maya Angelou made me feel. *Un-Design*. Retrieved from <http://theconversation.com/how-maya-angelou-made-me-feel-27328>

**Formative task – Assessment schedule
Unit standard 30510**

Title	Deliver a short oral presentation in English for an academic purpose.				
Level	3	Credits	5	Version	

PC	Evidence for Achievement	Judgements for
1.1 Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner.	<p>Presentation begins by setting the context and addressing the academic purpose e.g. <i>Good morning. I want you to think about a time someone was kind to you. How did you feel? Now think about a time someone was unkind. What did that feel like? Today I am going to discuss what belonging means to me, why I think it is important and how we can encourage a greater sense of belonging for teen migrants in New Zealand.</i></p> <p>Content flows logically e.g.</p> <ul style="list-style-type: none"> • after the introduction, ideas are presented and developed e.g. <i>Belonging can be defined as..... Belonging is important because A sense of belonging can be encouraged by</i> • ideas are linked using cohesive devices e.g. <i>reference, connectives, lexical chains</i> refer to 1.3 	<p>The presentation identifies context, and addresses purpose.</p> <p>Content is structured, demonstrates a broad the topic most of the t</p> <p>Content is cohesive</p>

	<p>below.</p> <p>Sufficient, relevant information is provided and is supported by reference to relevant research throughout the presentation e.g. <i>Johnstone and Kimani identify language as a major barrier to fitting into</i></p> <p>The conclusion provides a summary and restates the thesis e.g. <i>Belonging is important because Belonging takes many forms but three of the most important for ... are If young migrants do not feel they belong ... It is therefore essential that we help young migrants</i></p>	<p>Content is relevant to purpose and is clearly range of relevant rese most of the time.</p> <p>A clear conclusion is p</p>
<p>1.2 Spoken language is generally clear and understood. This includes pronunciation, fluency and audibility.</p>	<p>This includes</p> <ul style="list-style-type: none"> ● pronunciation, including intonation, stress and rhythm - the speaker can be understood most of the time ● fluent speech with few hesitations ● audibility - the speaker is neither too quiet or too loud 	<p>The presentation is ge easily understood. Th pronunciation, fluency conventional and do r meaning most of the t</p>
<p>1.3 Varied and complex English language structures are used with general control. Inconsistencies seldom impede communication.</p>	<p>These may include:</p> <p>a variety of sentence structures e.g.</p> <ul style="list-style-type: none"> ● simple sentences e.g. <i>Helping migrant teens to belong helps everyone.</i> ● compound sentences e.g. <i>There are many ways to help teenagers feel that they belong school but some are less obvious than others.</i> ● complex sentences e.g. <i>Whilst providing extra English lessons helps, they are not the whole answer.</i> ● sentence fragments e.g. <i>Not always!</i> <p>use of appropriate tense e.g.</p> <ul style="list-style-type: none"> ● <i>Belonging has been defined as</i> (passive), ● <i>Many parents want their children to ...</i> (present simple) ● <i>However living in two cultures</i> (continuous) ● <i>can be difficult for ..</i> (modals) 	<p>Presentation includes language structures a oral presentation used the time.</p> <p>Inconsistencies seldo meaning.</p>

	<p>use of questions e.g. <i>How can schools help young migrants?</i></p> <p>use of discourse markers e.g. <i>So, Next, Finally</i></p> <p>use of cohesive devices e.g.</p> <ul style="list-style-type: none"> ● connectives e.g. <i>In addition, Moreover, However, because, as a result</i> ● pronoun reference e.g. <i>This, They</i> 	
<p>1.4 Vocabulary is appropriate to the academic context.</p>	<p>This may include:</p> <ul style="list-style-type: none"> ● academic vocabulary e.g. <i>examine, assist, challenge(s)</i> ● specialised topic specific vocabulary e.g. <i>ESOL, culture(s), ethnic, backgrounds</i> 	<p>A range of vocabulary topic and the academic context correctly most of the time</p>
<p>1.5 A range of strategies is used to promote 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.</p>	<p>Strategies are used that help the audience to follow the content. These may include:</p> <ul style="list-style-type: none"> ● pauses for effect e.g. after a question or an important statement e.g. <i>So, what do young migrants say the problems are? [Pause].</i> ● changes in pitch and volume linked to intended purpose e.g. <i>So</i> (with rising intonation). ● gestures and facial expressions linked to content. ● asking appropriate rhetorical questions to stimulate engagement e.g. <i>How can the people in this room make a difference?</i> ● vocabulary to promote engagement e.g. varied vocabulary including the use of repetition, synonyms and reference. 	<p>Presentation holds the audience by using a range of non-verbal features and strategies</p>

<p>1.6 Visual aids are used to contribute to the delivery of the presentation. These may include but are not limited to: whiteboard, realia, text, diagram, power point, video/audio clip, map, poster.</p>	<p>These may include:</p> <ul style="list-style-type: none"> ● whiteboard e.g. a written overview of the presentation ● realia e.g. objects that relate to the topic ● text e.g. a handout of key points and references ● diagrams e.g. to illustrate a point being made ● power point e.g. slides to accompany presentation ● video/audio clip e.g. a recording of a research subject ● maps, posters or pictures of key places, objects, events in presentation. 	<p>Visual aids are used to support the presentation.</p> <p>Most visual aids used are integrated into the presentation.</p>
<p>1.7 Source material is acknowledged.</p>	<p>Source materials may include but are not limited to written sources, diagrams, visuals, audio clips.</p> <p>Acknowledgement may include but is not limited to:</p> <ul style="list-style-type: none"> ● appropriate citation at the point used e.g. <i>on the Powerpoint slide where the source is used or in a handout</i> ● a verbal acknowledgement as part of the presentation e.g. <i>According to Resnick.....</i> ● a reference list on the final slide of a Powerpoint or in a handout. References use a recognised format e.g. APA is followed 	<p>Source material is acknowledged through citation or a reference list.</p> <p><i>N.B. Oral acknowledgement details of each source are required.</i></p>

Formative task - Student Guidelines

Unit standard		30510			
Title	Deliver a short oral presentation in English for an academic purpose				
Level	3	Credits	5	Version	1

To be awarded credit for this unit standard 30510, you must deliver a short oral presentation in English for an academic purpose.

This is an open book assessment that will take place over a time frame set by your assessor.



- You will be assessed in a situation which closely reflects a real context, such as a speech or seminar.
- Your presentation must be your own work and in your own words.
- Your presentation will be recorded to provide evidence that you have met the requirements.
- You will need to use visual aids to support your oral presentation.
- Your presentation should be five minutes long and must not be more than eight minutes long.
- Refer to the checklist below to help you with your presentation.

Assessment task

Academic purpose

The academic purpose for this topic could involve discussion or argument.

Research questions

You have been studying the topic of *Belonging*. Use relevant ideas from your reading to give a presentation answering the following research question.

Is a sense of 'belonging' important? Give reasons to support your point of view.

N.B. You may choose to talk about general aspects of belonging e.g. belonging within wider society or within a group that is relevant to you e.g. a social, religious or cultural contexts.

Student checklist

In this assessment task you will need to show you can do the following:	PC
Present for a minimum of 5 minutes and no more than 8 minutes.	-
<p>Make sure that your presentation addresses the topic and the academic purpose. The content needs to demonstrate that you have a wide knowledge of your topic from the source material used and be understandable e.g.</p> <ul style="list-style-type: none"> ● include information that shows that you have read widely and understood the topic well. ● structure your content so that it flows logically and addresses the academic purpose. ● only include content that is relevant to your research question. 	1.1
<p>Ensure that your language is clear and easy to understand. This will include the following:</p> <ul style="list-style-type: none"> ● pronunciation, rhythm, stress and intonation e.g. say words and phrases so that everyone can understand you; ● fluency i.e. speak with few hesitations; ● audibility i.e. speak so that you can be heard clearly by everyone in the audience. 	1.2
<p>Use a range of varied and complex language structures appropriate to an oral presentation with few mistakes so that your audience understands you.</p> <p>Language features may include:</p> <p>A variety of sentence structures e.g.</p> <ul style="list-style-type: none"> ● simple e.g. <i>New research supports this idea.</i> ● compound e.g. <i>But there are many different ways to practise kindness and not all are obvious.</i> ● complex sentences e.g. <i>Science has now shown that sharing resources with others, rather than having more and more for yourself, brings about long-term personal well-being.</i> ● sentence fragments e.g. <i>Certainly</i> 	1.3

<p>Use of appropriate tense e.g.</p> <ul style="list-style-type: none"> ● passive voice e.g. <i>Kindness can be defined as ... Kindness has been found to be</i> ● simple present e.g. <i>This gives us the....</i> ● continuous e.g. <i>... telling the truth</i> ● infinitives e.g. <i>This sort of kindness helps to create</i> ● modals e.g. <i>may, can, might</i> <p>Use of appropriate rhetorical questions e.g. <i>Are you often self-critical?</i></p> <p>Use of appropriate discourse markers e.g.</p> <ul style="list-style-type: none"> ● connectives e.g. <i>Another aspect of ... However kindness is also ...</i> ● repetition e.g. <i>This type of kindness can be This sort of kindness helps to create A less obvious type of kindness is a willingness ... Kindness is being happy for another person ...Kindness is also about</i> ● pronoun reference e.g. <i>This type of kindness can</i> 	<p>1.3 contd</p>
<p>Use appropriate academic vocabulary that links to your topic and purpose e.g.</p> <ul style="list-style-type: none"> ● check the academic word list to ensure that your presentation includes vocabulary appropriate to an academic audience e.g. <i>suggests, benefit, defined, major</i> ● include specialised vocabulary linked to your topic e.g. <i>recipient, instinct, predictor, satisfaction</i> ● use the correct words and the correct form of words to get your meaning across e.g. <i>being kind helps ..., kindness is ...</i> ● vocabulary to keep your audience engaged e.g. varied vocabulary including the use of repetition, synonyms and reference. 	<p>1.4</p>
<p>Use strategies to ensure your audience can follow your presentation easily and be engaged throughout it. This will include:</p> <ul style="list-style-type: none"> ● non-verbal strategies i.e. use appropriate pauses, gestures that link with your content and keep looking at your audience. ● Intonation, stress, pitch and volume i.e. vary your intonation and stress and how loudly or softly you speak in a way that links to what you are saying. 	<p>1.5</p>

<p>Use visual aids and ensure that they link well to your content. These may include:</p> <ul style="list-style-type: none"> ● whiteboard e.g. a written overview of your presentation ● realia e.g. objects that relate to the topic ● text e.g. a handout of key points and references ● diagrams e.g. to illustrate a point being made ● powerpoint e.g. slides to accompany presentation ● video/audio clip e.g. a recording of a research subject ● maps, posters or pictures of key places, objects, events in presentation 	<p>1.6</p>
<p>Acknowledge the source material you have used in your presentation. This may include:</p> <ul style="list-style-type: none"> ● verbal acknowledgement as part of the presentation e.g. <i>The psychologist Piero Ferrucci explains that ...</i> ● in-text citation at point of use in visuals on a Powerpoint slide or in a handout. ● a reference list on a Powerpoint slide or in a handout. 	<p>1.7</p>