English for Academic Purposes Assessment Support Material

Unit standard	22891				
Title	Deliver an oral presentation in English for an academic purpose				
Level	4	Credits	5	Version	6

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 an oral presentation in English in an academic context, 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 an oral presentation in English for an academic purpose.

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 Level 4 English for Academic Purposes unit standards. By linking with a reading standard on a similar topic and text type (e.g. Unit Standard 22751) learners will become familiar with content, text structure, language features and specialised vocabulary.

Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Deliver an oral presentation in English for an academic purpose.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- Assessment may be conducted in an actual or simulated situation that closely reflects an authentic context. This may include – seminar, exposition, speech, online presentation.
- The academic purpose can be decided by the assessor or the learner. It will involve answering a research question that could involve comparing, contrasting, problem solving, discussion, explaining cause and effect, presenting an argument.
- To demonstrate independent competency against the unit standard, the learner must deliver a presentation which he/she has prepared.
- Oral presentation for this standard:
  - must be at least eight minutes long;
  - must include a brief question-and-answer session within the minimum eight-minute timeframe;
  - cannot be delivered with heavily reliance on written material although there may be occasional reference to this;
  - must include acknowledgement of source material in slides, handouts or oral reference.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Resource Requirements

- An activity that requires the learner to deliver an oral presentation, including a research question.
- A range of source materials, indicating a broad knowledge base in a field of study, at a level of complexity appropriate for learners preparing for university entrance. Source material may include extracts from course information, introductory academic texts, non-fiction publications, academic articles or reports, documentary material.
- Visual aids, which may include slides, handouts, or posters created by the learner.

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 assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- For quality assurance purposes, including moderation, assessment against this unit standard must be recorded both aurally and visually. Recordings must ensure the learner and visual aids are clearly visible.
- Learners may use the model presentation in this document and the checklist to guide their preparation and to ensure they meet all the performance criteria.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment Activity

Unit standard: 22891

Standard title: Deliver an oral presentation in English for an academic purpose

Credits: 5

Resource title: Migration – its challenges and solutions

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 example in this assessment activity provides a model of a possible approach.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to deliver an oral presentation for an academic purpose. The content of your presentation needs to demonstrate that you have a wide knowledge of your topic from the source material you used. You will also need to use visual aids that link well to your presentation. Your presentation will be video recorded for moderation purposes.

This activity will take place in class time.

Task

You have been studying migration and migration policy. Use relevant ideas from your readings to give a presentation answering the following research questions:

- What potential problems does settling into a new country present for a specified group of migrants?
- What possible solutions are there to these potential problems?

Choose a specific group of migrants to focus on in your presentation. Specified groups of migrants could include groups of people based on:

- language
- ethnicity
- age
- religion
- background, e.g. refugee background.

Plan the content of your presentation and then decide on visual aids you will use.

Student Checklist

In this assessment task you will need to show you can do the following:	PC
Make sure that your presentation addresses the topic and the research question. The content needs to demonstrate that you have a wide knowledge of your topic from the source material used. You need to: • include information that shows that you have read widely and understood the topic well • include only content that is relevant to your research question.	1.1
Structure your content so that it flows logically and addresses the research question. • After the introduction, ideas are presented and developed. • Cohesive devices are used effectively to link ideas. • Sufficient information is provided and supported by reference to source material. • The conclusion provides a summary.	1.2
Ensure that your language is clear and easy to understand. This will include the following: • pronunciation, i.e. pronounce words and phrases so that everyone can understand them; use correct rhythm, stress and intonation • fluency, i.e. speak with few hesitations • audibility, i.e. speak so that you can be heard clearly by everyone in the audience.	1.3

Use varied and complex language structures appropriate to an oral presentation with few mistakes so that your audience understands you.
 	
Language features include:
• a variety of sentence structures, such as
   o simple, e.g. *We are seeing the baby brain.*
   o Compound, e.g. *The Taiwanese babies are getting better, but not the American babies.*
   o complex sentences, e.g. *Babies and children are geniuses until they turn seven.*
   o sentence fragments, e.g. *Surely not!*
• use of appropriate verb forms, such as
   o passive voice, e.g. *… are valued...*
   o modals, e.g. *… we should focus on...*
   o continuous, e.g. *they are trying to master...*
• use of appropriate questions, e.g. rhetorical questions
• use of appropriate discourse markers, e.g. *...the final stage is....*
	1.4

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Use appropriate specialist and academic vocabulary that links to your topic and purpose. • Check the academic word list to ensure that your presentation includes vocabulary appropriate to an academic audience. • Include specialised vocabulary linked to your topic. • Use the correct words and the correct form of words to get your meaning across. • Use a varied vocabulary to keep your audience engaged, including synonyms.	1.5
Use a range of communication strategies to ensure your audience can follow your presentation easily and be engaged throughout. This will include: • non-verbal communication strategies, i.e. use of appropriate pauses, gestures appropriate to content, and looking at your audience • verbal communication strategies, i.e. greetings, formal address, questions, rhetorical questions, repetition, discourse markers, closing, pitch and volume (such as varying your intonation and how loudly or softly you speak in a way that links to what you are saying).	1.6
Invite your audience to ask questions to seek clarification(s) or further information. Respond to your audience questions and/or feedback appropriately.	1.7
Use visual aids and ensure that they link well to your content. These may include: • slides to accompany the presentation • 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 • diagram, e.g. to illustrate a point being made • a short video/audio clip, e.g. a recording of a research participant • maps, posters or pictures of key places, objects, events in presentation.	1.8
Acknowledge the source material you have used in your presentation. This may include: • in-text citation in visuals on a PowerPoint slide or in a handout • a verbal acknowledgement as part of the presentation, e.g. *According to Kuhl...* • a reference list on a PowerPoint slide or in a handout.	1.9

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Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Deliver an oral presentation in English for an academic purpose. The presentation is at least eight minutes and includes a brief question-and -answer session.	Refer to the evidence for 1.1–1.9 below.	An oral presentation is delivered.
1.1 A broad knowledge base is demonstrated which is sufficient to achieve the academic purpose.	Presentation begins by setting the context and addressing the research question, e.g. *I am going to identify the challenges that face older migrants to New Zealand and then discuss possible ways to overcome the problems these challenges cause.* There is evidence throughout the presentation of a broad understanding of the topic. Sufficient information is provided and is supported by reference to relevant source material throughout the presentation, e.g. *Research indicates that older migrants place considerable importance on social connectedness in reducing their sense of isolation.*	Content demonstrates a broad understanding of the topic. Content is relevant to the academic context and is clearly supported by a range of relevant information from source materials most of the time.

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1.2 The presentation content is delivered appropriately, in a coherent and structured manner.	Content flows logically, e.g. after the introduction, ideas are presented and developed, e.g.	The presentation identifies the topic and context.
	I am going to identify the challenges that face older migrants to New Zealand and then discuss possible ways to overcome the problems these challenges cause…	Content is structured and flows logically.
	Ideas are supported by reference to relevant research throughout the presentation, e.g.	Content is clearly supported by a range of relevant research and theories.
	Research indicates that older migrants place considerable importance on social connectedness in reducing their sense of isolation…	
	The conclusion provides a summary and looks at future developments, e.g.	A clear conclusion is provided.
	So, the question is, what can be done to assist older migrants to see New Zealand as "home" whilst maintaining connectedness with pre-existing communities?	
1.3 The language is spoken clearly and is understood. Range: • audibility, fluency and pronunciation.	The learner's speech is clear and easily understood. This includes: • pronunciation – correct words are chosen and pronounced accurately • fluent speech with few hesitations and correct intonation, stress and rhythm • voice is clearly audible	The presentation is clear and easily understood. This means that: • pronunciation is correct most of the time • fluency and audibility are conventional and do not impede meaning most of the time.
1.4 Good control is demonstrated in the use of varied and complex English language structures. Range: • variety of sentence structures – compound and complex, cohesive devices.	A range of sentence structures is used. These may include: • simple sentences, e.g. *Older Chinese immigrants are one of the largest ethnic ageing groups in New Zealand.*	Presentation includes a range of language structures appropriate to an oral presentation used correctly most of the time. Inconsistencies seldom impede meaning.

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	• compound sentences, e.g. *Older Chinese immigrants need to both integrate into the host culture and maintain their ethnic identity.* • complex sentences, e.g. *Migrants, who are older, tend to continue to connect with events in their country of origin.* • use of appropriate verb form and tense e.g. *It has been suggested* (passive), *could have more interesting experiences* (modals*), they are feeling isolated...* (continuous). • use of questions, e.g. *So, what has research told us about this group of immigrants?* • sentence fragments used for deliberate effect, e.g. *Surely not?* • use of discourse markers, e.g. *However, it is important... but remember…*	
1.5 Appropriate specialist and academic vocabulary is used throughout the presentation.	Presentation includes specialised and academic vocabulary appropriate to the topic and academic context, e.g. • academic vocabulary, e.g. *investigation, culture, tradition, resettlement* • specialised vocabulary, e.g. *social isolation, transnational families.*	A range of vocabulary appropriate to the topic and the academic context is used correctly most of the time.
1.6 A range of communication strategies are used to promote sustained engagement with the audience. Range: • may include – verbal and non-verbal communication strategies, pauses, changes in pitch and volume, gestures for effect, eye contact.	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 question or an important statement, e.g. *So, what has research told us about this group? [Pause].* • changes in pitch and volume linked to intended purpose, e.g. *so* (with rising intonation). • gestures and facial expressions linked to content	Presentation holds the interest of the audience by using a range of verbal and non-verbal features.

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	• asking appropriate questions to stimulate discussion, e.g. *So how can we assist this group?* • responding to questions/comments from the audience, e.g. *I'm glad you asked that because…* • originality e.g. ability to be spontaneous in approach and ideas.	
1.7 Audience questions and/or feedback are responded to appropriately.	Audience is invited to provide feedback and seek further clarification/ask questions, e.g. *Thank you for being an attentive audience. I am willing to answer any questions you may have or provide clarification of any points you may seek.* *That's an important question. Let me clarify my comments by using an example...*	Appropriate responses are given to the audience.
1.8 Visual aids are used to contribute to the effectiveness of 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 and references • diagram, e.g. a diagram that illustrates a point being made • slides, e.g. PowerPoint to accompany presentation • video/audio clip, e.g. a recording of a research participant • maps, posters or pictures of key places, objects, events in presentation.	All visual aids used are relevant, clear and support the presentation
1.9 Source material is acknowledged.	Source materials, e.g. written sources, diagrams, visuals, audio clips etc are acknowledged. This may include:	Source material is acknowledged. This may include in-text citations, a reference list, or oral reference.

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Range:	• appropriate citation at the point used e.g. on the PowerPoint slide where the source is used or in a handout	N.B. *Oral acknowledgement of the details of each source is not usually required.*
• may be included in – slides, handout, oral reference	• a verbal acknowledgement as part of the presentation, e.g. *According to Kuhl…*	
	• a reference list on the final slide of a Power Point or in a handout. References use a recognised format, e.g. APA.	

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.

Model presentation on a parallel topic

NB. This model presentation is not authentic learner work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level. Please note that this example presentation is located on the following page.

Research question: What changes occur in the brain when we first begin to learn a language? What are the critical periods for learning languages?

1.1 *Presentation addresses the research question and displays a broad knowledge base, incorporating some theoretical concepts.*	I want you to look at this baby. [Show power point slide of a newborn baby] What you are drawn to are the characteristics you can see – her eyes, her soft skin and that engaging smile. But today I'm going to talk to you about something you cannot see – what is going on in that tiny brain of hers. **The modern tools of neuroscience are demonstrating to us that what is going on up there is nothing short of rocket science. I am going to demonstrate how babies learn language by showing you how early exposure to language, actually alters a baby's brain.**
	What we see here [show a photo of a mother talking to her baby] is a mother in India speaking Koro, a newly discovered language, to her baby. What this mother, and the 800 people who speak Koro in the world, understand is that to preserve this language they need to speak it to their babies. And this is the critical puzzle. Why is it that you can't preserve a language by speaking it to you and me – the adults? [pause]. Well, it's got to do with your brain. What we see here [show graph] is that language has a critical period for learning. Babies and children are geniuses until they turn seven, and then there is a systematic decline. After puberty, we fall off the map. No scientists dispute this curve, but laboratories all over the world are trying to figure out why it works this way.
1.2 *The presentation content is delivered appropriately, in a coherent and structured manner.*	The first critical period in development is when babies are trying to master which sounds are used in their language. Scientists think by studying how the sounds are learned, we'll have a model for the rest of language, and perhaps for critical periods that may exist in childhood for social, emotional and cognitive development. **They have been studying babies using a technique that captures the sounds of all languages**. **The babies sit on a parent's lap and are trained to turn their heads when a sound changes** – like from 'ah' to 'ee'. If they do so at the appropriate time, the black box lights up and a panda bear pounds a drum. **Six-month old babies love this task.**
	So, what have scientists learned? [Pause]. Well, babies all over the world are already global citizens of the world. They can discriminate all the sounds of all languages, no matter what country they come from and what language is being used. And that's remarkable because you and I can't do that. We're culture-bound listeners – able to discriminate the sounds of our own language, but not those of foreign languages. So the question arises, when do those citizens of the world turn into the language-bound listeners that we are? And the answer is before their first birthdays. At six to eight months, babies tested in Tokyo and the United States were able to distinguish between 'ra' and 'la' – sounds important in English but not to Japanese. Two months later, something incredible happens. The babies in the United States are getting a lot better. However, babies in Japan are getting a lot worse. It is now evident that both groups of babies are preparing for exactly the language that they are going to learn.
1.4 *Varied and complex language structures are used with few inaccuracies e.g. simple, compound and complex sentences, questions.*	So, the question is, what's happening during this critical two-month period? [Pause]. This is the critical period for sound development, but what's going on in the babies' brains? There are really two things happening. The first is that the babies are listening intently to their mothers. These mothers are all speaking what we call 'motherese' – the universal language we use when we talk to babies. Listen to these two mothers:
	[Show a video clip is shown of an English mother saying: *Ah I love your big blue eyes, so pretty and nice.* Show a clip of a Japanese mother talking in Japanese.]

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1.5 Appropriate specialist and academic vocabulary is used throughout the presentation.	During the production of speech, when babies listen, what they are doing is taking statistics on the language that they hear. And those distributions grow. And what we've learned is that babies are sensitive to the statistics, and the statistics of Japanese and English are very, very different. English has a lot of Rs and Ls the distribution shows. And the distribution of Japanese is totally different, where we see a group of intermediate sounds, which is known as the Japanese R. So, babies absorb the statistics of the language and this changes their brains; it changes them from the citizens of the world to the culture-bound listeners that we all are. But we as adults are no longer absorbing those statistics. We're governed by what we remember from our early years.
	So what we're seeing here is changing our theories of what the critical period of language learning is all about. Researchers are arguing from a mathematical standpoint that the learning of language material may slow down when our distributions stabilize. It's raising lots of questions about bilingual people. Bilinguals must keep two sets of statistics in mind at once and flip between them, one after the other, depending on who they're speaking to.
	So, researchers asked the question – can the babies take statistics on a brand new language? And they tested this by exposing American babies who'd never heard a second language to Mandarin for the first time during the **critical period**. They knew that when **monolinguals** were tested in Taipei and Seattle on the Mandarin sounds they showed the same pattern. At 6-8 months, they were totally **equivalent**. Two months later, something incredible happens. The Taiwanese babies are getting better, but not the American babies. What they did was **expose** American babies during this period to the Mandarin language. It was like having Mandarin speaking relatives come and visit for a month and move into your house and talk to the babies for 12 sessions.
1.6 A range of communication strategies are used to promote sustained engagement with the audience (may include questions, changes in pitch and volume, etc.).	It was important that the researchers ran a control group to make sure that just coming into the laboratory didn't improve their Mandarin skills. So, a group of babies came in and listened to English. As we can see [show graph] that exposure to English didn't improve their Mandarin. But, guess what happened to the babies exposed to Mandarin for 12 sessions? They were as good as the babies in Taiwan who'd been listening for 10 and a half months. What it demonstrated is that babies take statistics on a new language. Whatever you put in front of them, they'll take statistics on.
	But the researchers wondered what role the human being played in this learning exercise. So, they ran another group of babies in who were given the same amount of exposure to the language, the same 12 sessions, but one group via a television and another group just got audio. So, what was the result for their brains? **[Rising intonation & pause]**. What we saw was that with the audio result there was no learning whatsoever – **[pause]** and with the video result **[pause]** – no learning whatsoever. It takes a human being for babies to take the statistics. The social brain is controlling when the babies are taking their statistics.
	What researchers wanted to do was to get inside the brain and see this thing happening as babies are in front of televisions, as opposed to in front of human beings. A new machine with the very long name of magnetoencephalography (or MEG for short), allowed them to do just that. It actually, looks like a hair dryer from Mars **[show a picture].** But, it's completely safe, completely non-invasive and silent. We're looking at millimetre accuracy here –

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these are superconducting quantum interference devices – to pick up the magnetic fields that change as we do our thinking. These researchers were the first in the world to record babies in a MEG machine while they were learning.

[Show a picture of a baby listening to languages]

So this is Emma, a six month old baby. And she's listening to various languages in the earphones that are in her ears. You can see, she can move around because we're tracking her head with little pellets in a cap, so she's free to move. Completely unconstrained! So, what are we seeing? **[Show a diagram of Emma's brain patterns]**. We're seeing the baby brain. As the baby hears a word in her language, the auditory areas light up and next areas surrounding it.

This research is leading us into a whole new area of knowledge about a child's brain development. We're going to be able to see a child's brain as they experience an emotion, as they learn to speak and read, as they solve a Maths problem, as they have an idea. And we're going to be able to invent brain-based interventions for children who have difficulty learning. Just as the poets and writers described, we're going to be able to see that wonderful openness of the mind of a child. In investigating the child's brain, we're going to uncover deep truths about what it means to be human, and in the process, we may be able to help keep our own minds open to learning for our entire lives.

1.7 *Audience questions and/or feedback are responded to appropriately.*

I hope your brain has been active during my presentation and that you have some questions around this ground-breaking research.

[Time for questions/answers and discussion]

1.9 *Source material is acknowledged.*

Adapted from: Patricia Kuhl: The Linguistic Genius of Babies.
Patricia Kuhl: The linguistic genius of babies | TED Talk

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