

NZQA Assessment Support Material

Unit standard		31025			
Title	Present simple information on an everyday familiar topic (EL)				
Level	1	Credits	5	Version	1

Note

The following 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 candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates’ work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and 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 assessment will take place over a timeframe set by the assessor.

- All assessment activities must be conducted in English, which must not be the candidate's first language.
- Assessment must be conducted in a supportive and familiar environment, in which affective barriers are minimised.
- Candidates may request assistance to understand the requirements of the assessment task.
- The presentation must be the candidate's own work. The delivery cannot be heavily reliant on written notes. However, it may be delivered with some reference to cue cards. The text 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.
- For the purposes of moderation, the assessment must be recorded audio-visually. Recorded work must not be edited. Guidelines for digital visual submissions can be found in *Preparing digital visual submissions for moderation*, accessed at: <http://www.nzqa.govt.nz>.

Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

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 A2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- Candidates may use the Student Checklist to guide preparation of their presentation and to ensure they meet all the performance criteria.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment task

Candidates will give a simple presentation about their hometown.

Marking Checklist

Unit standard 31025: *Present simple information on an everyday familiar topic (EL)*

Candidate's name: _____ Date: _____

Performance Criteria		Criteria met?
1.1	Information about the hometown is presented.	Yes / No
1.1	Information is generally appropriate to the topic.	Yes / No
1.2	Presentation uses learnt language patterns.	Yes / No
1.2.	Presentation has some evidence of connected discourse, e.g. conjunctions or connectives.	Yes / No
1.2	Presentation is audible.	Yes / No
1.2	Presentation can be understood. Errors do not interfere with comprehension.	Yes / No
1.3	Appropriate eye contact is used.	Yes / No
1.3	Body language is appropriate.	Yes / No
1.3	Verbal strategies are used, e.g. introduction, simple rhetorical questions and concluding/thanking.	Yes / No
	Presentation lasts for approximately 1 minute.	Yes / No
	All criteria are met	Yes / No

Assessor: _____ Date: _____

Assessment Schedule

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Performance Criteria	Evidence for achievement	Judgements for achievement
<p>Outcome 1 Present simple information on an everyday familiar topic (EL).</p> <p>Range approximately one minute in duration.</p>	Refer to evidence for 1.1-1.3 below.	A presentation of approximately one minute's duration is completed.
1.1 Presentation contains simple information appropriate to the topic.	Information about the hometown e.g. <ul style="list-style-type: none"> • the name e.g. <i>I come from Guangzhou.</i> • where it is e.g. <i>Guangzhou is in the south of China.</i> • how big it is e.g. <i>It has about 13 million people.</i> • interesting information e.g. <i>Guangzhou is old. It's more than 2,000 years old.</i> 	The information is generally appropriate to the topic. All information is relevant.
1.2 Presentation uses learnt language patterns with some evidence of connected discourse. It may contain pauses, hesitations, errors and inconsistencies, but is audible and can be	Learnt language patterns spoken as phrases and short sentences are used e.g. <i>Guangzhou is in China. It is a big town.</i>	Learnt language patterns are generally correct.

Performance Criteria	Evidence for achievement	Judgements for achievement
understood.	Connected discourse may include <ul style="list-style-type: none"> • simple conjunctions and/or connectives e.g. <i>but, also</i>. 	Discourse is connected in places. There may be pauses and/or hesitations. Presentation is audible and comprehensible. Errors and inconsistencies do not interfere with understanding.
1.3 Presentation conventions are used appropriate to the delivery of information. Range eye contact, body language, verbal strategies.	The following conventions: Eye contact with the audience is maintained. Appropriate body language is used e.g. posture, direction (turned towards audience). Verbal strategies may include: <ul style="list-style-type: none"> • greeting e.g. <i>Good morning. My name is Cathy and I am from Guangzhou.</i> • simple rhetorical questions, e.g. <i>Do you know where Guangzhou is?</i> • closing e.g. <i>Thank you. Do you have any questions?</i> 	Conventions are generally used appropriately.

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