Title	Deliver a developed presentation on a familiar topic in English language		
Level	3	Credits	5

Purpose	People credited with this unit standard are able to deliver a developed presentation on a familiar topic in English language.
	This unit standard is for learners for whom English is an additional language.
	It is intended for learners with increasing independence in English.

Classification	Languages > English Language

Available grade	Achieved, Merit, and Excellence

Criteria for Merit	Presentation of information is organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with good control. Meaning of spoken text is conveyed with minor inconsistencies.

Criteria for Excellence	Presentation of information is effectively organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with consistent control to communicate ideas effectively. Meaning of spoken text is conveyed with minimal inconsistencies.

Guidance Information

1   This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882].

2   It is recommended that:
    i   the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
    ii   assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

3   This unit standard can be awarded with an *Achieved, Merit,* or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved, Merit,* and *Excellence* criteria.

4   This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales.

5   The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at: https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/.

6   Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at: https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/.

7   All assessment activities must be conducted in English, which must not be the learner's first language.

8   Learners may request assistance to understand the requirements of the assessment task.

9   The presentation must be the learner's own work and must be audible and understood. Errors and inconsistencies in grammar, vocabulary, and pronunciation may be present, but they must not impede meaning. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to written notes or 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.

10   For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at: https://www2.nzqa.govt.nz.

11   Guidelines for preparing submissions for moderation can be found at: https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/.

12   Definitions
     Conventions refer to verbal and non-verbal strategies and behaviour, such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context.
     Developed refers to information and ideas which are expanded on or clarified by adding detail with explanations, examples, and/or evidence.
     Errors refer to systematic use of incorrect language features.
     Inconsistencies refer to variable control in language features, where the learner can self-correct if necessary.

Presentation refers to a speaker delivering information to an audience, either as a monologue or through an interactive dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product.

Outcomes and performance criteria

Outcome 1

Deliver a developed presentation on a familiar topic in English language.

Range   may include but is not limited to a presentation of information or instructions, persuasive oral texts, recounts of past events;
at least four minutes in duration.

Performance criteria

1.1   Information is generally organised, developed, and relevant to the topic, purpose, audience, and context.

1.2   Range of appropriate language features and conventions are demonstrated in the presentation with adequate control.

Planned review date	31 December 2029

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226

This CMR can be accessed at https://www.nzqa.govt.nz/framework/search/index.do.

Comments on this unit standard

Please contact NZQA National Qualifications Services at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.