

Learning Assessment Guide

Unit Standard 1311 – Version 4

Present and defend an argument orally

Level 4 – 4 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Present an argument orally on an issue.
- Defend an argument orally.

Note: You may wish to practice both your argument and the defence of your argument, or arguments, a number of times and with a range of audiences before you are assessed.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Observation checklists that the approved observer or assessor will use to record your performance.
- Assessment Guide that the assessor will use to assess your competence.

Definitions for this unit standard:

Argument in this unit standard refers to a proposition and supporting detail and reasoning, with reasoned opposition. It does not refer to a dispute between people.

Paralanguage: All the characteristics of one's voice (pitch, loudness, rate, vocal variety and vocal emphasis) can carry messages to a receiver. These factors are known as *paralanguage* and this refers to how something is said rather than what is said. It also includes other aspects of spoken communication such as coughs, throat-clearing, 'vocalized pauses' such as ums and ers, yawning, sighing, and even the use of silence. (F Sligo, *Effective Communication in Business*, 1997, Palmerston North: Software Technology (N.Z.) Ltd.)

Special note:

If you are a learner with a hearing impairment, voice modulation can be demonstrated through a sign language interpreter voicing your message.

Assessment Task One – Element 1

Introduction

Assessment task one is designed to assess your ability to present an argument orally on a particular issue.

Instructions

This assessment will require that you demonstrate the presentation of your argument before an audience of more than two people. The issue that you present can relate to a work matter, a community matter, or to a personal principle that you hold.

While a time limit is not part of the unit standard, it is reasonable to limit your argument to about 10 minutes. This suggested time limit is flexible depending on the material you are using.

Your assessment will be based on the following criteria:

- The structure of your argument is clear and contains an introduction, body and conclusion.
- The opening or introduction of your argument should make clear to the audience what the subject of the argument is.
- The presentation of the argument is supported by evidence that has arisen from personal analysis and the interpretation of information and ideas.
- If you use any audio-visual aids they must be used to amplify and explain the subject matter. They also need to be integrated into the argument so that the flow of the presentation is not interrupted. They are used as an additional support to your argument.
- You establish a rapport with the audience using non-verbal communication, such as eye contact and posture, voice modulation, tone, choice of words, and through the subject matter.
- The vocabulary, structure of the argument, paralanguage, and non-verbal communication is appropriate for the occasion, subject matter, situation and audience.

You should prepare notes and an outline for your argument before presenting it to an audience. Provide these to your assessor as additional evidence. Also provide copies of any resources you have used to construct your argument.

The completed assessment for task one will include:

- The learner presenting an argument orally on a suitable issue.
- The completion of the 'Observation Checklist' by the assessor or approved observer.
- Any notes, outlines and/or resources used in developing your argument.

Assessment Task Two – Element 2

Introduction

Assessment task two is designed to assess your ability to defend an argument orally.

Instructions

It is highly likely that you will defend the argument that you presented in task one. One or more people in the audience to whom you presented your argument should challenge what you have said.

To defend an argument you will need to have evidence, give examples and use reason. In defending your original argument you will have to listen carefully to the views offered by those attempting to challenge your argument. You will need to analyse their views so that you can compare and contrast these with your own.

Again a time limit may assist you in planning your defence. A suggested limit of five minutes may be a useful benchmark.

Your assessment will be based on the following criteria:

- The manner in which you defend your argument. Your defence could include personal analysis, your interpretation of information and ideas, the examples you use, presenting a reasoned argument, and emotive appeal.
- Your analysis of the opposing views and how you compare and contrast these with your own point of view.
- You maintain your rapport with the audience by using eye contact, strong posture, modulation of your voice, your tone and word choice and the appropriateness of your subject matter.

Ideally you should try and anticipate likely disagreements with your argument so you can do some preparation of your defence. Provide your assessor with any notes or outlines you have made.

The completed assessment for task two will include:

- The learner defending their argument orally.
- The completion of the 'Observation Checklist' by the assessor or approved observer.
- Any notes or outlines of your defence of this argument.

Observation Checklist
(For use by assessor or approved observer)

Name of learner:	
Name of observer assessor:	
Interview date and time:	
Interview venue:	

Please indicate if the learner has met the criteria during their oral presentation and defence of an argument. Use the space to add comment for feedback to the learner and for moderation purposes.

Observed that the learner:	Observer comments	Yes / No
Presenting an argument orally on an issue		
Presented an argument that had an introduction, body, and conclusion.		
Made an introduction that made the subject of the argument clear to the audience.		
Supported the line of argument with evidence arising from personal analysis and the interpretation of information and ideas.		
Used audio-visual aids, if applicable, to amplify and explain the subject matter and they were integrated into the argument so that the flow of the presentation was not interrupted.		
Established and sustained rapport with the audience by using appropriate non-verbal communication, word choice and subject matter.		
Used vocabulary, argument structure, paralanguage, and non-verbal communication that fitted the situation, subject matter and audience.		
Defending an argument orally		
Defended the argument using techniques such as personal analysis, interpretation of information and ideas, examples, reasoned argument, and/or emotive appeal.		

Analysed, compared and contrasted opposing views to their own views.		
Established and sustained rapport with the audience by using appropriate non-verbal communication, word choice and subject matter.		

Assessor / Observer:

Signature:

Date of observation:

Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 1311.

Task / Element	Evidence required	Judgement
<p><i>Task 1 / Element 1</i></p> <p>This task involves the learner presenting an argument orally on an issue.</p>	<p>The learner is observed presenting an argument orally on an issue.</p> <p>The assessor or an approved observer records learner performance on the Observation Checklist.</p> <p>The learner provides any notes, outlines and/or resources used in developing their argument.</p>	<p>Presentation had an introduction, body, and conclusion.</p> <p>Introduction made the subject of the argument clear to the audience.</p> <p>The line of argument was supported with evidence arising from personal analysis and the interpretation of information and ideas.</p> <p>Any audio-visual aids used amplified and explained the subject matter and were integrated into the argument so that the flow of the presentation was not interrupted.</p> <p>Rapport was established and sustained with the audience by appropriate non-verbal communication, word choice and subject matter.</p> <p>Vocabulary, argument structure, paralanguage, and non-verbal communication fitted the situation, subject matter and audience.</p> <p>The completed Observation Checklist indicates the learner met the performance standards required.</p> <p>Attached evidence was sufficient and relevant.</p>
<p><i>Task 2 / Element 2</i></p> <p>This task involves the learner defending an argument orally.</p>	<p>The learner is observed defending an argument orally.</p>	<p>The argument was defended using techniques such as personal analysis, interpretation of information and ideas, examples, reasoned argument, and/or emotive appeal.</p>

Task / Element	Evidence required	Judgement
	<p>The assessor or an approved observer records learner performance on the Observation Checklist.</p> <p>The learner provides any notes or outlines used in defending their argument.</p>	<p>Opposing views were analysed, compared and contrasted to their own views.</p> <p>Rapport was established and sustained with the audience by appropriate non-verbal communication, word choice and subject matter.</p> <p>The completed Observation Checklist indicates the learner met the performance standards required.</p> <p>Attached evidence was sufficient and relevant.</p>