

Oral Presentation: Description of the standard expected.

	High	Medium	Low	Not shown
Content	Evidence of research is shown by the appropriate acknowledgment of a variety sources used. Clear outline of the issue and statement of contention is given. Well-chosen evidence is used to support contention Arguments are outlined, explained and introduced in a logical manner suitable for the intended audience.	Evidence of research is shown by the acknowledgment of a limited range of sources used. An outline of the issue and statement of contention is given Some evidence is used to support contention, but relevance or authenticity may be limited Arguments are introduced but not supported well with evidence, Content is suitable for the intended audience.	Research has not been acknowledged. A limited range of sources has been used. A poor outline of the issue and statement of contention has been made. Little or irrelevant evidence used to support contention Arguments poorly introduced and not supported well with evidence or connected well to contention Content not suited to the intended audience.	No evidence of research. Issue poorly explained. Contention unclear No evidence used Arguments illogical or irrelevant.
Structure	Audience has been hooked in by an interesting introduction. The substance of the presentation is elaborated in an original manner that is logical, engaging and thoughtful. A range of signalling vocabulary has been used to indicate the progression of the ideas and leads to a conclusion that functions to reinforce the contention of the presentation and satisfy any questions that the audience may have had.	Presentation has a clear introduction, elaboration and conclusion. Some signalling and linking vocabulary has been used to introduce and explain ideas, arguments and evidence but presentation may appear disjointed at times. Some aspects of the presentation require further explanation to appear logical to the audience.	Linking vocabulary has not been used to signal the introduction of arguments and evidence. The introduction of ideas did not follow a logical progression. Introduction/Conclusion do not support contention well	Presentation is missing a core component of the structure such as introduction or conclusion. Presentation is too short
Control of English Language Features	Language style is deliberately chosen and consistently engages the audience and is appropriate for the issue Speech is delivered at the appropriate pace using emphasis to enhance the points made. A wide range of appropriate language features have been used to persuade and convince the audience such as humour, anecdotes and relevant examples	Language style does not consistently engage the audience. In some parts of the presentation the language style is not appropriate for the issue. Speech is delivered at the appropriate pace but lacks emphasis to enhance the points made. A limited range of appropriate language features have been used to persuade and convince the audience.	Language style does not engage the audience. Pauses and uncertainty indicate inappropriate pace. Lack of emphasis and a modulation in tone indicate unfamiliarity with content and ideas. Few language features have been used to persuade and convince the audience.	Presentation is boring or irrelevant Presentation is not persuasive or convincing.
Presentation skills	Interaction with the audience is made through eye contact and gestures Confidence is shown by relaxed body language and posture Audience response is positive Visual information and props are used to support and enhance presentation. Notes are used only as a prompt Speaker uses strategies to avoid distractions from the audience	An effort to connect with the audience is made with gestures or eye contact. Effort to overcome nervousness is clear to see by the thorough preparation of visual information, props and notes. Notes are only used as a prompt	Some interaction is made with the audience through eye contact and gestures. Body language such as stance and posture do not convey confidence. Visual information and props are over used or not connected well to content. Speech is largely read from notes. Audience is restless and disengaged at times.	Opportunities to engage with audience have not been created. Speaker is visibly nervous. Speaker appears unprepared. Minimal use of props and visual information. Speech is read from notes.