

1.4 Plan a presentation whose claims fit its evidence

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS introduction 引言 • transition 过渡 • rehearsal 排练

Objective

Plan a presentation whose claims fit its evidence. This is original GAC001-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. These printed transcript and planning tasks do not supply a reviewed recording or assess spoken delivery. Oral practice requires a teacher to observe the actual speech.

1 Key knowledge and worked examples

■ Key knowledge: structure and rehearsal support an understandable talk

An **introduction** 引言 names the subject, purpose and route through a talk. The body develops its points; the conclusion states what the audience should remember. A **transition** 过渡 links points so listeners can follow the reasoning. Choose words that fit the audience and task.

A **rehearsal** 排练 tests actual timing, clarity and transitions. A word count alone does not establish spoken duration. Notes can help a speaker look up and respond, while a short script may help practise difficult wording. Keep evidence limits and essential meaning when cutting repetition. The class task's local rubric does not establish an official assessment score.

■ Source A: text or task brief

Task brief: Prepare a four-minute class presentation proposing how to check demand for a later school-library closing time. Explain the present evidence, one feasible next check and a limit. This classroom task has no official GAC score attached.

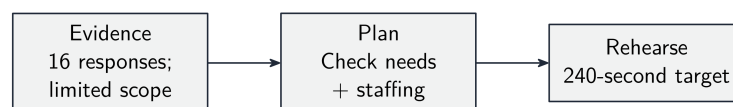
A fictional class poll received sixteen responses: ten preferred a later closing time, four preferred the present time and two had no preference. It did not ask why some students did not reply, check staffing costs or collect whole-school responses. The current opening time is not supplied here. No change to library hours has been approved. Mei plans 30 seconds for an opening, 60 for evidence, 90 for a next check, 40 for limits and 20 for a conclusion.

■ Source B: response or review record

Mei's first rehearsal took four minutes forty seconds. Her evidence section repeated each number three times. She had no clear transition to the next-check section. A draft slide read, "Everybody wants later closing. It will cost nothing, and we have already decided the new hours." Neither the poll nor the task brief supports those claims.

The teacher asks her to remove repeated explanations, retain all response categories and say which decisions are still pending. Her proposed next step is to ask non-responders about needs and check staffing arrangements with the librarian before making a recommendation. A rehearsal can check whether this plan is clearly explained; it cannot provide missing staffing evidence.

■ Worked example: cut repetition rather than the evidence limit



Known: the poll covers sixteen respondents, not the whole school. Why qualify the opening? Ten preferences cannot establish everybody's demand or the cost of later hours. Say what the poll supplies and what remains to check.

The planned allocations sum to 240 seconds, but the rehearsal lasted 280 seconds. Mei needs to remove forty seconds of repetition and test the revised talk aloud. A transition such as "These responses suggest a question to investigate, but first we need two checks" connects evidence to the plan without announcing an approved change.

2 Practice

2.1 Identify the presentation's audience and its proposed purpose. [2]

2.2 State TWO limits of the supplied poll that matter to the proposal. [2]

2.3 State all THREE response categories with their counts.

[3]

2.4 Calculate the target duration, actual duration and amount to remove. Give seconds.[3]

3 Exam-style questions

3.1 Evaluate THREE slide claims: everybody wants later hours, the change costs nothing and the new hours have been decided. Give a supported correction and reason for each.[6]

Solutions

2.1 Classmates/the class; propose how to investigate demand for later library closing. It is not announcing approved hours.

2.2 Award B1 each for two: sixteen respondents only, unknown non-responder needs, no whole-school sample, no staffing-cost evidence. Do not invent the current closing hour.

2.3 Ten prefer later closing, four prefer present time, two have no preference. Together these are sixteen responses.

2.4 Target: $30 + 60 + 90 + 40 + 20 = 240$ seconds. Rehearsal: $4 \times 60 + 40 = 280$ seconds. Excess: $280 - 240 = 40$ seconds.

3.1 Award correction B1 and reason B1 per claim. Ten of sixteen respondents prefer later closing, while others differ and the wider school was not sampled. Staffing/costs still need checking; the poll supplies no cost evidence. The talk proposes investigation; no change is approved and no new time is supplied.

3.2 Local analytic rubric, $8 \times$ B1: proposal purpose; sixteen-response scope; ten/four/two accurately categorised; evidence rather than decided change; signposted structure; non-responder check; staffing/cost check and pending approval; coherent truthful 80–110 word response. Example: “Today I will explain how we could investigate demand for a later library closing time. Our class poll received sixteen responses: ten preferred later closing, four preferred the present time and two had no preference. These responses suggest a question to explore, rather than a decision for the whole school. First, I will describe the poll and its limits. Then I will propose asking non-responders about their needs and checking staffing arrangements with the librarian. Finally, I will explain what information would still be needed before recommending new hours. No change has been approved, and the poll gives no staffing costs.”