

3.6 Plan an evidence-limited presentation and facilitate its discussion

Name: _____ Class: _____ Date: _____ Total: 24 marks

KEY WORDS presentation 演讲 • evidence 证据 • consensus 共识

Objective

Plan an evidence-limited presentation and facilitate its discussion. This is original GAC007-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. This sheet’s word ranges and analytic points are local teaching conventions, not official assessment specifications. Written scripts and plans support listening/speaking preparation; they do not replace reviewed audio or assess pronunciation, actual delivery or one-pass listening comprehension.

1 Key knowledge and worked examples

■ Key knowledge: a chart and an invitation should support the actual decision

A **presentation** 演讲 should connect its purpose, relevant **evidence** 证据 and limitations. Digital media can show labelled quantities or a proposed sequence; a decorative chart does not replace an explanation. Distinguish a recorded result from a proposed intervention.

A **consensus** 共识 requires checking that the group accepts a recommendation, not assuming silence means agreement. Invite specific concerns and summarise unresolved checks honestly. A written script or storyboard cannot establish actual delivery time, pronunciation or permission.

■ Source A: text or task brief

Original fictional garden record: On four observation days before a proposed watering trial, staff recorded 400 litres used in one plot. On four different days after the trial began, they recorded 250 litres. Rainfall was different between the periods, and planted area was not recorded. The difference in recorded totals is 150 litres. The record alone does not isolate the trial’s effect or show water use per square metre.

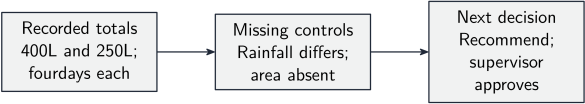
Local presentation brief: Propose whether to continue a limited trial. Use one labelled comparison visual, disclose the missing information and invite gardeners’ concerns. The supervisor must approve any continued trial; the student group can make a recommendation only.

■ Source B: response or review record

Slide draft: “The trial caused a 37.5% water saving everywhere. Litres per square metre fell. Supervisor approval is complete.”

Discussion record: Nia asks whether plants received enough water. Omar proposes recording rainfall and planted area next time. Wen has not spoken. The presenter says, “No one objected, so we have unanimous approval.” No plant-condition record, approval message or actual rehearsal duration is supplied.

■ Worked example: state a numerical difference without claiming its cause



Known: recorded totals are 400 litres and 250 litres across two different four-day periods. Difference =400–250=150 litres; relative difference =150÷400×100=37.5% of the first recorded total.

Why retain rainfall and area limits? Different rainfall may affect use, and litres/m² needs a known area. A labelled comparison can show the two totals while explicitly saying that the trial’s effect is not isolated. A group recommendation remains separate from supervisor approval.

2 Practice

2.1 Give the two recorded totals and the observation duration for each. [2]

2.2 Calculate the absolute difference and the difference as a percentage of the first total.[2]

2.3 Explain THREE unsupported claims in the slide draft. [3]

2.4 State one relevant concern from Nia, one useful next record and why Wen’s silence is not consensus. [3]

3 Exam-style questions

3.1 Plan one labelled comparison visual and a discussion sequence that checks concerns, agreement and approval. [6]

3.2 Write an 80–110 word presentation closing that interprets the comparison cautiously, invites a relevant contribution and gives the next decision step. [8]

Solutions

2.1

400 litres and 250 litres; four observation days in each period.

2.2

Absolute difference 150 litres; relative difference 37.5% of the first total.

2.3

The trial's effect is not isolated because rainfall differed; planted area is unknown, so litres per square metre cannot be calculated; no supervisor approval is supplied. A criticism of everywhere based on the one-plot scope can replace one distinct criticism.

2.4

Nia asks about sufficient water or plant condition; record rainfall or planted area; Wen has not explicitly accepted the recommendation.

3.1

Totals 400 and 250 litres with four-day period labels; rainfall, area and causal limits disclosed; invites and acknowledges the plant-condition concern; invites Wen's specific view; summarises the recommendation and checks group agreement; seeks supervisor approval before continuation.

3.2

Local analytic rubric, $8 \times B1$: accurate four-day 400/250 comparison; 150 litres and 37.5% relative to first total; rainfall and area limits without isolated causation; honest plant-condition concern; relevant invitation to Wen; proposed new records rather than invented results; group agreement and supervisor approval kept distinct; coherent truthful 80–110 word response. Example: "Our comparison shows four-day recorded totals of 400 and 250 litres, a difference of 150 litres or 37.5% of the first total. However, rainfall differed and planted area was not recorded, so we cannot attribute the difference entirely to the trial or calculate use per square metre. Nia's concern about plant water needs also requires a record rather than reassurance without evidence. Wen, what would you check before recommending continuation? We could record rainfall, area and plant condition in a further limited trial. Let us check whether the group accepts that recommendation, then seek the supervisor's approval before continuing."