

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.

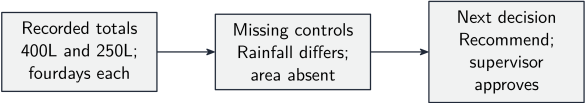
Local presentation brief: Propose whether to continue a limited trial. Use one labelled comparison visual, disclose the missing information and invite gardeners’ concerns. The supervisor must approve any continued trial; the student group can make a recommendation only.

■ 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 = $150 \div 400 \times 100 = 37.5\%$ 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]
