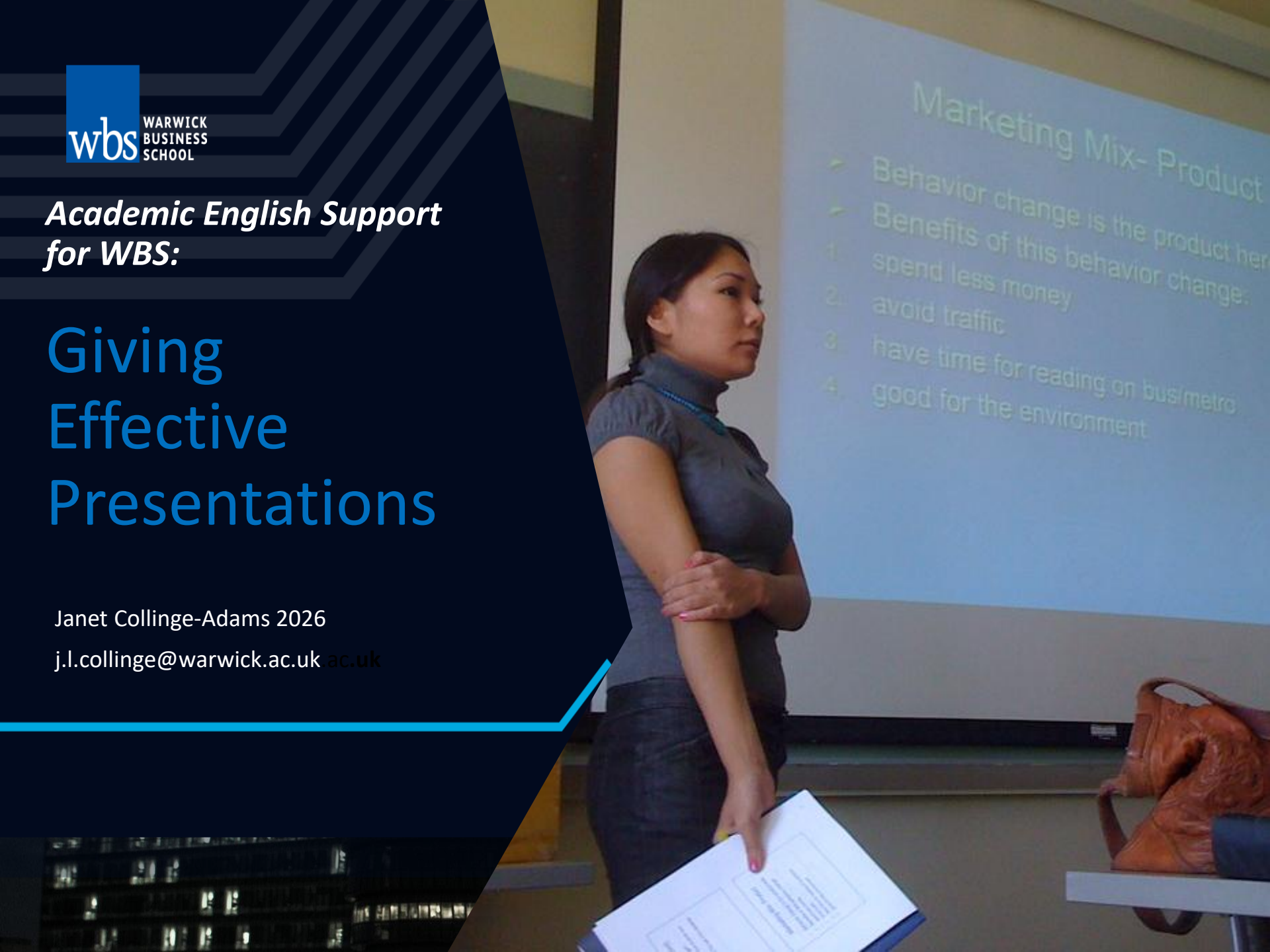
WARWICK BUSINESS SCHOOL

Academic English Support for WBS:

Giving Effective Presentations

Janet Collinge-Adams 2026

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How to make your presentation effective

MEMORABLE Could your audience recall the main points from your talk?

INTERESTING Did you manage to stop your audience falling asleep?

CLEAR Could your audience understand you?



Intro + main body + conc	Signposting language	Tripling
Rhetorical questions	Word stress	Schwa in the unstressed syllable
Chunking	Volume pace and pitch	Body Language
Eye contact	Voice	PPT Slides

How to make your presentation effective

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Intro + main body + conc

Signposting language

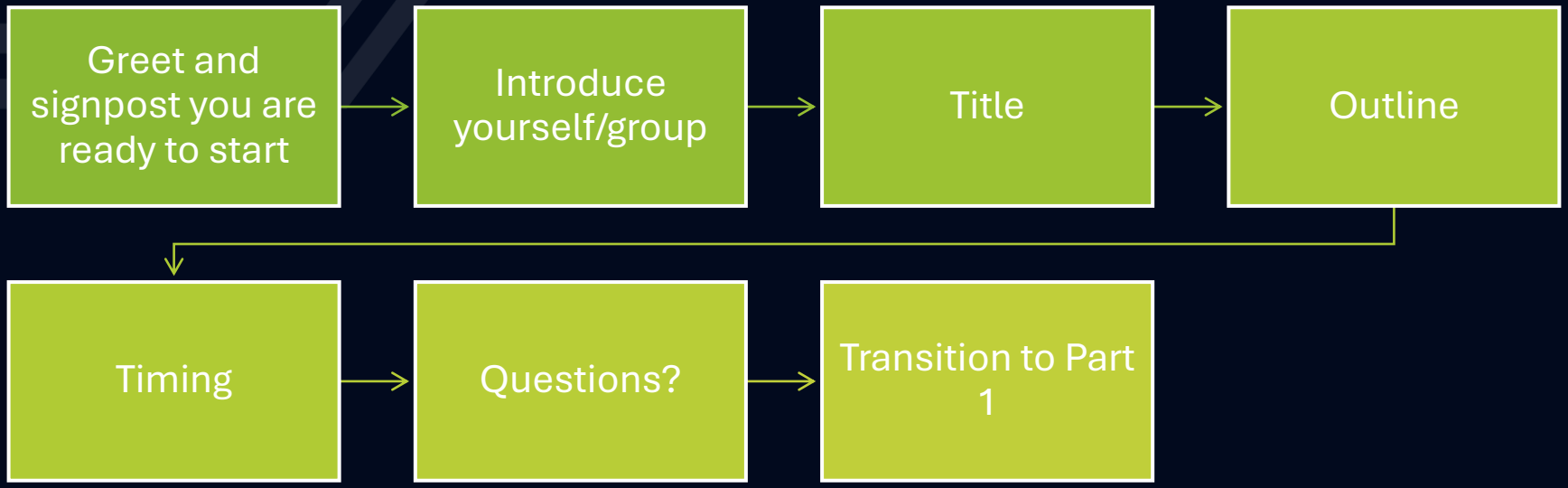
Tripling

Keep it Memorable

Introducing your talk

What should you include in the introduction to your talk?

What should the pace of the introduction be?

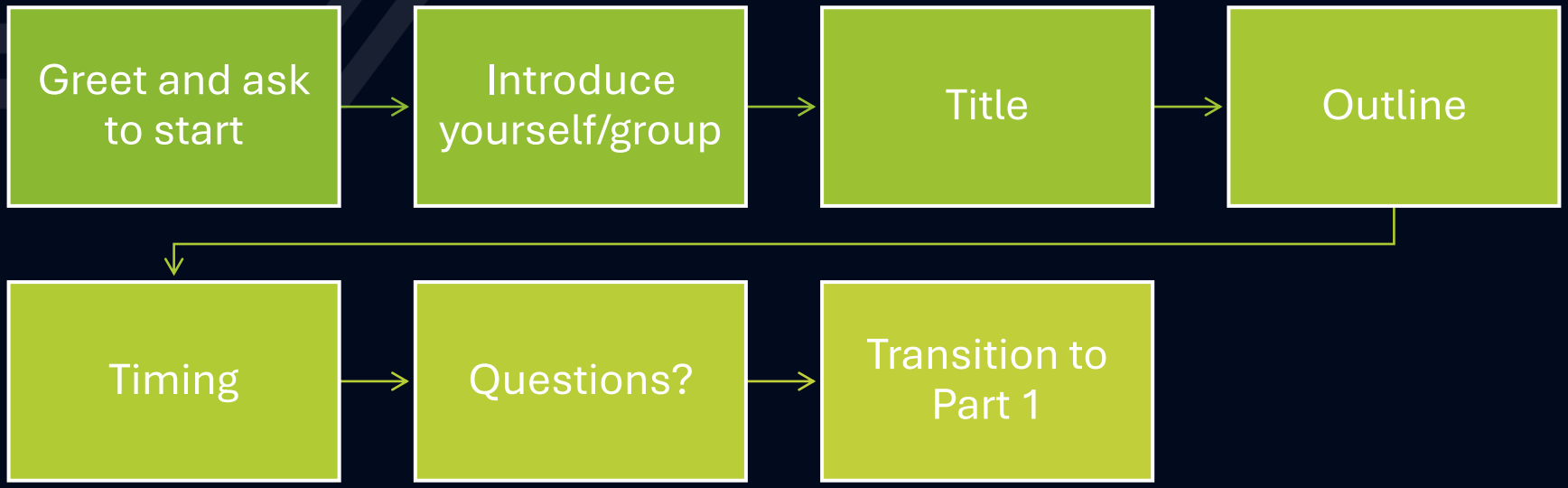

Greet and signpost you are ready to start
Introduce yourself/group
Title
Outline
Timing
Questions?
Transition to Part 1

Answer

A note on the pace of the intro

Pace

- Efficient and brief
- NOT rushed
- NOT hesitant and leisurely
- Some elaboration from slides e.g. focus, examples, case studies



Now make notes on what specific language you would use:

Frame for Introduction

Good afternoon. Shall we start?
Our group members include… / I think you all know me. I'm ……
The title of our/ my presentation is ……
We've/I've divided our/my talk into four parts.
Firstly, we'd/ I'd like to discuss …… in particular ……
In the second part, Ahmed will/I'll explain …… for example ……
Thirdly, Simone is/I'm going to look at …… focusing on ……
And finally, Yang will/I'll deal with …… such as ……
We/I plan to speak for ……
If you have any questions, we'd/I'd be happy to answer them at the end of our/my talk.
So now let's move onto the first part of our/my presentation/talk.

Tutor Model:

1. **Greet and signal start**
2. **Give title of talk**
3. **Introduce yourself**
4. **Give outline**
5. **Specify timing**
6. **Questions?**
7. **Transition to Part 1**

<u>Types of Banks</u>

- Commercial/retail
- Investment
- Universal
- Central
- Foreign

- Morning/ shall/ start?
- Thank/ Intro group
- Title/ types/ banks
- Divided/ talk/ 5
    - First/ going/talk/ comm and retail/ focus/ GS + JPM
    - Second/ like to explain/ invest b/ and key role play help/startups
    - Next/ we look at/ univers/ and 3 main services /offer
    - Follwng this/ tell/ cent / focus/ UK + India
    - Finally/I'll/ explain/ foreign banks/ egs HSBC + Bank America
- Plan/ speak 7 mins
- Any Q/ happy/ end
- Move onto 1st part comm and ret

Good afternoon everyone. Shall we start?

Today we'd like to talk to you about the main types of banks.

My name's Janet, and the other members of my group, to my right here, are Jonny, Luis and James.

We've divided our talk into 5 key parts.

Firstly, Jonny is going to talk about commercial or retail banks focusing on Gordon Stanley and JP Morgan. Second, I'd like to explain about investment banks and in particular the key role they play in helping business start ups. Next, Luis will look at universal banks and the key services that they offer. Following this, James will tell you about central banks focusing on the UK and India. And finally, I'll explain all about foreign banks, including HSBC and Bank America.

We plan to speak for around 7 minutes and are happy to answer any questions you might have at the end. Ok so let's move onto the first part of our talk, commercial/retail banks… Jonny…

Informal Presentation Practice

Now practise introducing a talk on:

Mergers and takeovers

You will be given the points and a reminder of the structure of the intro

Mergers and Takeovers

- What is a merger? (in partclr key characteristics)
- What is a takeover? (focsg on how differs from mergr)
- Advantages of mergers/takeovers (focusing on bus perfmnce)
- Disadvantages of mergers/takeovers (e.g. fincl and opertnl risks)

1. **Give title of talk**
2. **Give outline**
3. **Introduce yourself**
4. **Specify timing**
5. **Questions?**
6. **Greet and ask to start**
7. **Transition to Part 1**

Peer Correction of Signposting language

1. I’d be happy if you just give me some questions.
2. So, that’s all! (at the end of the intro’)
3. If you have some questions, I’ll be happy to ask you.
4. If anyone have any questions…
5. I’ve divided this title into 4 parts.
6. Thank you for your coming.
7. I’ve divided my presentation.
8. I’d like to speech for 20 minutes.
9. I’ve divided into my talk 4 parts
10. Secondly, I going to explain…
11. In this presentation we are going to separate 3 parts

Answers

1. I'd be happy if you just give me some questions. (See 10)
2. So, that's all! (use at the end of the talk not the intro')
3. If you have ~~some~~ any questions ~~I'll~~ I'd be happy to ~~ask~~ answer you.
4. If anyone ~~have~~ has any questions…
5. I've divided this ~~title~~ talk into 4 parts.
6. Thank you for ~~your~~ coming.
7. I've divided my presentation into 4 parts.
8. I'd like to ~~speech~~ speak for 20 minutes.
9. I've divided into my talk 4 parts (see 7.)
10. Secondly, I'm going to explain…
11. In this presentation we are going to separate 3 parts (See 7.)

Presentation ☺
Talk ☺
Speech X

Informal Presentation Practice

Now practice again:

- Pay closer attention now to the outline
- Avoid repetition of tenses
- Avoid listing and try to expand

I'll ☺
I will ☹

I/ divide / talk / x parts.
1. I'd / discuss / ..... in particular .....
2. I'll / explain / ..... for example .....
3. going / look / ..... focusing on .....
Finally / will deal with ..... such as .....

Porter's Five Forces Model

- What are the forces?
- How can they be applied? (e.g. marketing in fashion industry)
- Strengths (focus dealing with suppliers and buyers)
- Limitations (e.g. pace of change is now more rapid)

I/ divide / talk / x parts.
1. I'd / discuss / ..... in particular .....
2. I'll / explain / ..... for example .....
3. going / look / ..... focusing on .....
Finally / will deal with ..... such as .....

1. Greet and ask to start
2. Introduce yourself
3. Give title of talk
4. Give outline
5. Specify timing
6. Questions?
7. Transition to Part 1

Signposting your talk

Can you think of at least 3 synonyms for:

TRANSITIONING

e.g. Moving onto the next slide…

Transitioning

- Let’s start with…
- Moving onto…
- I’d like to turn to the second part of my presentation…
- Now we’ll move onto the second part of our talk…
- I’d like to move onto…
- Let’s turn to the final part of my/our presentation…

A note on Group Presentations



Ensure consistency – all use ‘our presentation’ not ‘my presentation’



Use transitional language

‘Now Yang will discuss the merits of this approach.’

‘Harpreet will now outline how this model works. Harpreet.’

Links for Signposting Language

www.eapfoundation.com/speaking/presentations/language/

https://share.articulate.com/m0LgXqUlelXPA--z-X1Vn

www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml

Task Which of these mistakes with organisation in a group presentation is the most serious?

- Lack of a clear introduction and conclusion: The presentation does not establish its purpose or bring the key arguments together at the end
- Lack of consistency between presenters: Different presenters use different terminology, approaches, definitions or interpretations of the topic.
- Disconnected sections: Presentations feel like a series of individual mini-presentations rather than one integrated piece of work.
- Repetition: Different group members repeat the same information because they have not coordinated their content.

WARWICK BUSINESS SCHOOL

Tripling



What is tripling?

- A rhetorical technique
- Ideas, words, phrases or examples are grouped in threes
- Used to create a memorable, balanced and persuasive message

How to use tripling in presentations

- Group three key ideas: social, economic, political
- Use three adjectives to reinforce a message: challenging, rewarding and transformative
- Structure an argument around three points: the problem, the evidence and the solution

Tripling

- **For**eign **stu**dents face **three main prob**lems when **liv**ing **and stu**dying a**broad: psy**cho**lo**gical**, cul**tural and lin**guis**tic.**
- It's a **ma**tter of re**sour**ces**, skills and** determi**na**tion**.**
- I **think** it **goes back** to the eco**no**mic **ar**guments**:** in**creased** compe**ti**tion**,** in**creased** globali**sa**tion**, and** the im**portance of ge**tting the **best** out of the **work**force**.**

How to make your presentation effective

MEMORABLE Could your audience recall the main points from your talk?

INTERESTING Did you manage to stop your audience falling asleep?

CLEAR Could your audience understand you?



Keep it INTERESTING

- Voice
  - Rhetorical questions
  - Chunking
  - Volume pace and pitch
- Delivery
  - Body Language
  - Eye contact

Why use rhetorical questions?

- Engagement: Encourages active listening
- Emphasis: Highlight an important argument or central message
- Curiosity: Introduce a topic or create anticipation about what follows

Rhetorical Questions

- So where is this leading?
- So what do these figures show us?
- What, then, does this mean in concrete terms?
- So what can we conclude from all this?
- Is this of any real significance?
- Why, then, is this important?

Asking Questions

I have a question (about ...)

Could I ask a question?

I was interested in what you were saying about...

Could you tell us more about...

Could you give me an example of...

Sorry, but I didn't follow what you said about...

Dealing with Questions

That's an interesting question...

I haven't had time to look into that...

That's rather outside my field...

There isn't really time to go into that now.

Well I'd need to think about that. I suppose...

Responses for:
Good, Difficult, Unnecessary & Irrelevant Q's

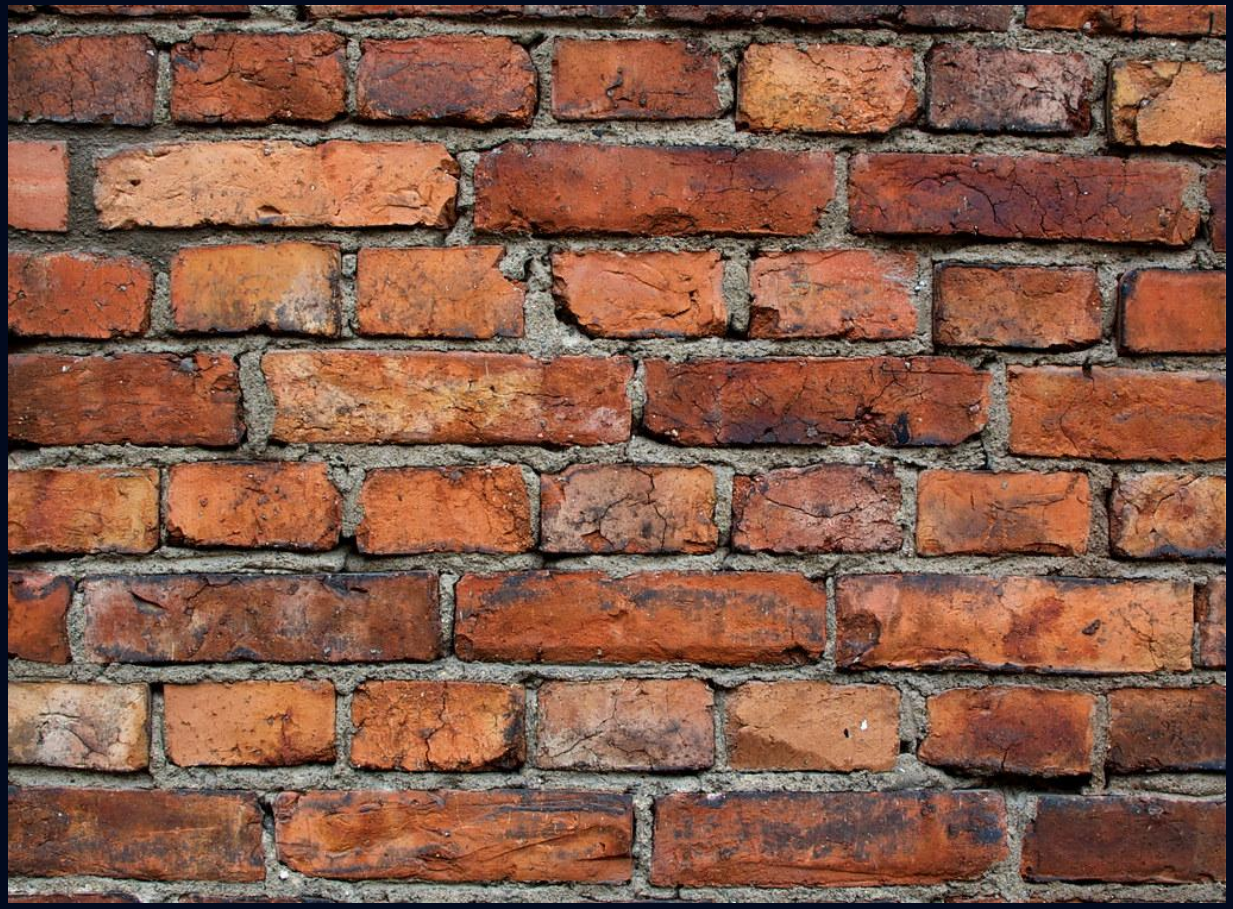
1. I'm afraid I don't see the connection
2. Sorry, I don't follow you
3. I don't know that off the top of my head
4. Can I get back to you on that?
5. I think I answered that earlier
6. Good point
7. Interesting. What do you think?
8. Well, as I said….
9. I wish I knew.
10. I'm glad you asked that.
11. I'm afraid I'm not in a position to answer that.
12. Well, as I mentioned earlier.
13. To be honest, I think that raises a different issue.
14. That's a very good question.
15. I'm afraid I don't have that information with me

Answers

- Good 6, 11,14
- Difficult 3, 4, 7, 9, 10, 15
- Unnecessary 5, 8, 12
- Irrelevant 1, 2, 13

Top Tip Avoid reading from your head

Use revision cards



This Photo by Unknown Author is licensed under CC BY-SA

- Morning/ shall/ start?
- Thank/ Intro group
- Title/ types/ banks
- Divided/ talk/ 5
  - First/ going/talk/ comm and retail/ focus/ GS + JPM
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  - Finally/I'll/ explain/ foreign banks/ egs HSBC + Bank America
- Plan/ speak 7 mins
- Any Q/ happy/ end
- Move onto 1st part comm and ret

Card 1 — Advantages of Mergers & Takeovers

1 Economies of scale
- lower operating costs
- combine resources / facilities
- e.g. shared distribution networks

2 Increased market share
- access to new customers
- stronger competitive position
- potential pricing power

Card 2 — Advantages of Mergers & Takeovers

3 Access to expertise & technology
- acquire specialist knowledge
- innovation / R&D
- faster market expansion

Opening question:

"Why might two businesses be stronger together than apart?"

Card 3 — Advantages of Mergers & Takeovers

Key points:

- ☐ Explain (not just list)
- ☐ Use an example
- ☐ **Tripling:** resources, expertise, market access
- ☐ Eye contact
- ☐ Pause after question

Card 4 — Advantages of Mergers & Takeovers

→ **Transition:**

"However, are the benefits of mergers always guaranteed? My colleague will now examine some of the potential disadvantages."

Tonal Units

Compare the following two sentences. Who is stupid?

a) Alfred said/ “The boss is stupid”

b) “Alfred”/ said the boss/ “is stupid.”

Avoiding flat intonation - Chunking

Chunking is the fastest and easiest way to improve your intonation by speaking in ‘units of meaning’ or chunks with a rise, rise, fall intonation. Listen to your Tutor reading the following extract from a business presentation given by the Investor Relations Manager for the Canadian petroleum company Imperial Oil.

Meeting the world's growing need for energy / while minimizing impacts on the environment / is one of our greatest challenges. / At Imperial, / we have implemented / rigorous environmental management programs / that deliver ongoing improvement / in our environmental performance. / The results of this discipline are significant, / particularly / in the area of energy efficiency. / By applying / ExxonMobil's / Global / Energy / Management / System, / last year / our refineries / achieved their best-ever / energy efficiency performance.

Adapted from www.sec.gov/Archives/edgar/data/49938/000119312511150978/dex993.htm

Task

'Chunk' the following extract from a business presentation given by the Investor Relations Manager for the Canadian petroleum company Imperial Oil. Then read your text aloud. Your partner will listen and record your chunking.

Student A

Today, I am pleased to share our 2018 financial and operating results and discuss the promising future for Imperial Oil. A future that will continue to deliver superior value to shareholders over the longer term. Our competitive advantages are grounded in our commitment to operating integrity, risk management, and financial discipline. These items underpin our strategies and will provide company growth in the long-term and better performance than our peers in the short-term.

Student B

The Controls Integrity Management System, or CIMS provides a structured process for conducting business in a well-controlled manner. This includes establishing effective controls, monitoring and enforcing compliance continuously, and resolving control weaknesses in a timely manner. ExxonMobil's Capital Project Management System, EMCAPS, uses management gate reviews and checkpoints to ensure that projects are conducted in a safe and environmentally responsible manner, deliver assets of appropriate quality, meet cost and schedule expectations and achieve commercial success.

Possible Answers

Student A

Today, / I am pleased to share / our 2018 / financial and operating results / and discuss / the promising future / for Imperial Oil. / A future / that will continue to deliver / superior value to shareholders / over the longer term. / Our competitive advantages / are grounded / in our commitment to operating integrity, / risk management, / and financial discipline. / These items / underpin / our strategies / and will provide company growth in the long-term / and better performance than our peers / in the short-term.

Student B

The Controls / Integrity / Management / System, / or CIMS / provides a structured process / for conducting business / in a well-controlled manner. / This includes / establishing effective controls, / monitoring and enforcing compliance continuously, / and resolving control weaknesses / in a timely manner. / ExxonMobil's Capital Project Management System, / EMCAPS, / uses management gate reviews and checkpoints / to ensure that projects are conducted / in a safe and environmentally responsible manner, / deliver assets of appropriate quality, / meet cost and schedule expectations / and achieve commercial success. /

Adapted from www.sec.gov/Archives/edgar/data/49938/000119312511150978/dex993.htm

If you are a hesitant speaker, pause in the correct place:

Pause after a unit of meaning, not after a weak form:

Correct:

Buyers have significant power / in some industries, / and this / forces firms / to improve product quality / so they can retain customer loyalty. /

Incorrect:

Buyers have / significant power in some industries, and / this forces firms to / improve product quality so / they can retain customer loyalty. /

Volume (loudness)

Loud and clear

Too loud or too quiet can put strain on listeners

Vary volume

- A whisper can draw an audience in
- A loudly spoken exclamation can make them sit up and listen

Pace (Speed)

- Should be easy to follow
- Not too fast or too slow
- Vary the pace
- Intro can be slightly faster (sleek and swift)
- Slightly faster = enthusiasm
- Slightly = emphasis or caution

Delivery

- Posture
- Position
- Movement
- Eye contact



Delivery
Can you think of any DOs and DONT's for:



Posture

How and where should you stand?

What should you do with your hands?

Is it ok to hold anything?



Position

Where should you face?



Movement

How much?



Eye contact

How much?

Where to look?

Who to look at?

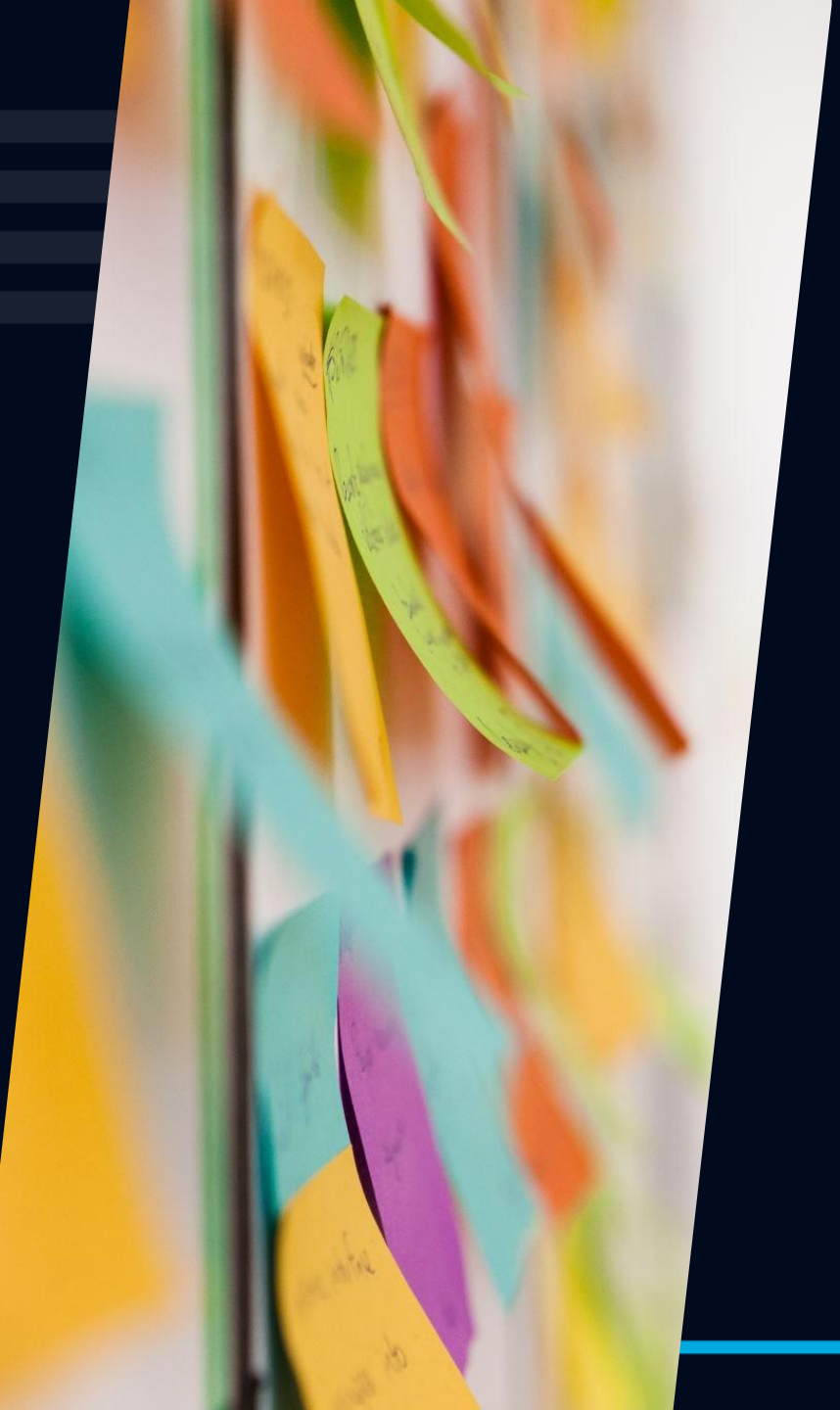
Delivery

Posture

DO stand up straight

DO NOT hold your hands in front of your body or behind your back

DO NOT put your hands in your pockets

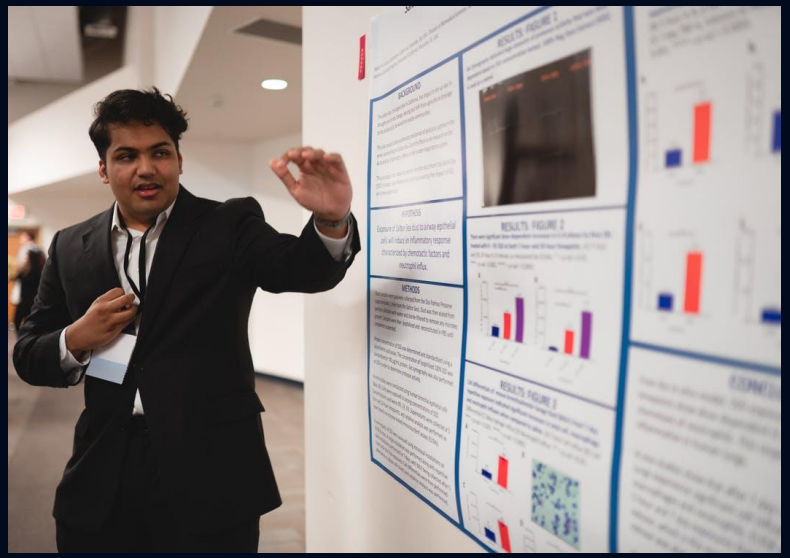


Position

- Avoid talking if your back is turned
- Avoid talking to the whiteboard, PowerPoint screen, or your notes
- Face the audience


GOOD MANNERS


Problem Statement (Cont)
What are the campaign objectives?

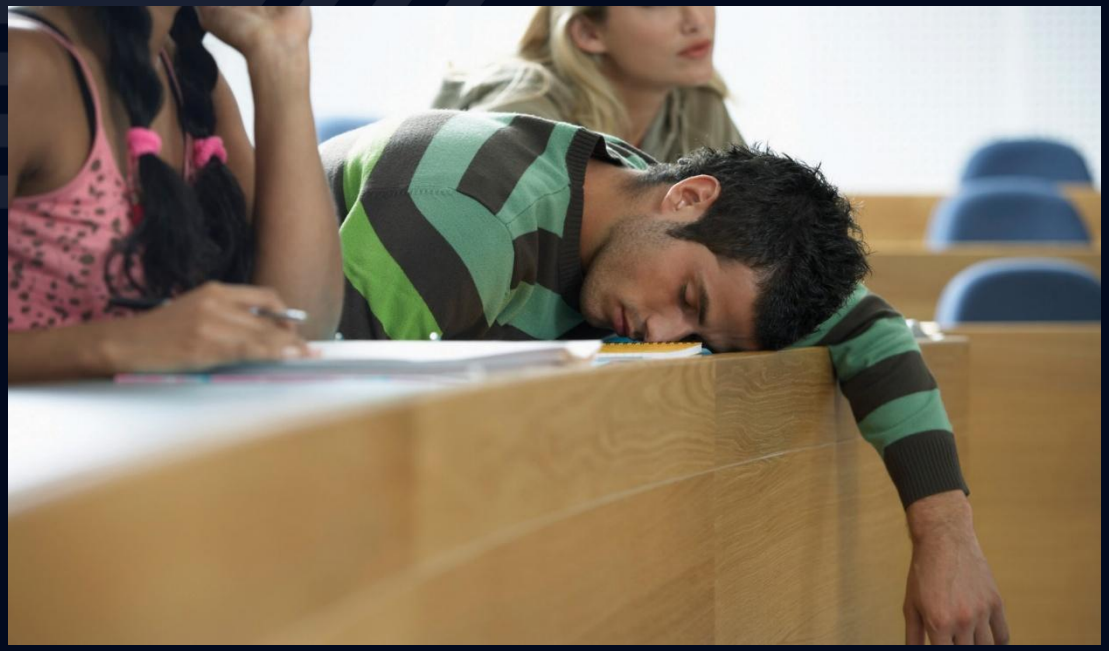


Movement

Do	Use gestures to stress important points
Do	Use hands to demonstrate or to count
Don’t	Move around too much
Don’t	Stand completely still
Don’t	Display any nervous tics such as touching your hair or glasses

Eye Contact

- Look at the audience as much as you can
- Try to include all members of the audience
- Avoid focusing on just one side of the room
- Avoid focusing on just one person (e.g. Module Leader)
- Avoid talking to your visual aids or notes



Top Tip

- Stay in tune with your audience
- Try to gauge how interesting your talk is by observing your audience



Online/pre-recorded presentations

- Look directly into the camera lens rather than at your own image on the screen
- Position the camera at eye level
- Avoid looking down at notes or repeatedly looking away
- Avoid looking overly rehearsed

Online/pre-recorded presentations

Which of these do you think you would be most disasterous?

- ✓ Check your microphone and camera before starting
- ✓ Ensure your face is well lit (ideally with light facing you)
- ✓ Choose a quiet environment without background distractions
- ✓ Check that your background is professional and uncluttered
- ✓ Close unnecessary applications and notifications
- ✓ Check that your slides are displaying correctly
- ✓ Ensure you have a stable internet connection

How to make your presentation effective

MEMORABLE Could your audience recall the main points from your talk?

INTERESTING Did you manage to stop your audience falling asleep?

CLEAR Could your audience understand you?



Keep it clear: Tricky words

- Check pron of key words
- Practice pron of key words
- Don’t speed up over tricky words – keep the syllables clear
- If word tricky to pronounce put on slide



Keep it clear: Speed

- Ensure not too fast
- If content too great then reduce it
- If unable to slow down, then reduce content to one min less
- Vary speed

E.g. macroeconomics /OoooOo/

1. company
2. deeply held values
3. moral judgments
4. scarce resources
5. productive
6. Productivity
7. product (n.C)
8. produce (n.U)
9. produce (v.)
10. consumption

Word stress

What is the stress pattern of the following:



Answers

1. Company Ooo
2. deeply held values Oo O Oo
3. moral judgments Oo Oo
4. scarce resources O oOo
5. productive oOo
6. productivity ooOoo
7. product (n.C) Oo
8. produce (n.U) Oo
9. produce (v.) oO
10. consumption oOo



Schwa in the unstressed syllable

Often the syllable that is not stressed is pronounced /ə/ = /a<u>**g**</u>**o/. Identify the schwas in the following e.g. develop /oO**<u>**o**</u>**/**

consumption
productive
capital
inflation
calculations
policy
macroeconomics
interest
differentiate
methodology

Answers

1. consumption
2. productive
3. capital
4. inflation
5. calculations
6. policy
7. macroeconomics
8. interest /Ooo/ or interest /Oo/
9. differentiate
10. methodology

Language for referring to Visuals

- As you can see from the next slide...
- The following slide illustrates...
- If we turn our attention to the following table...
- As Figure 2 shows...

- ✓ Slide for title page
- ✓ Slide for outline/introduction
- ✓ In-text referencing
- ✓ Summary/bullets not continuous prose
- ✓ Alternation of text and figures
- ✓ Figures correctly referenced
- ✓ Formal/academic style and consistency
- ✓ Accurate g. sp. p.
- ✓ Slide for outline/conclusion
- ✓ Slide for thanking/questions
- ✓ Slide for reference list

Presentation Slides Checklist

Top Tip

Avoid continuous prose/complete sentences (bullets)

Notes for elaboration

Alter image size from corner not side

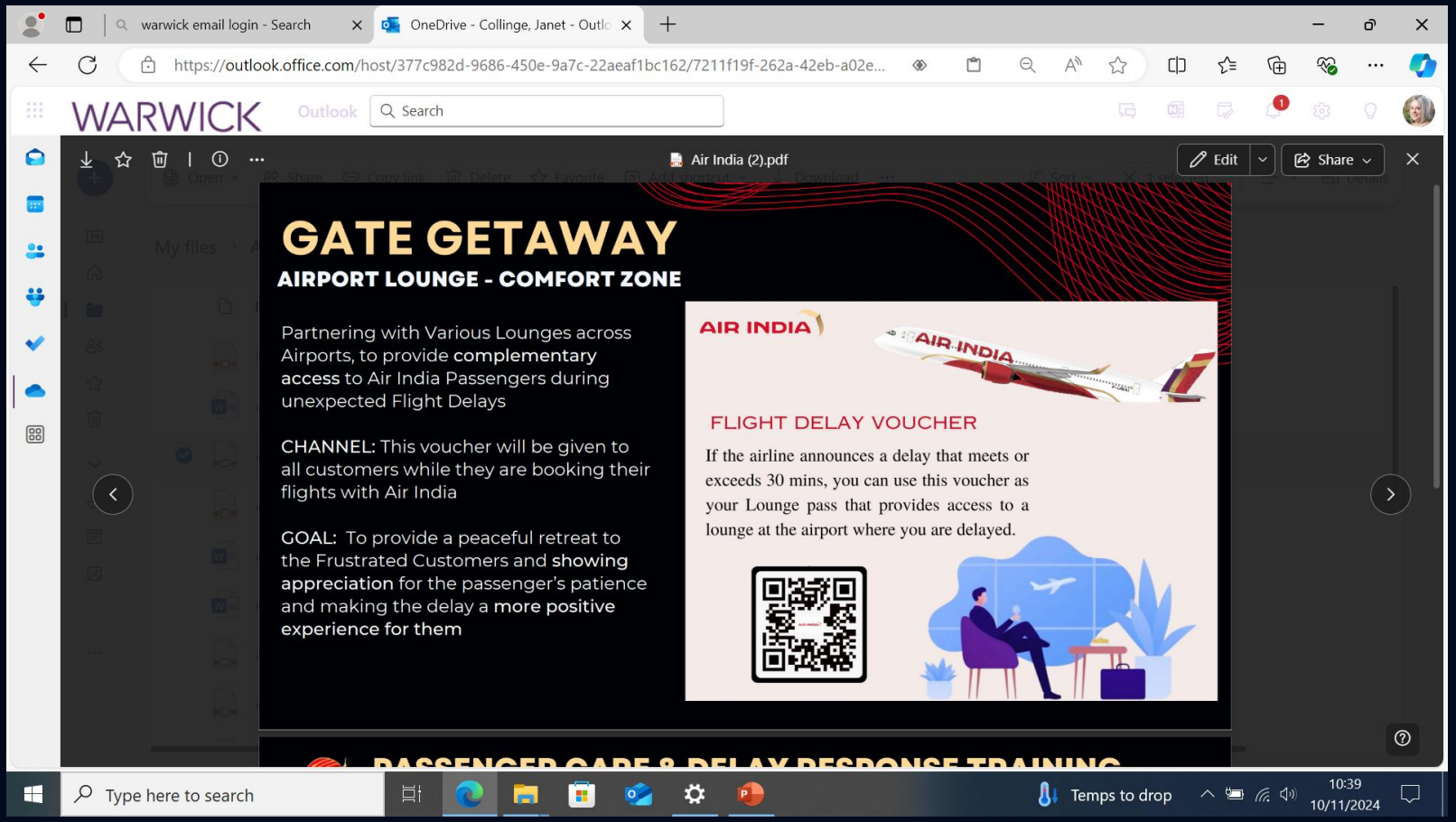
Check all slides legible when projected

Use your time rehearsing not beautifying your slides

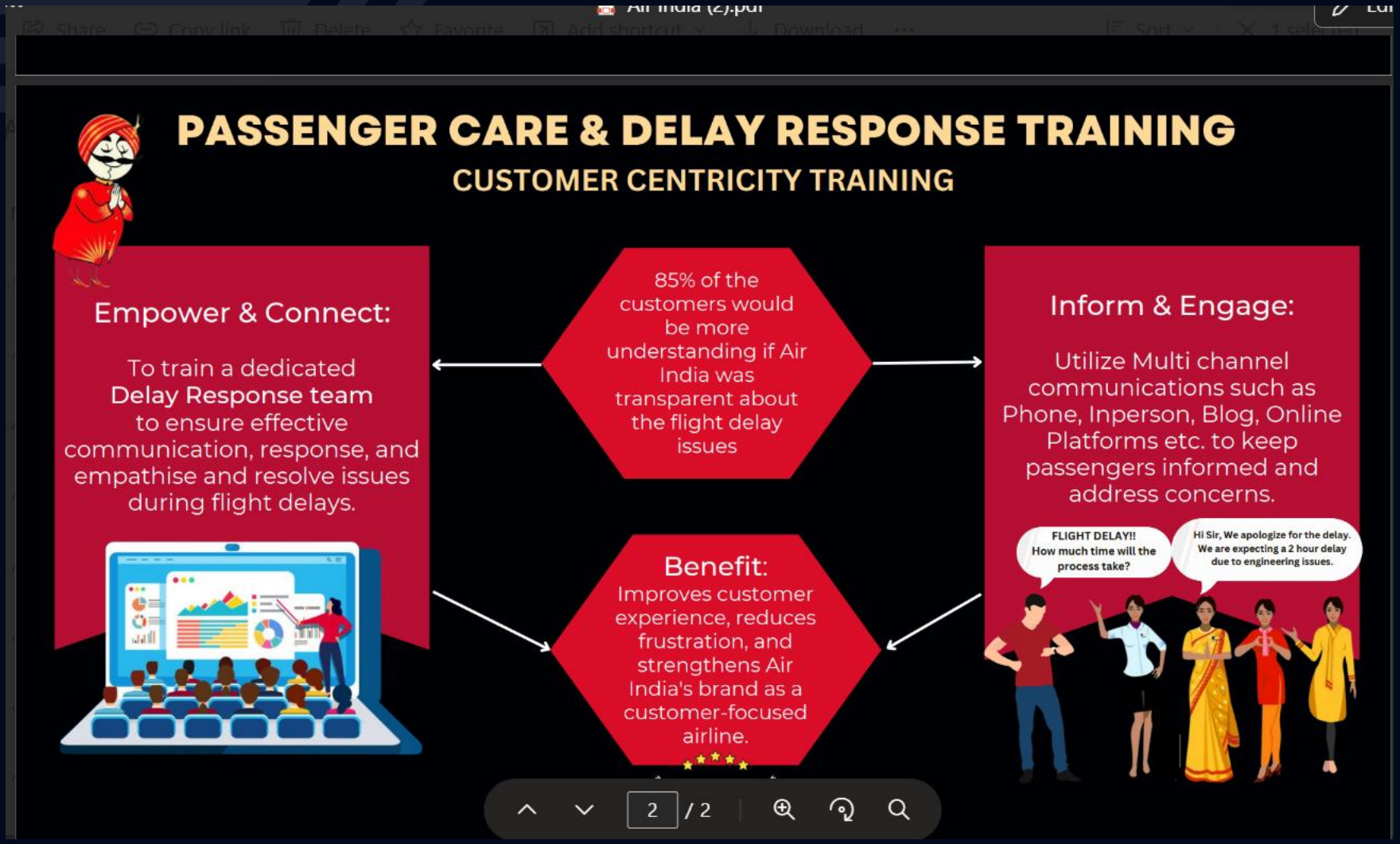
Peer review the following slides



Avoid having too much text/ continuous prose – use bullets and key words



Proofread for punctuation



This is what you say

GATE GETAWAY
Airport Lounge Comfort Zone

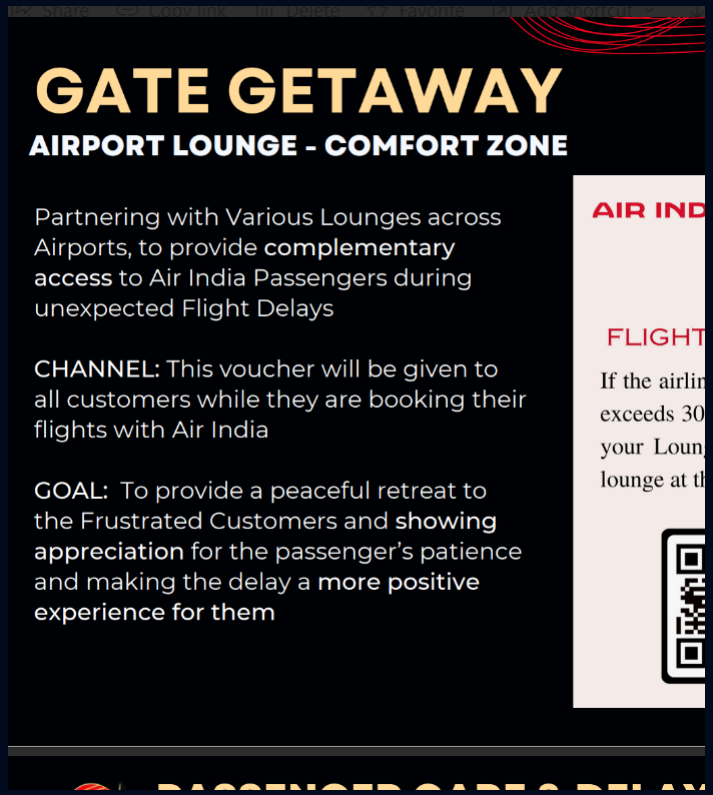
COMPLIMENTARY ACCESS

CHANNEL

- Voucher issued to all customers when booking

GOAL

- Provide a peaceful retreat
- Show appreciation
- Reduce frustration
- Improve experience



the 4th biggest security company in NY, Wall Street.



Adapted from http://www.cincodias.com/recorte.php/20080613cdscdiemp_3/XLCOH635/les/Lehman_Brothers_despide_parte_cupula_crisis.jpg (cincodias 2008)

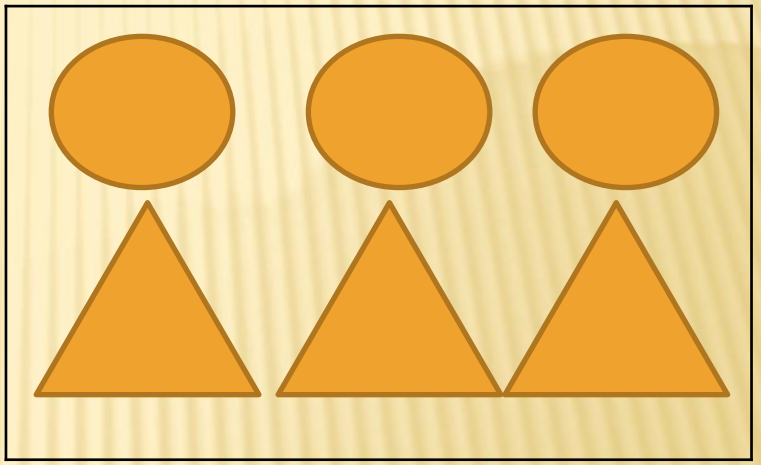
The reasons for Bankruptcy stock system

Bank



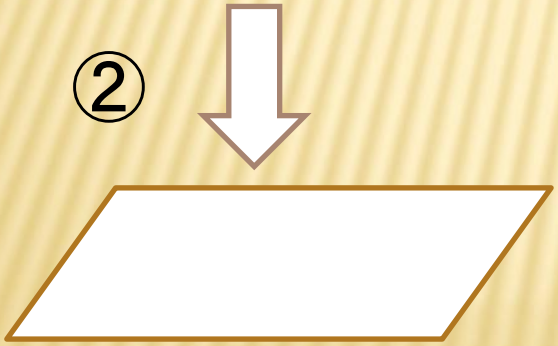
①Lend

The Poor



Pay Back

②



Stock

③Money

③Sell to everybody



④Back to ①

(Zingales 2008)



Gender Gap in the corporate wolrd

Bekmurat talipov

Gender gap in the corporate world

- What does the gender inequality means?
- International Women's Day (IWD).
- Does the gender gap still exist?
- Statistical evidence.

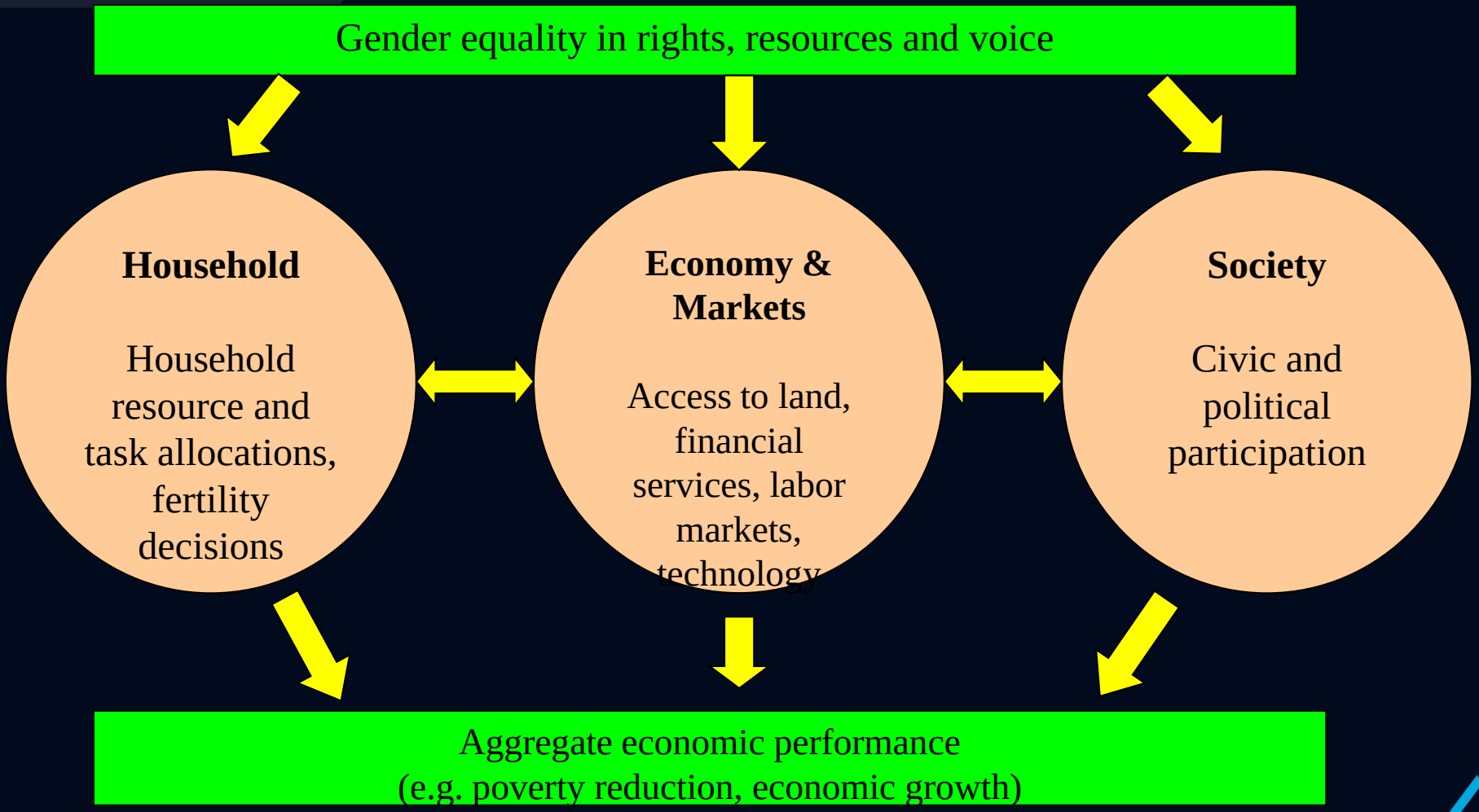
- International Men's Day – respond of the "Males World" for IWD

Introduction

Gender gap is an issue regarding inequality between men and women which may refer to:

- Gender differences in a general psycho-social context;
- Income disparity by gender in a purely economic context.
- father's rights in child custody determinations of family courts.
- Workers number gap, the difference between the numbers of men and women in a profession.
- Unbalanced sex ratio

Benefits of gender equality

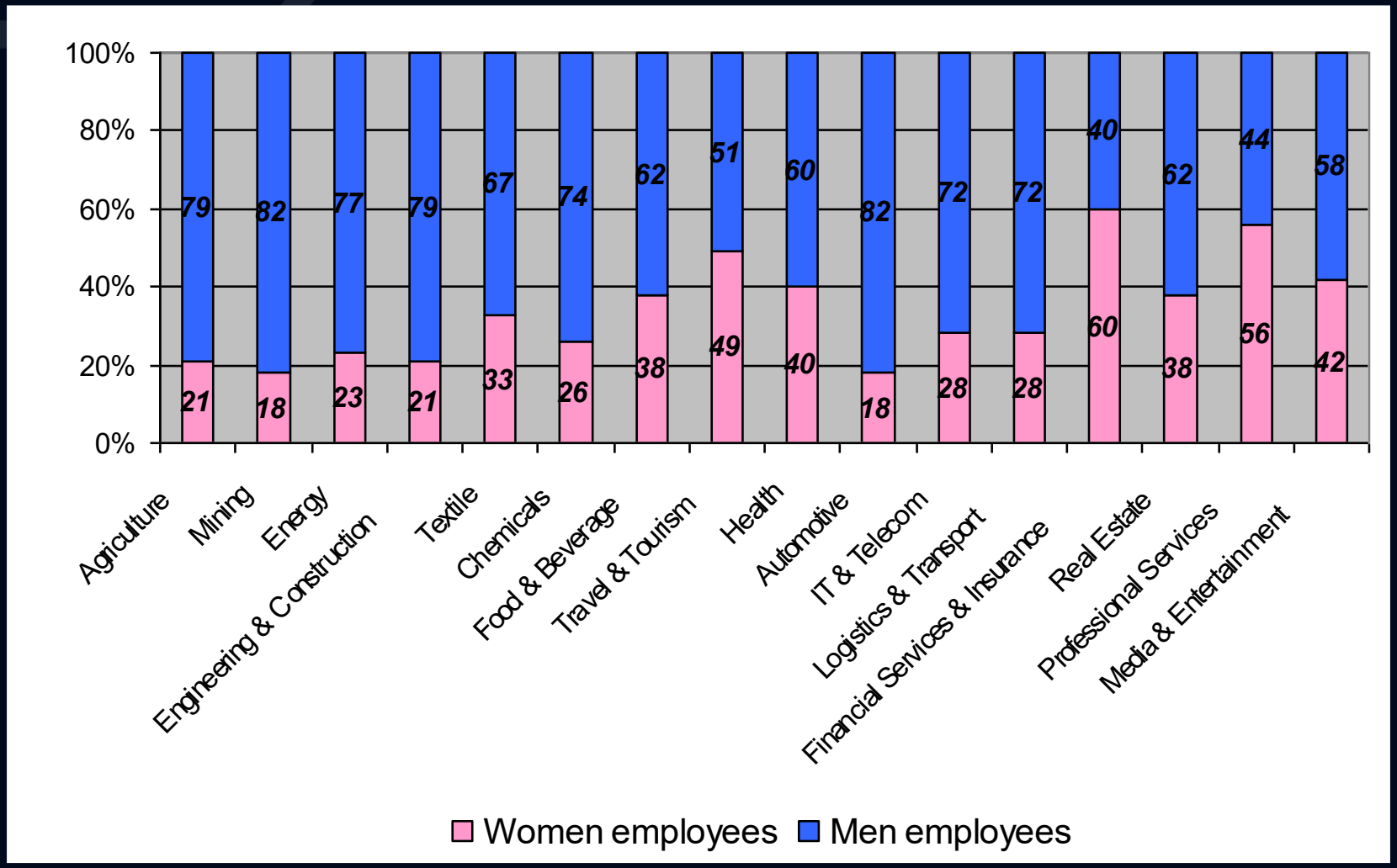


(John Hernandez 2008)



However, the gender equality in the corporate world is still a myth **(Bennet and ellison, 2019)**

Figure 2. Percentage of women and men employees by industry 2009



Top Tip: Deal with mistakes professionally

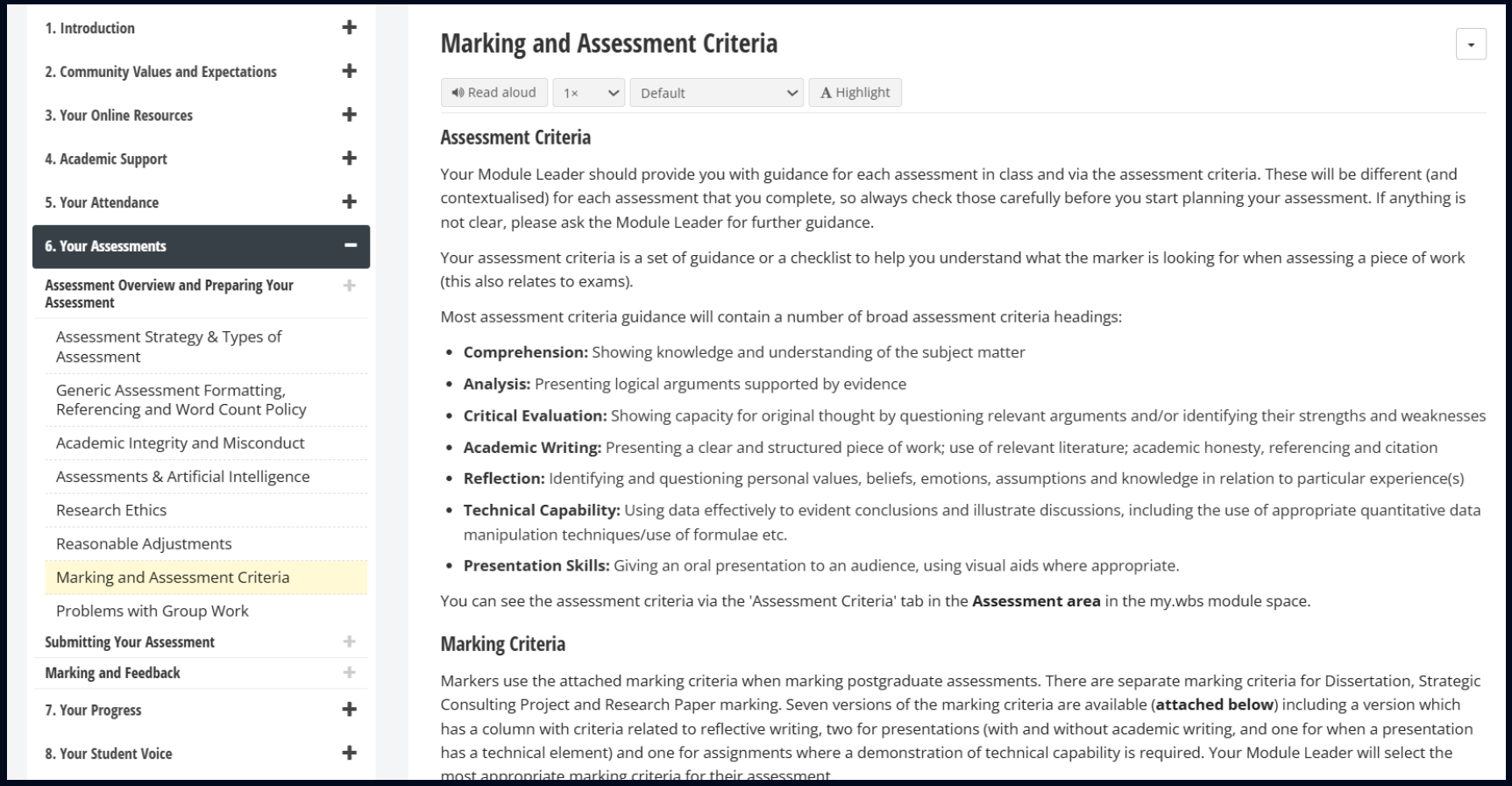
- In other words…
- What I was trying to say was…
- Let me just mention…
- One moment please…
- Just a moment sorry…. so as I was saying…

Top Tip
Rehearse Rehearse Rehearse



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Presentations Marking Criteria



Presentations Marking Criteria

Postgraduate Marking Criteria

	Comprehension (Showing knowledge & understanding of the subject matter)	Analysis (Presenting logical arguments supported by evidence)	Critical Evaluation (Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	Presentation Skills (Giving an oral presentation to an audience, using visual aids where appropriate)	
90-100	Demonstrates comprehension of the subject matter which exceeds expectations for this level, such that the work merits special recognition by the award of the highest possible mark.	Demonstrates analysis which exceeds expectations for this level, such that the work merits special recognition by the award of the highest possible mark.	Demonstrates critical evaluation and synthesis which exceed expectations for this level, such that the work merits special recognition by the award of the highest possible mark.	Presentation of exceptional quality, which merits special recognition by the award of the highest possible mark.	90-100
80-89	Demonstrates an excellent command of the subject matter, which includes strong evidence of understanding of higher-level issues.	Extremely well-focused and logical work with very accurate portrayal of concepts/theories; drawing on a wide/varied range of evidence.	Demonstrates an excellent ability to critically evaluate and synthesise relevant arguments and debates in a manner that also demonstrates a highly developed capacity for original thought.	Displays excellent use of communication skills which model professionalism, confidence and clarity throughout. Verbal and non verbal skills are used very well to engage the audience. Timing is very well balanced and any visual aids support the presentation well. Questions are handled well.	80-89
70-79	Demonstrates a very good command of the subject matter.	Well-focused and logical work with very accurate portrayal of concepts/theories and a very good use of evidence.	Demonstrates a very good ability to critically evaluate and synthesise relevant arguments and debates in a manner that also demonstrates a very good capacity for original thought.	Displays very good use of communication skills which almost always model professionalism, confidence and clarity. Verbal and non verbal skills are used well to engage the audience. Timing is well balanced and any visual aids support the presentation well.	70-79
60-69	Demonstrates a good appreciation of the subject matter.	Coherent and logical work which demonstrates good use of concepts/theories supported by evidence.	Demonstrates a good ability to critically evaluate and synthesise relevant arguments and debates in a manner that also demonstrates some capacity for original thought.	Displays good use of communication skills which mostly model professionalism, confidence and clarity. Verbal and non verbal skills are used well to engage the audience. Timing is largely balanced and any visual aids support the presentation well. Questions are largely handled well.	60-69
50-59	Demonstrates reasonable familiarity with the subject matter, with some minor omissions and/or errors.	Logically structured to a certain extent and demonstrates basic use of concepts/theories supported by some evidence.	Demonstrates the ability to summarise relevant arguments and debates and also demonstrates ability to synthesise them.	Displays satisfactory use of communication skills which model professionalism, confidence and clarity to some extent. Some use of verbal and non verbal skills to engage the audience. Timing is satisfactory. Visual aids support the presentation to a degree. Questions are handled reasonably well.	50-59
40-49	Despite demonstrating some familiarity with the subject matter, is subject to some significant omissions or errors.	Loose logical structure, little use of concepts/theories and limited use of evidence to support the points made.	Demonstrates little awareness of relevant arguments and debates and/or some evidence of confusion about the topic.	Displays limited communication skills which do not succeed in modelling professionalism, confidence and clarity. Limited use of verbal and non verbal skills to engage the audience. Timing is insufficiently monitored. Visual aids do not support the presentation. Questions are not handled very well.	40-49
30-39	Demonstrates poor familiarity with the subject matter, and is subject to many significant omissions and errors.	Fails to address the topic, incoherent structure, very little use of concepts/theories and very little use of evidence.	Demonstrates very poor awareness of relevant arguments and debates and/or serious misinterpretation of the question or topic.	Displays very limited communication skills. Poor use of verbal and non verbal skills to engage the audience. Timing is poorly monitored. Visual aids do not support the presentation. Responses to questions are inadequate.	30-39
<30	No familiarity with the subject matter and has multiple significant omissions and errors.	Fails to address the topic, incoherent structure, no use of concepts/theories and no use of evidence.	No awareness of relevant arguments and debates and/or serious misinterpretation of the question or topic.	Displays very poor communication skills. Verbal and non verbal skills impede engagement with the audience. Timing is very poor. Visual aids impede the presentation. Responses to questions are inadequate.	<30
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Postgraduate Marking Criteria

	Comprehension (Showing knowledge & understanding of the subject matter)	**Analysis** (Presenting logical arguments supported by evidence)	**Critical Evaluation** (Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	**Presentation Skills** (Giving an oral presentation to an audience, using visual aids where appropriate)	
90-100	Demonstrates comprehension of the subject matter which exceeds expectations for this level, such that the work merits special recognition by the award of the highest possible mark.	Demonstrates analysis which exceeds expectations for this level, such that the work merits special recognition by the award of the highest possible mark.	Demonstrates critical evaluation and synthesis which exceed expectations for this level, such that the work merits special recognition by the award of the highest possible mark.	Presentation of exceptional quality, which merits special recognition by the award of the highest possible mark.	90-100
80-89	Demonstrates an excellent command of the subject matter, which includes strong evidence of understanding of higher-level issues.	Extremely well-focused and logical work with very accurate portrayal of concepts/theories; drawing on a wide/varied range of evidence.	Demonstrates an excellent ability to critically evaluate and synthesise relevant arguments and debates in a manner that also demonstrates a highly developed capacity for original thought.	Displays excellent use of communication skills which model professionalism, confidence and clarity throughout. Verbal and non verbal skills are used very well to engage the audience. Timing is very well balanced and any visual aids support the presentation well. Questions are handled well.	80-89
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60-69	Demonstrates a good appreciation of the subject matter.	Coherent and logical work which demonstrates good use of concepts/theories supported by evidence.	Demonstrates a good ability to critically evaluate and synthesise relevant arguments and debates in a manner that also demonstrates some capacity for original thought.	Displays good use of communication skills which mostly model professionalism, confidence and clarity. Verbal and non verbal skills are used well to engage the audience. Timing is largely balanced and any visual aids support the presentation well. Questions are largely handled well.	60-69
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How to make your presentation effective

MEMORABLE Could your audience recall the main points from your talk?

INTERESTING Did you manage to stop your audience falling asleep?

CLEAR Could your audience understand you?



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