**Research-based topic presentation and discussion - Level of performance**

Assessment of Individual Research Project

2 minute presentation of chosen research project followed by a discussion lasting 9–10 minutes.

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

| Level | Descriptor |
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| Thorough knowledge | A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings. |
| Good knowledge | A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings. |
| Reasonable knowledge | A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings. |
| Limited knowledge | A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge. |
| Very limited knowledge | The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge. |

##### The discussion

The examiner may use points made in the presentation as well as information given on the Candidate Record form to initiate the discussion. From there on, the examiner proceeds on the basis of points made in response to questions. Questions can be informed by knowledge of the topic area, or lack of knowledge of the topic area.

The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which they will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given.

The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student’s appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse, evaluate and draw conclusions on those aspects of the topic area that have been researched.

| Level | Descriptor |
| --- | --- |
| Excellent level of performance | * The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. * Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. * Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. * Challenges from the examiner that perhaps call into question the validity of the student’s findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge. |
| Good level of performance | * The student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. * Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. * Challenges from the examiner that perhaps call into question the validity of the student’s findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge. |
| Reasonable level of performance | * The student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. * Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. * Challenges from the examiner that perhaps call into question the validity of the student’s findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge. |
| Limited level of performance | * The student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. * The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. * There will be few if any challenges from the examiner that perhaps call into question the validity of the student’s findings or the conclusions they are offering. |
| Very limited level of performance | * The examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. * Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context. |