

## Extended Project Oral Presentation Record Form

# Pearson

Learner Name XXXXXXXXXX

Learner number

**Centre Name**

Centre Number 22158

Project Title

Date 22/3/2023

		Band placement					
Content	How clear are the main ideas? <i>Yes.</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Organisation	How clear and logical is the structure? Do the different parts of the presentation link together? <i>Clear evaluation.</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Pace	Is the presentation well paced? <i>could be slowed down, but overall was fine.</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Voice	Is the presentation clearly audible? Does the presenter avoid simply reading the presentation aloud? <i>In areas which is well knowledge. Referred to presentation often.</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Visual aids	If visual aids are used, are they relevant and consistently effective in supporting the presentation? Are they clearly visible and not over-crowded with too much information? <i>use of images. Some had more detail than needed?</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Contact with audience	Does the presenter engage well with the audience and hold their attention? <i>when more confident on subject matter. ✓ - Yes</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Handling questions	Does the presenter handle questions calmly and confidently? Are they answered clearly and insightfully, in a way which shows good subject knowledge? <i>Answered well overall. Able to draw on knowledge.</i>	Low 1	High 1	Low 2	High 2	Low 3	High 3
	Comments:						
Strengths of the presentation		AO4 Mark Awarded: <i>6</i>					
<i>- Reflects on practice + further requirements.</i>							
Signed (Teacher/assessor)		Position: <i>Tutor</i>					

✓ why  $21^{\circ}\text{C}$  +  $28^{\circ}\text{C}$ .

✓ method replicate other studies?

✓ what do as follow on / give further knowledge?

✓ what have you gained the most from the EQ?

✓ Hardest part of EQ

## Marking grid for Investigation/Field Study

### Investigation/Field Study: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The question or hypothesis is identified and is developed with <b>a lot of</b> guidance, support and assistance from the tutor-assessor. The question or hypothesis <b>may lack focus</b> .	The question or hypothesis is identified and is developed with <b>some</b> guidance, support and assistance from the tutor-assessor <b>and is then finalised and refined by the learner</b> . The question or hypothesis is <b>reasonably focussed</b> . <i>Evident in results/eval.</i>	The question or hypothesis is identified and is developed with <b>limited</b> guidance, support and assistance from the tutor-assessor <b>but is then finalised and refined independently by the learner</b> . The question or hypothesis is <b>well defined and clearly focussed</b> .
The project plan gives <b>objectives</b> for the project and <b>a brief</b> rationale. <b>Most of the main</b> tasks to be completed are <b>listed</b> . Potential problems are <b>mentioned</b> .	The project plan gives <b>clear objectives</b> for the project and a <b>clear</b> rationale. <b>All of the main</b> tasks to be completed are provided in an appropriate order <b>and described, with an appropriate time span allocated for some tasks</b> . Potential problems are <b>described</b> .	The project plan is <b>clear and concise</b> , with <b>clear and detailed objectives and rationale</b> . <b>All of the main</b> tasks to be completed are provided in an appropriate order and described in detail, with an appropriate time span allocated for each task. Potential problems are described and there are sensible ideas for how these can be overcome.
The learner shows <b>limited</b> organisational ability and time management skills when managing the project. The learner maintains <b> cursory</b> records of activities undertaken during the project. <b>There is some monitoring of own progress</b> .	The learner shows <b>reasonable</b> organisational ability and time management skills when managing the project. The learner maintains <b>clear</b> records of activities undertaken during the project, <b>including problems encountered and steps taken to overcome them</b> . <b>Progress is monitored against the original plan</b> .	The learner shows a <b>high level of</b> organisational ability and time management skills when managing the project. The learner maintains <b>clear and detailed</b> records of activities undertaken during the project, <b>including problems encountered and steps taken to overcome them</b> . <b>Progress is monitored against the original plan and adjustments made to the plan where necessary</b> .
<b>0-3 marks</b>	<b>4-6 marks</b>	<b>7-9 marks</b>

See pages 59-60 for guidance on how to use the marking grid.

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## Investigation/Field Study: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some sources have been used and <b>investigated</b> . There is <b>some referencing</b> of research sources and a bibliography is included, listing <b>most of the sources</b> .	A <b>range of different types</b> of sources have been used and <b>investigated</b> . Research sources are <b>referenced appropriately</b> and a bibliography is included, listing the <b>sources in an appropriate format</b> .	A <b>wide range of different types</b> of sources have been used and <b>thoroughly investigated</b> . Research sources are <b>referenced appropriately and consistently</b> and a bibliography is included, listing the <b>sources in an appropriate and consistent format</b> .
Data collection techniques are used with <b>some guidance</b> from the tutor-assessor. Information and resources have been <b>selected</b> and <b>some of this is directly relevant to the research question</b> . Information has been <b>collated</b> in reference to the research question posed.	Data collection techniques are used <b>successfully</b> with <b>limited guidance</b> from the tutor-assessor. Information and resources <b>relevant to the research question</b> have been <b>selected</b> . Information has been <b>analysed</b> in reference to the research question posed.	Data collection techniques are <b>successfully</b> and <b>independently</b> used by the learner. Information and resources <b>relevant to the research question</b> have been <b>carefully selected</b> . Information has been <b>analysed and synthesised</b> in reference to the research question posed.
There are <b>attempts to establish</b> links and connections between the <b>information</b> used, but <b>some of these may be tenuous</b> . <b>Some understanding</b> of the <b>less complex areas</b> of the <b>research topic</b> has been shown.	The <b>learner has established clear</b> links and connections between the <b>information</b> used. A <b>reasonable understanding</b> of the <b>complexities of the research area</b> in <b>general</b> , and <b>the research question in particular</b> , has been shown.	<b>Clear, concise and detailed links</b> have been established between the <b>information</b> used. A <b>thorough understanding</b> of the <b>complexities of the research question</b> has been shown. Learners have placed the <b>research question into the wider context of the research area</b> .
0-4 marks	5-8 marks	9-12 marks

See pages 59-60 for guidance on how to use the marking grid.

8  
Clear data analysis conducted  
+ all lead back to overall question.

Clear Brief links to the complexities + wider aspects of research provided.  
29

### Investigation/Field Study: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
<p><b>An attempt has been made to structure the investigation/field study, using sections.</b></p> <p>Information is <b>generally presented</b> in a logical order <b>although some of it may not be wholly relevant</b>. Some use is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p>Language errors (eg grammar, syntax, vocabulary) <b>may sometimes be</b> intrusive but they <b>generally do not</b> interfere with communication. <b>Some technical terms</b> are used.</p> <p>The content shows <b>some understanding</b> of the topic and an <b>attempt to answer</b> the agreed hypothesis or question. <b>Some trends or patterns</b> in the data are <b>identified</b>.</p>	<p>The investigation/field study is <b>structured in sections</b> and there is <b>some evidence of the ability to link them together coherently</b>.</p> <p>Information is <b>presented</b> in a logical order and is <b>generally clear and relevant</b>. <b>Generally effective use</b> is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p><b>There are few</b> language errors (eg grammar, syntax, vocabulary), and they are <b>generally not</b> intrusive and <b>do not</b> interfere with communication. <b>Technical terms</b> are <b>generally used appropriately</b>.</p> <p>The content shows <b>good understanding</b> of the topic area and <b>findings that relate directly to the agreed hypothesis</b> or question. <b>The main trends or patterns</b> in the data are <b>identified and analysed</b>. Where appropriate, <b>some mathematical calculations</b> are performed.</p>	<p>The investigation/field study is <b>well structured</b>, with <b>appropriate sections</b> that are <b>linked together coherently throughout</b>.</p> <p>Information is <b>presented</b> in a logical order and it is <b>consistently clear and relevant</b>. <b>Effective and consistent use</b> is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p><b>There are few</b> language errors (eg grammar, syntax, vocabulary) and they are <b>not</b> intrusive and they <b>do not</b> interfere with communication. <b>Technical terms</b> are used <b>consistently and effectively</b>.</p> <p>The content shows a <b>thorough and perceptive understanding</b> of the topic area and a <b>clearly argued and well-thought out interpretation that answers</b> the agreed hypothesis or question and is <b>supported by several lines of argument</b>. <b>Trends or patterns</b> in the data are <b>identified and analysed perceptively using relevant models and theories</b>. Where appropriate, <b>mathematical calculations</b> are performed.</p>

### Investigation/Field Study: AO3 — Develop and realise (cont.)

Mark band 1	Mark band 2	Mark band 3
There is a <b>brief conclusion</b> that <b>summarises</b> the findings.	There is a <b>clear conclusion</b> that <b>summarises</b> the findings. There are <b>some suggestions</b> for <b>further work</b> .	There is a <b>clear and well-developed conclusion</b> that <b>proficiently summarises</b> the findings. There are <b>well-thought out suggestions</b> for further work and an awareness of any wider implications.
<b>0-8 marks</b>	<b>9-16 marks</b>	<b>17-24 marks</b>

See pages 59-60 for guidance on how to use the marking grids.

16 17

Research in Lit Review lacks specifics to studies.

Is recognised in concl/Ev.

Discussion falls into results.

## Investigation/Field Study: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
<p>Overall the learner shows <b>some self-awareness</b> when evaluating the project and the extent to which they have achieved their aims. The learner <b>attempts to identify</b> the limitations of their project's methodology and interpretations, but this <b>may not correspond with</b> the tutor-assessor's own judgement.</p> <p>The learner <b>identifies</b> some <b>basic</b> ideas for what they could do differently next time. They have drawn <b>basic</b> conclusions about the process of researching and writing an investigation/field study that could help them in future.</p>	<p>Overall the learner shows <b>good insight and self-awareness</b> in evaluating the project and the extent to which they have achieved their aims. The learner <b>is generally successful at identifying and explaining</b> the limitations of their project's methodology and interpretations.</p> <p>The learner <b>describes</b> ideas for what they could do differently next time. They have drawn <b>clear</b> conclusions about the process of researching and writing an investigation/field study that could help them in future.</p>	<p>Overall the learner shows a <b>high level of insight and self-awareness</b> in evaluating the project and the extent to which they have achieved their aims. The learner <b>is highly adept at identifying and analysing in detail</b> the limitations of their project's methodology and interpretations.</p> <p>The learner <b>explains and justifies</b> ideas for what they could do differently next time. They have drawn <b>clear and perceptive</b> conclusions about the process of researching and writing an investigation/field study that could help them in future.</p>
<p>The presentation is <b>structured</b> so that the <b>audience can see that there has been some attempt to organise it</b> logically and the learner shows <b>basic</b> ability to convey the main ideas.</p>	<p>The presentation is <b>structured</b> so that it is <b>reasonably clear to the audience how it is organised and how the different parts link together</b> and the learner shows <b>good</b> ability to convey the main ideas.</p>	<p>The presentation is <b>clearly and logically structured</b> so that it is <b>completely clear to the audience how the different parts link together</b> and the learner shows a <b>high level</b> of ability to convey the main ideas.</p>

### Investigation/Field Study: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
If an oral presentation is given, it is <b>generally audible</b> , although it is likely that the learner <b>relies heavily</b> on supporting materials, eg notes or cue cards. The learner shows <b>limited ability to engage the audience</b> or hold their attention. Where visual aids are used, these <b>attempt to support</b> the presentation, <b>although they may not be clearly visible</b> to the audience and <b>may contain too much information</b> .	If an oral presentation is given, it is <b>audible and reasonably paced</b> ; although it is likely that the learner <b>relies on</b> supporting materials, eg notes or cue cards, <b>there are parts of the presentation that are not simply read aloud</b> . The learner <b>engages</b> with the audience and holds their attention in <b>places</b> . Where visual aids are used, these <b>are relevant and are reasonably effective at supporting</b> the presentation. They show <b>reasonable clarity and design</b> .	If an oral presentation is given, it is <b>clearly audible and well paced</b> . The learner <b>may make some use of</b> supporting materials, eg notes of cue cards, <b>but the presentation is not simply read aloud</b> . The learner <b>engages well</b> with the audience and holds their attention. Where visual aids are used, these <b>are relevant</b> and are <b>consistently effective at supporting</b> the presentation. They are <b>clearly visible</b> to the audience, <b>are well designed and do not contain too much information</b> .
<b>Some questions</b> are answered and the learner shows <b>reasonable</b> subject knowledge.	<b>Questions</b> are answered <b>reasonably clearly and effectively</b> and the learner shows <b>reasonable</b> subject knowledge.	The learner handles questions <b>calmly and confidently</b> . Questions are answered <b>clearly and insightfully</b> and the learner shows <b>good</b> subject knowledge.
<b>0-3 marks</b>	<b>4-6 marks</b> <b>6</b>	<b>7-9 marks</b>

See pages 59-60 for guidance on how to use the marking grids.

**Total marks out of 54.**