

Study and Presentation Skills

Paper B - Research Proposal Presentation

Spring 2024

Assignment Marking Scheme

Sample Assessment

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

Throughout the marking, please credit any valid alternative point.

Where markers award half marks in any part of a task, they should ensure that the total mark recorded for the task is rounded up to a whole mark.

Marker's comments:

Moderator's comments:

Mark:

Moderated mark:

Final mark:

Penalties applied for academic malpractice:

Task Element	Guide	Maximum Marks
1	<p><i>Length of presentation is 6 minutes.</i></p> <ul style="list-style-type: none"> • <i>4 marks - Presentation between 5 and 7 minutes.</i> • <i>2 mark - Presentation up to 2 minutes over/under length.</i> • <i>0 marks - Presentation more than 2 minutes over/under length.</i> 	<hr/> 4
2	<p><i>The content of the presentation outlines the proposed research approach.</i></p> <ul style="list-style-type: none"> • <i>6 marks - The topic, research question, literature review, research methods and timescales are clearly explained. An excellent understanding of the research process is displayed.</i> • <i>5 marks - All required areas are covered. A good understanding of the research process is displayed.</i> • <i>4 marks - Content is informative and generally displays a good understanding of the research process. Some key terms or issues may not be fully explained.</i> • <i>3 marks - The presentation is informative in parts. The main points can be followed, and some key terms and issues are outlined. Some of the steps in the research, or some issues, may not be clear.</i> • <i>2 marks - There are some informative parts in the content. There is some understanding of the issues in the research process, although these are not always clearly explained and outlined.</i> • <i>1 mark - The content is inadequate. Although the presentation mentions some issues and aspects of research, they are not understood or presented adequately.</i> • <i>0 mark - Only minimal content can be identified. The purpose of the presentation is unclear. It is difficult to identify any issues or research.</i> 	<hr/> 6

3	<p><i>The presentation is appropriately structured with a distinct beginning, middle, and end.</i></p> <ul style="list-style-type: none"> • <i>6 marks - The structure is very logical, appropriate, and can be followed easily. There are very clear sections and effective use of signposting language within and between sections.</i> • <i>5 marks - The structure is logical and easy to follow. Clear sections and some signposting languages are used between and within sections.</i> • <i>4 marks - The structure is generally clear. Sections are largely clear and there is an attempt to use signposting language in places, and this is generally effective.</i> • <i>3 marks - Overall, the presentation flows, although the structure makes it difficult to follow in places. Some sections may not be sequenced logically. though signposting language may be attempted, it is not always effective.</i> • <i>2 marks - There is no overall flow to the presentation, although some sections do have internal structure. Sections unclear and an attempt at signposting language does not improve the flow.</i> • <i>1 mark - There is no logical order to the presentation, and it is difficult to follow. The sections are unclear and signposting language is inaccurate or inappropriate.</i> • <i>0 marks - The information is disorganised and cannot be followed. It is not broken into sections and no signposting language is used.</i> 	6
4	<p><i>Delivery is at an appropriate pace, and volume and is engaging.</i></p> <ul style="list-style-type: none"> • <i>6 marks - Delivery is audible throughout and is well-paced. Engagement with the audience is excellent using eye contact and appropriate body language. The candidate uses cue cards and/or slides deftly. Delivery is very confident.</i> • <i>5 marks - Delivery is mostly audible and well-paced. Good audience engagement through eye contact and appropriate body language. The candidate does not rely heavily on the use of cue cards or slides. Delivery is generally confident.</i> • <i>4 marks - Delivery is audible and well-paced overall, though with some inconsistency. Some audience engagement through eye contact and appropriate body language. A candidate does not rely heavily on the use of cue cards or slides. Delivery is generally confident.</i> 	

	<ul style="list-style-type: none"> • 3 marks - Audibility and pace of delivery are inconsistent. Some audience engagement through eye contact and appropriate body language. The candidate relies heavily on the use of cue cards or slides. Delivery lacks confidence. • 2 marks - The audience has difficulty hearing or following the delivery at times. There is limited engagement with the audience. The candidate relies heavily on cue cards or slides and does not use them well. Does not appear confident. • 1 mark - Delivery is difficult to hear and follow. There is little or no attempt to engage with the audience. The candidate reads entirely from cue cards or slides and lacks confidence. • 0 marks - Delivery is unnatural and largely inaudible. There is no audience engagement, and the presentation is entirely read from cue cards or notes. The candidate is not confident. 	6
5	<p>Visual aids are well-designed and used effectively.</p> <ul style="list-style-type: none"> • 4 marks - Visual aids are highly appropriate for the type of presentation and used skilfully throughout to enhance the audience's understanding. • 3 marks - Visual aids are appropriate for the type of presentation and help the audience's understanding, although there may be some errors. • 2 marks - Visual aids are not always effective and sometimes distract the audience from understanding the presentation. • 1 mark - The visual aids are distracting to the audience and hinder any understanding of the presentation. • 0 marks - Visual aids are missing, inaccurate or completely ineffective. 	4
6	<p>The candidate responds effectively to questions.</p> <ul style="list-style-type: none"> • 4 marks - Candidate invites questions and shows a good knowledge of the topic and research during the Q&A session. • 3 marks - Candidate invites questions and shows a good knowledge of most topics during the Q&A session. • 2 marks - Candidate may not invite questions. Shows some knowledge of the topic and research during the Q&A session. • 1 mark - Candidate may not invite questions or has difficulty in answering several questions. 	

	<ul style="list-style-type: none"> 0 marks - The candidate does not invite questions or is unable to answer any questions. 	<hr/> 4
Candidate total marks		<hr/> /30

Learning Outcomes matrix

Task	Learning Outcome(s) / Assessment Criteria assessed	Marker can differentiate between varying levels of achievement
1	1,4, 6	Yes
2	2, 3, 4, 5, 6	Yes
3	4, 5, 6	Yes
4	4, 6	Yes
5	2, 6	Yes
6	3, 5, 6	Yes

Grade descriptors

Learning Outcome	Pass	Merit	Distinction
1. Understand the nature and requirements of study at this level, and the skills needed to succeed.	Demonstrate adequate understanding of skills and requirements of HE study.	Demonstrate robust understanding of skills and requirements of HE study.	Demonstrate highly comprehensive understanding of skills and requirements of HE study.
2. Be able to gather key information effectively from a variety of appropriate sources.	Demonstrate ability to use a variety of appropriate sources.	Demonstrate ability to use a variety of appropriate sources consistently well.	Demonstrate ability to use a variety of appropriate sources highest standard.
3. Be able to use critical reasoning both to analyse and to construct arguments.	Demonstrate adequate and appropriate application of critical thinking and reasoning.	Demonstrate sound and consistently appropriate application of critical thinking and reasoning.	Demonstrate detailed and highly appropriate application of critical thinking and reasoning.
4. Be able to produce a piece of academic work appropriate for this level.	Demonstrate ability to perform the task.	Demonstrate ability to perform the task consistently well.	Demonstrate ability to perform the task to the highest standard.
5. Understand the context, nature, and elements of research.	Demonstrate an adequate level of understanding of the context, nature, and elements of research.	Demonstrate a robust level of understanding of the context, nature, and elements of research.	Demonstrate a highly comprehensive level of understanding of the context, nature, and elements of research.
6. Be able to design to make an effective oral presentation.	Demonstrate adequate ability to present to others.	Demonstrate sound and consistent ability to present to others.	Demonstrate ability to present to others at the highest standard.