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**GLOBAL PERSPECTIVES & RESEARCH**

**9239/03**

Component 3 Team Project: Presentation and Reflective Paper

**For Examination from 2015**

SPECIMEN MARK SCHEME

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**MAXIMUM MARK: 35**

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This document consists of **4** printed pages.



### Team Project: Presentation and Reflective Paper

AO1: Research, analysis and evaluation – 20    AO2: Reflection – 5    AO3: Communication and collaboration – 10

#### Information:

- Each candidate submits two pieces of work: Presentation and Reflective Paper. Each is marked using the appropriate marking grid. The marks for the two must be added together to give a total mark out of 35.
- The running time for the Presentation must not exceed 8 minutes. Examiners will not credit material after the 8-minute limit. The presentation is marked out of 25 and assesses the candidate's ability to research, analyse and evaluate (AO1) and communicate their findings (AO3).
- The Reflective Paper must not exceed 800 words. Examiners will not credit material after the 800-word limit. The Reflective Paper is marked out of 10 and assesses the candidate's ability to reflect on their collaborative experience (AO2 and AO3).
- The marking criteria are presented within five different levels.
- Examiners will use the full mark range and look for the 'best fit', not a 'perfect fit', taking a holistic approach.

Level	Marks	Indicative descriptors
5	21–25	<ul style="list-style-type: none"> <li>The presentation <b>clearly defines</b> an issue which arises from <b>detailed and varied</b> research.</li> <li>The candidate's perspective is <b>sharply differentiated</b> from alternative team or research perspectives.</li> <li>The presentation is <b>logically</b> structured and <b>coherently</b> argued with <b>clear</b> lines of reasoning and <b>well-supported</b> judgements.</li> <li>The candidate's conclusion is <b>based logically</b> on the evidence and reasoning presented and proposes an <b>effective and innovative</b> solution to the issue.</li> <li><b>Appropriate</b> presentational methods are used <b>creatively and fully effectively</b> to communicate the candidate's arguments and ideas to the audience.</li> </ul>
4	16–20	<ul style="list-style-type: none"> <li>The presentation <b>defines</b> an issue which arises from <b>detailed</b> research.</li> <li>The candidate's perspective is <b>differentiated</b> from alternative team or research perspectives.</li> <li>The presentation is <b>well-structured</b> and <b>well-argued</b> with <b>some</b> lines of reasoning and <b>some well-supported</b> judgements.</li> <li>The candidate's conclusion is <b>based</b> on the evidence and reasoning presented and proposes an <b>effective</b> solution to the issue.</li> <li><b>Appropriate</b> presentational methods are used <b>effectively and with some creativity</b> to communicate the candidate's arguments and ideas to the audience.</li> </ul>
3	11–15	<ul style="list-style-type: none"> <li>The presentation <b>goes some way towards defining</b> an issue which arises from <b>some</b> research.</li> <li>The candidate's perspective shows <b>some differentiation</b> from alternative team or research perspectives.</li> <li>The presentation has <b>some</b> structure and contains <b>some well-argued</b> points, <b>some</b> lines of reasoning and <b>some</b> supported judgements.</li> <li>The candidate's conclusion is <b>mostly</b> based on the evidence and reasoning presented and <b>proposes</b> a solution to the issue.</li> <li>Presentational methods are used with <b>some effectiveness</b> to communicate the candidate's arguments and ideas to the audience.</li> </ul>
2	6–10	<ul style="list-style-type: none"> <li>The presentation <b>attempts to define</b> an issue and <b>some</b> research has been done.</li> <li>The candidate's perspective <b>lacks clear differentiation</b> from alternative team or research perspectives.</li> <li>The presentation has <b>some</b> structure and contains <b>some</b> argued points, <b>some</b> lines of reasoning and <b>some</b> supported judgements.</li> <li>The candidate's conclusion is <b>partly</b> based on the evidence or reasoning presented and <b>begins to develop</b> a solution to the issue.</li> <li>Presentational methods are used, but <b>may lack effectiveness</b> in communicating the candidate's arguments and ideas to the audience.</li> </ul>
1	1–5	<ul style="list-style-type: none"> <li>The presentation <b>does not clearly define</b> an issue and <b>lacks</b> research.</li> <li>The candidate's perspective is limited and lacks differentiation from alternative team or research perspectives.</li> <li>The presentation <b>lacks</b> structure and makes arguments which are <b>limited</b>, with <b>limited</b> lines of reasoning and judgements which <b>lack</b> support.</li> <li>The candidate's conclusion is <b>limited</b> and <b>lacks</b> evidence or reasoning. It provides a <b>limited</b> solution to the issue.</li> <li>There is <b>limited</b> use of presentational methods, and they <b>lack effectiveness</b> in communicating the candidate's arguments and ideas to the audience.</li> </ul>
0	0	No creditworthy material has been submitted.

Level	Marks	Indicative descriptors
5	9–10	<ul style="list-style-type: none"> <li>The candidate engages in a <b>probing and critical</b> evaluation of their own practice in working with others to identify a local problem and explore possible solutions.</li> <li>The candidate reflects <b>fully</b> on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.</li> </ul>
4	7–8	<ul style="list-style-type: none"> <li>The candidate engages in <b>some effective</b> evaluation of their own practice in working with others to identify a local problem and explore possible solutions.</li> <li>The candidate undertakes <b>some clear</b> reflection on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>The candidate evaluates <b>to some extent</b> their own practice in working with others to identify a local problem and explore possible solutions.</li> <li>The candidate undertakes <b>some</b> reflection on how their personal standpoint and scope for further research have been affected by alternative team or research perspectives.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>The candidate <b>attempts</b> to evaluate their own practice in identifying a local problem and exploring possible solutions, but <b>may lack</b> consideration of their work with others.</li> <li>The candidate <b>attempts</b> to reflect on their personal viewpoint or scope for further research, but <b>may lack</b> a consideration of alternative team or research perspectives.</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>The candidate shows <b>limited</b> evaluation of their own practice and <b>lacks</b> consideration of their work with others.</li> <li>The candidate shows <b>limited</b> reflection on their personal viewpoint and scope for further research and <b>lacks</b> any consideration of alternative team or research perspectives.</li> </ul>
0	0	No creditworthy material has been submitted.