| **VCE Extended Investigation 2025: Unit 4 Outcome 3Externally-assessed Task Part 2: ORAL PRESENTATION (40 marks)**  |
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| **Assessment criteria** | **Levels of Performance** |
|  | **N/S** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **1. Explanation of the investigation** |  | Limited summary of the investigation, little contextual explanation, some indication of issues identified. | General summary of the investigation in the context of existing research, outlining methods, indicating any issues. | Developed explanation of the investigation in the context of the research field, outlining methods and any issues identified. | Well-developed, concise explanation of the investigation in the context of the research field, evaluating the selected methods and commenting on issues. | Comprehensive and concise explanation of the investigation, critically commenting on the selected methods, including discussion of key issues that arose . |
| Limited attempt to make content clear and accessible. | Limited attempt to adapt content for clarity and accessibility. | Content adapted where needed for clarity and accessibility. | Effective adjustment for the needs of the audience. | Audience needs are anticipated and accommodated. |
| **2. Defence of findings and conclusions** |  | Little information offered about findings or the evidence on which they are based. | Limited account of the findings or the evidence for them.  | Reasoned account of findings and the data analysed and used as evidence for them. | Well-reasoned defence of the findings and explanation of the evidence relevant to the research question. | Comprehensive and well-reasoned defence of the findings, drawing on evidence strongly connected to the research question.  |
| Little attempt to make findings accessible. | Limited adjustment to make the findings clear and accessible. | Content adapted where needed for clarity and accessibility. | Effective adjustment for the needs of the audience.  | Audience needs are anticipated and accommodated. |
| **3. Critical evaluation** |  | Some attempts at reflective comment on the investigation. | Some relevant evaluative comment on methods and findings. | Some general and relevant reflection on the quality of the investigation and the value of the findings and conclusions. | Well-developed evaluative comment on research methods, findings and conclusions. | Critical discussion of the value of the investigation, its methods, findings and it conclusions and possible implications. |
| Little consideration of limitations or issues. | Limited comment on issues or choices made. | Some comment on choices made, issues that arose and possible alternative approaches. | Some consideration of issues that arose, alternative approaches or other potential research directions. | Thoughtful consideration of issues and risks, alternative approaches or other potential research directions. |
| **4. Responses to questions and challenges** |  | Some relevant responses to the questions and challenges from the audience. | Responses are mostly relevant to the questions and challenges. | Responses are relevant to the posed questions and challenges. | Responses are specific to the posed questions and challenges. | Responses are cogent and specific to the posed questions and challenges. |
| Some attempt to clarify and elaborate the ideas presented, drawing on limited evidence. | Responses mostly clarify and elaborate the thinking presented, drawing on some relevant evidence. | Responses clarify and extend the thinking presented, drawing on a range of relevant evidence. | Well-developed responses clarify and extend the thinking presented, using a range of relevant evidence. | Precise responses clarify and extend the thinking presented, using a selection of relevant and highly-effective evidence. |