IQM3006

LEVEL 3 · CONTROLLED ASSESSMENT

INTO QUALIFICATIONS

Law and International Relations

Assessment 1: Individual presentation

Candidate marking information

Duration
15-minute presentation plus up to 5 minutes of unassessed questions (20 minutes maximum)

Total marks
100

Assessment window
Sample assessment

Assessment set
Set S of 2026

Audience
Students

Release timing
at coursework release

Holistic marking rubric

Read across all three criteria. One holistic best-fit mark out of 100 is awarded; clarification questions are not assessed. Visual support is optional. Assess visual material only where used; do not penalise a presentation without visuals.

Level	Mark range	Content and task achievement Holistic Addresses the question with a precise focus; demonstrates accurate, thorough knowledge; develops ideas with relevant evidence and evaluation.	Organisation and design Holistic Structures the presentation logically and coherently; uses accurate terminology, effective signposting and visuals, where used, that support the content; no visuals are required and their absence is not penalised.	Presentation skills and pronunciation Holistic Engages the audience with confident delivery; uses notes appropriately and speaks fluently with clear pronunciation, effective pace, volume and pausing.
A*	**80–100**	• The question has been answered to an outstanding degree and has exceeded expectations in several places. An outstanding level of focus is evident throughout. Knowledge is consistently accurate & extremely thorough. All main ideas are developed and expanded upon. Accurate evidence is consistently provided to support ideas. Evaluation is extremely detailed & consistently in-depth.	• Structure is extremely logical throughout & all required parts are included. An extremely well-organised and coherent answer. Outstanding use of terminology throughout. Language is used precisely and appropriately throughout. Outstanding signposting. Where visuals are used, they enhance the presentation; their absence is not a weakness. There are no typos.	• Evidence of outstanding presentation skills with confident delivery throughout. Exceeds expectations in terms of audience interaction and engagement. Notes do not detract from presentation. Natural and confident fluency. Clear pronunciation of words & effective use of pausing, volume & pace.
A	**70–79**	• The question has been answered to an excellent degree and has exceeded expectations in 1-2 places. An excellent level of focus is evident in most places. Knowledge is very accurate & thorough in most places; there may be 1-2 omissions. Most main ideas are developed and expanded upon. Accurate & detailed evidence is provided in most places; there may be 1-2 slight inaccuracies/lack of focus. Evaluation is very detailed & in-depth in most places; there may be 1-2 omissions.	• Structure is logical in most places & all required parts are included. A well-organised and coherent answer. Excellent use of terminology in most places. The occasional, systematic error. Excellent signposting with 1-2 omissions/errors. Where visuals are used, they support the content; a presentation without visuals can still meet this band. There may be 1-2 typos.	• Evidence of excellent presentation skills with confident delivery in most places. Mostly excellent audience interaction and engagement. Use of notes/screen is occasionally distracting. Most speech is fluent; occasional hesitancy. Generally clear pronunciation of words with some effective use of pausing, volume & pace.

Level	Mark range	**Content and task achievement** **Holistic** Addresses the question with a precise focus; demonstrates accurate, thorough knowledge; develops ideas with relevant evidence and evaluation.	**Organisation and design** **Holistic** Structures the presentation logically and coherently; uses accurate terminology, effective signposting and visuals, where used, that support the content; no visuals are required and their absence is not penalised.	**Presentation skills and pronunciation** **Holistic** Engages the audience with confident delivery; uses notes appropriately and speaks fluently with clear pronunciation, effective pace, volume and pausing.
B	**60–69**	• The question has been answered to a good degree, although some required content is under-represented. The band reflects uneven coverage and development of approved course content; it does not require material beyond the course or cap strong work within the syllabus. A good-level of focus is evident in many places; there may be the odd irrelevance. Knowledge is accurate & thorough in many places. Many, but not all, main ideas are developed and expanded upon. Accurate evidence is provided in many places to a good degree, but more detail/precision required. Evaluation is fairly detailed & in-depth in many places, but more detail needed/some inaccuracy/vagueness.	• Structure is logical in many places & all required parts are included. A fairly well-organised and coherent answer with the occasional misplaced sentence/idea. Good use of terminology. Some errors which affect comprehension. Occasional inappropriate style e.g. informality. Good signposting in places but with some omissions/errors. Any visuals used are generally relevant and appropriate; no visuals are required or penalised. Some typos; inappropriate font size/style and/or too much text on slides.	• Evidence of good presentation skills with confident delivery in many places. Good audience interaction and engagement. Reading from notes/screen sometimes causes pauses. Speech is fluent in many places; may be some disfluency in others. Mispronunciation of some words; some attempt to use pausing, volume & pace but more expression required.
C	**50–59**	• The question has been answered to a satisfactory degree, but some key points may be missing/vague. A satisfactory-level of focus is evident in some places but there may be some irrelevance and/or ideas may be over-dependent on source material. Knowledge is satisfactory in most places. Some main ideas are developed and expanded upon. Satisfactory evidence is provided in some places but there may be inaccuracies and vagueness. Evaluation is given in some places and to a satisfactory degree but with some omissions/lack of detail/inaccuracy.	• Structure is logical in most places, but one required aspect may be missing/under-developed (i.e. introduction or conclusion). Satisfactorily organised and coherent answer with some misplaced sentences/ideas. Satisfactory use of terminology. Some dependence on script/slides. Some inappropriacy. Signposting may be under/overused. Some language errors which confuse/distract. Where visuals are used, text may be too dense or small; the absence of visuals is not penalised.	• Evidence of satisfactory presentation skills with satisfactory delivery in some places. Some evidence of fluent speech but also some frequent hesitation. Reading from notes/screen is sometimes distracting; may be facing the screen whilst speaking. Some fluency but also frequent hesitation. Mispronunciation affects understanding. Issues with pausing, volume & pacing.

Level	Mark range	**Content and task achievement** **Holistic** Addresses the question with a precise focus; demonstrates accurate, thorough knowledge; develops ideas with relevant evidence and evaluation.	**Organisation and design** **Holistic** Structures the presentation logically and coherently; uses accurate terminology, effective signposting and visuals, where used, that support the content; no visuals are required and their absence is not penalised.	**Presentation skills and pronunciation** **Holistic** Engages the audience with confident delivery; uses notes appropriately and speaks fluently with clear pronunciation, effective pace, volume and pausing.
D	**40–49**	• The question has been answered to a limited degree only with 3 or more key points missing/vague. There is a lack of focus in most places and/or ideas may be over-dependent on source material. Knowledge is limited and/or inaccurate in most places. Limited main ideas are developed and expanded upon. Limited evidence is provided. A lack of evaluation.	• Structure is illogical in most places and 1-2 required aspects may be missing/under-developed. A disorganised answer with misplaced sentences/ideas in most places. Limited and/or inaccurate use of terminology. Excessive reliance on a script; where visuals are used they may distract or fail to support content.	• Limited presentation skills with limited delivery in most places. Lacking in fluent speech and/or hesitancy in most places. The presentation is read entirely from notes/screen. A large proportion of the presentation is spent facing the screen. Speech is mostly disfluent. Difficulties with comprehension due to mispronunciation of words.
E	**30–39**	• Fails to answer the question. Misunderstanding of key concepts. Unable to expand upon main ideas and topics. No reference to the source material.	• No clear structure. Difficult to follow. Language and terminology used incorrectly or imprecisely throughout. Where visuals are used, they do not relate to the content or are unreadable because of too much or too little text.	• Delivery is hesitant or faltering. Presentation lacks fluency despite reading entirely from slides/notes. Poor pronunciation and fluency detract from comprehension.
U	**0–29**	• Performance does not meet the minimum requirements for the component. Evidence is absent, substantially incomplete or inaccurate, and delivery does not demonstrate the required knowledge, analysis or communication.	• Performance does not meet the minimum requirements for the component. Evidence is absent, substantially incomplete or inaccurate, and delivery does not demonstrate the required knowledge, analysis or communication.	• Performance does not meet the minimum requirements for the component. Evidence is absent, substantially incomplete or inaccurate, and delivery does not demonstrate the required knowledge, analysis or communication.

Applying the holistic rubric

Assess the presentation using the three criteria together and award one integer mark out of 100. Do not add or average separate criterion marks.

Locate the best-fit band using evidence across the complete presentation, then place the mark within that band according to how consistently and securely its descriptors are met. Record specific evidence and a rationale.

Clarification questions are unassessed. Use questions to clarify or authenticate evidence, not to award additional marks or create a second assessment.

Award zero where there is no relevant assessable evidence. An administrative non-submission or authenticity concern must follow the controlling procedure, not a fabricated academic judgement.

Credit valid alternatives and substantiated disagreement. Judge intelligibility and communication under the rubric, not imitation of a particular accent, political agreement or personal disclosure.