

Individual Multimedia Presentation (6–8 minutes)

- › Develop and prepare a multimedia presentation that will convey your argument to an audience of your peers.
- › Be selective about the information you choose for your presentation by focusing on key points you want your audience to understand.
- › Design your oral presentation with supporting visual media, and consider audience, context, and purpose.
- › Prepare to engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).
- › Prepare notecards or an outline that you can quickly reference as you are speaking so that you can interact with supporting visuals and the audience.
- › Rehearse your presentation in order to refine your design and practice your delivery.
- › Check that you can do the presentation within the 6- to 8-minute time limit.

- › Deliver a 6–8 minute multimedia presentation in which you:
 - Contextualize and identify the importance of your research question.
 - Explain the connection between your research and your analysis of the stimulus materials.
 - Deliver an argument that connects claims and evidence.
 - Incorporate, synthesize and interpret evidence from various perspectives.
 - Offer resolutions, conclusions, and/or solutions based on evidence and consider the implications of any suggested solutions.
 - Engage the audience with an effective and clearly organized presentation design.
 - Engage the audience with effective techniques of delivery and performance.

Individual Oral Defense (two questions)

Defend your research process, use of evidence, and conclusion(s), solution(s), or recommendation(s) through oral responses to two questions asked by your teacher. Be prepared to describe and reflect on your process as well as defend and extend your written work and oral presentation.

Sample Oral Defense Questions

Here are some examples of the types of questions your teacher might ask you during your oral defense. These are *examples only*; your teacher may ask you different questions, but there will still be one question that relates to each of the following two categories.

Reflection on Research Process

- › What information did you need before you began your research, and how did that information shape your research?
- › What evidence did you gather that you didn't use? Why did you choose not to use it?
- › How valid and reliable are the sources you used? How do you know? Which sources didn't work?
- › How did you select the strategies you used to gather information or conduct research? Were they effective?
- › How did your research question evolve as you moved through the research process? Did your research go in a different direction than you originally planned/hypothesized?
- › What information did you need that you weren't able to find or locate? How did you go about trying to find that information?
- › How did you handle the differing perspectives in order to reach a conclusion?

Extending argumentation through effective questioning and inquiry

- › What additional questions emerged from your research? Why are these questions important?
- › What advice would you have for other researchers who consider this topic?
- › What might be the real-world implications or consequences (influence on others' behaviors or decision-making processes) of your findings? What are the implications to your community?
- › If you had more time, what additional research would you conduct related to this issue?
- › Explain the level of certainty you have about your conclusion, solution, or recommendation.
- › How does your conclusion respond to any of the other research or sources you examined?
- › How did you use the conclusions and questions of others to advance your own research?

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A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

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