

AP Seminar Performance Task 1: Team Project and Presentation

Student Version

Weight: 20% of the AP Seminar score

Task Overview

You will work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue; consider options and alternatives; and present and defend your proposed solution(s) or resolution(s). The components that comprise this task are the Individual Research Report and the Team Presentation and Defense. These components are made up of the following elements, each of which you will need to complete in order to fulfill the task requirements:

Task Elements	Length	Date Due (fill in)
Individual Research Report	1200 words	
Team Presentation	8–10 minutes	
Oral Defense (part of Team Presentation)	Each student responds to 1 question	

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes, or footnotes, and/or through bibliographic entry. You must avoid plagiarizing (see the attached AP Capstone Policy on Plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. Team Coordination

- ▶ **As a team**, collaborate to identify an academic or real-world problem or issue (e.g., local, national, global, academic/theoretical/philosophical).
- ▶ Develop a team research question that can be viewed from multiple perspectives.
- ▶ Conduct preliminary research to identify possible approaches, perspectives, or lenses.
- ▶ Divide responsibilities among group members for individual research that will address the team's research question.

2. Individual Research Report (1200 words)

- ▶ Work with your team to decide and clarify your individual approach to the team question.
- ▶ Throughout your research and as a team, continually revisit and refine your original team research question to ensure that the evidence you gather addresses your collective purpose and focus.

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- ▶ **On your own**, investigate your assigned approach, range of perspectives or lens on the problem or issue of your team research question.
- ▶ Identify a variety of sources that relate to your particular approach to the team research question.
- ▶ Analyze and evaluate the relevance and credibility of sources and evidence.
- ▶ Synthesize the perspectives you have gathered and chose which ones would be most valuable to share with your team in your individual report.
- ▶ Consult with your peers to get feedback and refine your approach throughout.
- ▶ Ensure that the report that you submit is entirely your own work.
- ▶ Present your findings and analysis to your group in a well-researched and well-written report in which you:
 - › Identify an area of investigation and explain its relationship to the overall problem or issue.
 - › Summarize, explain, analyze and evaluate the main ideas and reasoning in the chosen sources.
 - › Evaluate the credibility of chosen sources and relevance of evidence to the inquiry.
 - › Identify, compare and interpret a range of perspectives about the problem or issue.
 - › Cite all sources that you have used, and include a list of works cited or a bibliography.
 - › Use correct grammar and style.
- ▶ Do a word count and keep under the 1200-word limit (excluding footnotes, bibliography, and text in figures or tables).
- ▶ Remove any references to your name, school, or teacher.
- ▶ Upload your document to the AP Digital Portfolio.

3. Team Collaboration and Argument Construction

- ▶ Read all team members' reports.
- ▶ Teach other team members what you learned so that all team members understand all perspectives presented in the reports (in the Oral Defense, you may be asked about any team member's work)
- ▶ Collaboratively synthesize and evaluate individual findings and perspectives to create a collective understanding of different approaches to the problem or issue.
- ▶ Consider potential solutions or resolutions to your team's problem or issue.
- ▶ Conduct additional research on solutions or resolutions.
- ▶ Evaluate different solutions in relation to context and complexity of the problem.
- ▶ Propose a solution or resolution to your problem or issue.
- ▶ Develop an argument to support your proposed solution.

4. Team Multimedia Presentation and Defense (8–10 minutes)

Together with your team, develop a presentation that presents a convincing argument for your proposed solution or resolution. Your claims should be supported by evidence and you should show you have considered different perspectives and the limitations and implications of your proposed solution or resolution.

When preparing your presentation:

- ▶ Develop and prepare a multimedia presentation that will present your argument for your proposed solution or resolution.
- ▶ Plan each team member's role in the presentation design and delivery.
- ▶ 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 8- to 10-minute time limit.
- ▶ Practice asking each other questions about the process and product of this project to prepare for your oral defense.
- ▶ Deliver an 8–10 minute multimedia presentation in which you:
 - › Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by different perspectives considered by your team by considering their implications and consequences.
 - › Present a well-reasoned argument that links claims and evidence about why you chose your proposed solution or resolution.
 - › Identify and explain objections, implications, and limitations of competing perspectives.
 - › Engage the audience with an effective and clearly organized presentation design.
 - › Engage the audience with effective techniques of delivery and performance.
 - › Demonstrate equitable participation and engagement of all team members.
- ▶ Following the presentation, your team will defend its argument. Your teacher will ask each individual team member a question in which you will:
 - › Reflect on experiences of collaborative effort and defend your team's work. Each team member should be prepared to answer questions about any part of the presentation or research process (including information that others in your team have researched and/or presented).

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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.

1. Describe how the content of the team presentation was changed as a result of group discussion.
2. Student A, how did the group decide to include Student B's perspective/lens/conclusions into the overall presentation?
3. Student A, give one specific way that your thinking changed as a result of learning about Student B's findings.
4. In the future, what change would you make to your group norms, and how would you expect that to improve the team presentation.
5. Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your group identified?
6. In what way did you improve your ability to work with a group as a result of this project?
7. What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?
8. What is a way in which your team's resolution makes you think differently about your own individual research?
9. What was the strongest counter argument to the solution or conclusion your team identified and why?
10. Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion?
11. Having finished your project, what if anything do you consider to be a gap in your team's research that, if addressed, would make you feel more confident about your conclusion?

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

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.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) 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 incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation

Student Version

Weight: 35% of the AP Seminar score

Task Overview

This packet includes a set of stimulus materials for the AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation.

You must identify a research question prompted by analysis of the provided stimulus materials, gather information from a range of additional sources, develop and refine an argument, write and revise your argument, and create a presentation that you will be expected to defend. Your teacher will give you a deadline for when you need to submit your written argument and presentation media. Your teacher will also give you a date on which you will give your presentation.

Task Components	Length	Date Due (fill in)
Individual Written Argument	2000 words	
Individual Multimedia Presentation	6–8 minutes	
Oral Defense	Respond to 2 questions	

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes or footnotes, and/or through bibliographic entry. You must avoid plagiarizing (see the attached AP Capstone Policy on Plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. Individual Written Argument (2000 words)

- › Read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry.
- › Compose a research question of your own prompted by analysis of the stimulus materials.
- › Gather information from a range of additional sources representing a variety of perspectives, including scholarly work.
- › Analyze, evaluate, and select evidence. Interpret the evidence to develop a well-reasoned argument that answers the research question and conveys your perspective.

- › Throughout your research, continually revisit and refine your original research question to ensure that the evidence you gather addresses your purpose and focus.
- › Identify opposing or alternate views and consider their implications and/or limitations as you develop resolutions, conclusions, or solutions to your research question.
- › Compose a coherent, convincing and well-written argument in which you:
 - ♦ Identify and explain the relationship of your inquiry to a theme or connection among at least two of the stimulus materials prompted by your reading.
 - ♦ Incorporate at least one of the stimulus materials.
 - ♦ Place your research question in context.
 - ♦ Include a variety of perspectives.
 - ♦ Include evidence from a range of sources.
 - ♦ Establish an argument that links claims and evidence.
 - ♦ Provide specific resolutions, conclusions and/or solutions.
 - ♦ Evaluate objections, limitations or competing perspectives and arguments.
 - ♦ Cite all sources that you have used, including the stimulus materials, and include a list of works cited or a bibliography.
 - ♦ Use correct grammar and style.
- › Do a word count and keep under the 2000-word limit (excluding footnotes, bibliography, and text in figures or tables).
- › Remove references to your name, school or teacher.
- › Upload your document to the AP Digital Portfolio.

2. 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.

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- › 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.

3. 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.

1. 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?

2. 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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