

## General assessment criteria for **presentations via media file**

Level indicators L4, L5, L6 and L7: stratification of some criteria by level are given where appropriate, indicated by \* and found at bottom of first section.

*Either* an audio track or set of slide-specific bullet points are used to present the information contained within the slides.

Mark/Class	Content and structure	Presentation skills (audio track)	Presentation skills (bullet points)	Preparation and Time management
Answers in the upper range (>80%) will be outstanding in terms of originality, sophistication and breadth of understanding of relevant themes and material.				
70 - 100% 1st	<ol style="list-style-type: none"> <li>1. Content is always relevant to, and focussed on the topic.*</li> <li>2. Demonstrates excellent understanding of topic.*</li> <li>3. Develops and sustains an argument lucidly and persuasively.</li> <li>4. Clear structure from the outset with clearly defined sections so that each section links with and builds on the previous one, producing a coherent and logical story.</li> <li>5. Evidence of extensive reading and research around the subject area. Evidence of critical reading.*</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, well-paced verbal delivery at suitable volume for the environment</li> <li>2. Variability in tone and expression clearly linked to subject matter</li> <li>3. Audience is engaged by use of a wide range of devices which may include, reference to shared experiences, highlighting aspects of presentation materials, attention to differences in learning styles, and may use humour as additional devices</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, well-structured points, appropriate to the content of each slide</li> <li>2. Variability in phrasing clearly linked to subject matter</li> <li>3. Audience is engaged by use of written notes</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear evidence of preparation. Materials are well prepared and martialled together. Smooth transition between sections.</li> <li>2. Clear evidence that prior knowledge of the audience has been considered.</li> <li>3. Sufficient time has been allowed prior to the presentation to familiarise with materials, equipment and content.</li> <li>4. The presentation is well timed and balanced (audio track only).</li> </ol>

<b>Mark/ Class</b>	<b>Content and structure</b>	<b>Presentation skills (audio track)</b>	<b>Presentation skills (bullet points)</b>	<b>Preparation and Time management</b>
	<p>L4 *keeps a clear focus on basic/key concepts of topic. Shows outstanding ability summarise reading</p> <p>L5 *clearly focuses on the major concepts of topic and considers wider implications and different viewpoints. Shows outstanding ability to summarise information gathered in a variety of ways.</p> <p>L6 *maintains focus on major concepts of topic while still successfully identifying a wide range of concepts and implications of topic. Shows a high degree of independence in finding and using sources in the presentation.</p> <p>L7 * maintains focus on a complex or specialised topic while still successfully identifying a wide range of concepts and implications of topic and considering it from a number of angles and in depth. Shows evidence of wide, critical and insightful reading, and appropriate use of other sources of data, including previous research in the field by others, personal research, observation and/or experience.</p>	<p>L4* Show signs of originality in how the presentation deals with the topic</p> <p>L5* Is somewhat individual or original in how it deals with the presentation, and offers some of the student's own ideas.</p> <p>L6* Has an original and inventive approach to the presentation, and offers some of the student's own ideas, data, interpretations or proposals . Offers reader new insights and could form the basis for further research on the topic.</p> <p>L7* Consistently and effectively relates theory to practice, and is able to use the presentation as a basis for new interpretations of previous research and proposals for change in practice.</p>	<p>L4* Show signs of originality in how the presentation deals with the topic</p> <p>L5* Is somewhat individual or original in how it deals with the presentation, and offers some of the student's own ideas.</p> <p>L6* Has an original and inventive approach to the presentation, and offers some of the student's own ideas, data, interpretations or proposals . Offers reader new insights and could form the basis for further research on the topic.</p> <p>L7* Consistently and effectively relates theory to practice, and is able to use the presentation as a basis for new interpretations of previous research and proposals for change in practice.</p>	<p>Criteria applies to L4-L7 equally.</p>

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60-69% 2(i)	<ol style="list-style-type: none"> <li>1. Content is generally relevant to, and focussed on the topic.*</li> <li>2. Demonstrates a good understanding of topic, showing evidence of a range of relevant reading.*</li> <li>3. Develops and sustains an argument logically and coherently.</li> <li>4. Clear structure with clearly defined sections so that each section links with and builds on the previous one, producing a coherent and logical discussion of selected material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, well-paced verbal delivery at suitable volume</li> <li>2. May lack variability in tone and expression</li> <li>3. Audience is engaged by use of a wide range of devices which may include reference to shared experiences, written materials, attention to differences in learning styles</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, well-structured bullets</li> <li>2. Audience is engaged by use of written materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Visual aids prepared to a high standard. Clear and legible to the audience.</li> <li>2. Clear evidence that prior knowledge of the audience has been considered.</li> <li>3. Sufficient time has been allowed prior to the presentation to familiarise with materials, equipment and content.</li> <li>4. The presentation is well timed and balanced (audio track only).</li> </ol>

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50-59% 2(ii)	<ol style="list-style-type: none"> <li>1. Occasionally fails to focus on topic and is not always relevant.*</li> <li>2. Demonstrates understanding of most of the basic concepts of topic but may be rather one-sided. Shows evidence of some relevant reading *</li> <li>3. Develops arguments adequately but not always systematic or coherent.</li> <li>4. Mostly clear structure with defined sections so that each section links with the previous one, although not always in a manner which enable the audience to follow the development of the argument.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mostly clear, well-paced verbal delivery at suitable volume for the environment</li> <li>2. Somewhat lacking in variability of tone and expression</li> <li>3. Audience is engaged by a limited range of devices which may include only two or three of the following: reference to shared experiences, written and visual materials, attention to differences in learning styles</li> </ol>	<ol style="list-style-type: none"> <li>1. Mostly clear, bullets describing content of slides</li> <li>2. Audience is engaged by limited use of materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparation about adequate. A prepared script and slides were evident.</li> <li>2. Some evidence that prior knowledge of the audience has been considered.</li> <li>3. Sufficient time has been allowed prior to the presentation to familiarise with materials and content but perhaps not equipment.</li> <li>4. The presentation is well timed and balanced, although some parts may be skipped to keep within the time / word limit (as appropriate).</li> </ol>

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40-49% 3	<ol style="list-style-type: none"> <li>1. Contains some irrelevancies and deviates from topic</li> <li>2. Demonstrates limited understanding of most of the basic concepts of topic but may be rather one-sided. Shows evidence of limited reading, but sources used may be limited, or basic, or some major sources which are central to the subject may have been omitted.*</li> <li>3. Arguments not sufficiently developed or too superficial</li> <li>4. The structure of the presentation is not always clear and the content is fragmented or sections do not link with each other or build on previous ones.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overall clear, though pace of verbal delivery and/or volume may be inappropriate</li> <li>2. Monotonous and lacking in expression.</li> <li>3. Limited audience engagement. Almost total reliance on one of the range of devices which might have been included e.g. reference to shared experiences, written and visual materials, attention to differences in learning styles. The presentation may lack any reference to audience either directly or in the content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overall clear, though content of bullet points is brief and/or lacking detail</li> <li>2. Lacking in clear explanations</li> <li>3. Limited audience engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some evidence of preparation and a little forethought. Overall impression of being 'thrown' together in a hurry.</li> <li>2. Little evidence that prior knowledge of the audience has been considered.</li> <li>3. Sufficient time has been allowed prior to the presentation to familiarise with the majority of materials and content but not equipment.</li> <li>4. The presentation is within the time / word limit (as appropriate) although some sections may be rushed or parts omitted.</li> </ol>

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30-39% Fail	<ol style="list-style-type: none"> <li>1. Contains some irrelevancies and deviates from topic</li> <li>2. Demonstrates only partial or superficial understanding of the topic. Shows evidence of very limited reading</li> <li>3. Simple arguments are not fully developed.</li> <li>4. Little structure apparent, sections do not link with each other or build on previous ones.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lacks clarity. Pace of verbal delivery and volume for the environment are unsuitable for the environment</li> <li>2. Monotonous and lacking in expression.</li> <li>3. Very limited audience engagement. Almost total absence of devices which might have been included e.g. reference to shared experiences, written and visual materials attention to differences in learning styles. The presentation almost entirely lacks any reference to audience either directly or in the content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lacks clarity. Content of bullet points do not adequately describe the slide contents.</li> <li>2. Lacking in varied language.</li> </ol>	<ol style="list-style-type: none"> <li>1. A scrappy presentation, untidy and rushed. Little evidence of planning.</li> <li>2. Little evidence that prior knowledge of the audience has been considered.</li> <li>3. Insufficient time has been allowed prior to the presentation to thoroughly familiarise with the majority of materials, content and equipment.</li> <li>4. The presentation is over the time / word limit (as appropriate) and some sections may be rushed or parts omitted.</li> </ol>

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15-29% Fail	<ol style="list-style-type: none"> <li>1. The presentation has not addressed the subject matter.</li> <li>2. Shows little understanding of the topic. The presenter shows minimal evidence of background reading.</li> <li>3. Arguments are only briefly stated if at all.</li> <li>4. Absence of structure, content is covered in apparently random fashion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clarity and pace are almost entirely inappropriate</li> <li>2. Monotonous and lacking in expression.</li> <li>3. Total absence of devices which might have been included to engage the audience. The presentation has no reference to audience either directly or in the content</li> </ol>	<ol style="list-style-type: none"> <li>1. Bullet points are almost entirely inappropriate</li> <li>2. The bullet points make no reference to the content</li> </ol>	<ol style="list-style-type: none"> <li>1. An incomplete presentation, untidy and rushed. Little evidence of planning.</li> <li>2. No evidence that prior knowledge of the audience has been considered.</li> <li>3. Minimal time has been allowed prior to the presentation to familiarise with the materials, content and equipment.</li> <li>4. The presentation is over the time / word limit (as appropriate) and some sections are rushed or significant parts omitted.</li> </ol>

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0-14% Fail	<ol style="list-style-type: none"> <li>1. The presentation has not addressed the subject matter.</li> <li>2. Shows little or no understanding of the topic. The presenter shows no evidence of background reading.</li> <li>3. Arguments are either not stated or not developed.</li> <li>4. Absence of structure, content is mostly disorganised.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clarity and pace are inappropriate</li> <li>2. Monotonous and lacking in expression.</li> <li>3. Total absence of devices which might have been included to engage the audience. The presentation has no reference to audience either directly or in the content</li> </ol>	<ol style="list-style-type: none"> <li>1. Bullets are inappropriate and/or lacking entirely.</li> <li>2. The bullet points have no reference to the content</li> </ol>	<ol style="list-style-type: none"> <li>1. An incomplete presentation, untidy and rushed. Little evidence of planning.</li> <li>2. No evidence that prior knowledge of the audience has been considered.</li> <li>3. Minimal time has been allowed prior to the presentation to familiarise with the materials, content and equipment.</li> <li>4. The presentation does not adhere to time / word constraints (as appropriate).</li> </ol>