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|  | **Fail (>50)** | **Pass (51-64)** | **Credit (65-74)** | **Distinction (75-84)** | **High Distinction (85+)** |
| **Structure** | There is no visible structure or coherent theme to the presentation. The topic is not defined. | There is evidence of some visible structure such as sequencing of information. The topic is not clearly identified or presented in a logical sequence and core arguments are not identified. | There is a coherent and logical structure. The topic is defined clearly and points of contention are identified. | There is a clear beginning, middle and conclusion and it is articulated in the student’s own words. Information is sequenced effectively to convey the message and points of contention are addressed. | Very well structured and timed presentation with clear purpose and information is sequenced for maximum impact. Topic is clearly defined and addressed and points of contention are analysed effectively. |
| **Knowledge  of topic** | Scholarship presented is not relevant and is off task. Key principles and concepts are not identified. | The scholarship identified is relevant but is not clearly described. There is no clear link to how or why it relates to the presentation. Key principles and concepts are not articulated clearly. | The scholarship supports and is relevant to the presentation. Key principles and concepts are identified and described. | A coherent analysis is presented. An application of relevant scholarship or related material is integrated into presentation effectively. Key principles and concepts are identified and expressed clearly. | Is able to analytically justify the scholarship or related material as it is presented. Further consequences of presentation or discussion can be identified. Key principles and concepts are selected and expressed very clearly. |
| **Use of visual aids** | Visual aids are unclear, difficult to interpret or do not support the presentation. | Visual aids are present but it is unclear how they support the presentation message or they distract from the oral presentation. | Visual aids are clear and possible to interpret and add some value to the oral presentation | Visual aids are clear and easy to interpret and are engaging. The visual artefacts are integrated into the presentation at appropriate points. | Visual aids are aesthetically pleasing and engaging. The visual artefacts are integrated into and enhance the presentation, adding support to key points and interest to the presentation. |
| **Communication skills** | Communication is very hard to follow. There is no eye contact. | Communication is hard to follow. There is stumbling over words, frequent pauses or the pace of talking is too fast. There is little eye contact. | Communicates in an appropriate style but there is some inconsistency in pace or clarity of message. Eye contact is mostly present. | Communicates in an articulate and engaging manner and is easy to follow. Eye contact is sustained throughout. | Communication is fluent and engaging– the audience is drawn in and involved. Eye contact is sustained throughout. |