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|  | **Limited (0-1)** | **Satisfactory (2)** | **High (3)** | **Excellent (4)** |
| **Content understanding**  **(25%)** | Student has demonstrated an understanding that is incomplete or inconsistent with the physics of the content presented. | Student has demonstrated a satisfactory but narrow understanding of the topic, with no major misunderstanding or misapplication of the physical concepts presented. | Student has a broad understanding of the presented topic. They are able to answer questions related to the topic by applying their knowledge of the physical concepts. | Student has demonstrated critical thinking and a high-order understanding of the presented content, for example by:   * Questioning concepts of the research topic, * Posing possible future technology, or * Engaging with primary texts on the topic. |
| **Link to syllabus**  **(25%)** | The presented topic has little relevance to syllabus content, and only implicit reference has been made. | Student has made explicit reference to a formula, rule, or concept in the formula sheet, textbook, or syllabus | Student has explicitly demonstrated an application of formulae, rules or concepts to present their research topic | Student has explicitly demonstrated a cohesive application of multiple formulae, rules or concepts, to present their research topic.  Student emphasises why syllabus content is important to learn |
| **Structure**  **(25%)** | Student has not adequately introduced or concluded the presentation.  The presentation is too short (<4 mins) or too long (>5 mins) | Student has adequately introduced and concluded the research presentation. The content is presented in a coherent order.  The presentation has taken 4-5 minutes. | Student has either a strong, engaging and informative introduction, or a strong conclusion with an effective take-home message  The presentation has taken 4-5 minutes. | Student has hooked the listeners with an engaging and informative introduction  Student has closed the presentation with a strong conclusion, with a strong take-home message.  The presentation has taken 4-5 minutes. |
| **Communication**  **(25%)** | The slides and talk do not complement each other. For example: The student reads from the slides.  There are no figures. | Student has presented informative slides, including a mix of text and figures, with complementary verbal explanations. | Student has presented engaging and informative slides, with many explanatory figures and complementary written and verbal text.  Explanations are mostly correct without too much technical jargon. | Student has presented a verbally charismatic presentation to complement entertaining slides.  The presentation contains personal touches, such as humour, anecdotes or a personal stake. |