

Subject Knowledge (ULO 1,2)		
<p>This section is about:</p> <ul style="list-style-type: none"> • How well does your work demonstrate your understanding of the key ideas and theories covered in class? • Does your paper select and apply the most relevant ideas and theories? • Does the paper explain how these ideas relate to each other and the assessment requirements? 		
Rubric Item	For Assessment 2 this means	Sources for advice
Identifies and focuses on the most relevant ideas and concepts from the unit to apply to the assessment questions.	<ul style="list-style-type: none"> • Uses the most relevant ideas from Modules 1-5 to describe the issues and evaluate the actions. • Connects and explains key elements of the case to the most relevant elements of the normative theories and the other views from Modules 1-5. • Clearly focuses on and applies the key ideas that the instructions for each questions note are required in answering the question. 	<ul style="list-style-type: none"> • Assessment Overview • Learning Modules • Readings • Revision videos (Blackboard)
Engages with ideas and concepts from the readings, demonstrating a strong understanding of them and their relationship to the assessment topic.	<ul style="list-style-type: none"> • Makes extensive use of the 'Essential Readings' from Modules 1-5 to analyse and evaluate the issue • Describes and applies the ideas accurately and in detail • Uses the supplementary readings if relevant • Shows a consistency in views between answers to all questions (in other words, does not express inconsistent views in answers to the different questions in the assessment). 	<ul style="list-style-type: none"> • Readings • Learning Modules
Explains how the concepts chosen relate to the assessment question	<ul style="list-style-type: none"> • The discussion and argument in the work explains to the reader in detail how these ideas connect with the assessment question and topic. • Explains in detail individual connections between these ideas and the analysis used to make these connections. • Applications of the relevant theories is accurate and clear ('Application of the theory' means – adopting the point of view of each theory and describing what it would say about the case.) 	<ul style="list-style-type: none"> • Assessment Overview • Learning Modules • Readings • Revision videos (Blackboard)

Quality of Argument (ULO 1,2,4)		
<p>This section is about:</p> <ul style="list-style-type: none"> • How well does your argument use ideas, reasons, and sources to support the point you are making? • How well does your paper respond directly to the assessment requirements (rather than just writing on the topic in general)? • There is no one right point of view BUT the point of view you take must be supported by the theories and ideas from the course and your own reasoning. • Don't just be 'stipulative' (i.e. make claims without argument) – offer supporting reasons for claims you make. 		
<p>Uses the key ideas and assigned readings to offer support for position in response to the assessment question.</p>	<ul style="list-style-type: none"> • Make sure your work supports the claims you make with supporting evidence from these materials. • Directly address the assessment question (ideally in the introduction) • Lay out a clear line of argument and use ideas to support this in a way that makes sense. • Explain the meaning and relevance of the ideas you discuss to the case and questions. • Use the assigned readings closely and multiple times to apply each of the theories. • Use and reference correctly the ideas from the readings to answer the assessment question. 	<ul style="list-style-type: none"> • Learning Module Materials • Readings • Revision videos (Blackboard) • Exemplar Slides
<p>Offers and explains supporting reasons for claims made, using key ideas and assigned readings.</p>	<ul style="list-style-type: none"> • Take time to explain in clear detail the key points made and offer support for them. • Goes beyond superficial and descriptive claims. • Offer the reader reasons to support the claims made. Use correctly referenced citations from the readings (including page numbers) to do this. • Use other forms of evidence if they are relevant – real world situation, likely outcomes if a position was adopted, analogies, reasoning out to conclusions. 	<ul style="list-style-type: none"> • Learning Module Materials • Readings • Exemplar Slides

<p>Describes and uses multiple connections between ideas used.</p>	<ul style="list-style-type: none"> • Describe and explain at length how the ideas relate to one another and why they are relevant. (This should be much longer than the description of ideas.) • Build on ideas to develop an argument in response to the assessment questions. • Evaluate ideas rather than just mentioning authors as stating a position or idea – do you think it is convincing? Relevant? Why or why not? (You are constructing your own argument, not just reporting the views of others.) 	<ul style="list-style-type: none"> • The Academic Communication Development team has tools to help here.
<p>Support from assigned readings are integrated well into the student's overall argument.</p>	<ul style="list-style-type: none"> • Use the primary sources and assigned readings (rather than just the lecture slides or blog posts etc.) for key ideas. • Use 80% of the weekly assigned readings in a substantial way. • Correctly use multiple citations from the assigned readings to support claims made. • Correctly use the readings to show the ideas are being used and applied accurately. 	<ul style="list-style-type: none"> • Referencing Checklist (Blackboard) • Curtin Library Referencing guides
<p>Considers potential objections to, or shortcomings of, own position and responds to these where appropriate.</p>	<ul style="list-style-type: none"> • Strong arguments consider likely objections ahead of time and offer responses to them. What might a critic of your view say? How might you respond to this? • Your paper should use and cite ideas from the assigned readings to do this. 	<ul style="list-style-type: none"> • Exemplar slides

Academic Standards (ULO 1,4)		
<p>This section is about:</p> <ul style="list-style-type: none"> • How strong and clear is the writing? • How well written and presented is your work as a piece of academic work? • Is the use of sources accurate and correct? • This section includes academic integrity but is also much more than that. 		
Writing is clear and concise.	<ul style="list-style-type: none"> • Clarity – is it clear what you are saying? • Does the paper follow a clear layout? • Does the paper use correct punctuation and spelling? 	<ul style="list-style-type: none"> • Proofread • The Academic Communication Development team has tools to help here.
Meets all stated assessment requirements.	<ul style="list-style-type: none"> • Does the paper have the set cover sheet with the correct word count included? • Does the paper meet all the layout and content requirements in the 'Assessment Overview'? • Does your paper have a clear introduction and conclusion? • Does the paper use the full allocated word count? 	<ul style="list-style-type: none"> • Assessment Overview and Requirements document • Referencing Checklist (Blackboard) • Curtin Library Referencing guides
References accurately and to required assessment standards.	<ul style="list-style-type: none"> • Includes page numbers for all in-text citations (paraphrasing and direct quotes)? • If you are using the ideas of an author mentioned in class, go to the source and engage with the sources where they themselves express the idea. • Sources cited really do say what you say they do • Direct quotes are clearly identified as such. Direct quotes always need to be indicated as such with quotation marks. • Reference list at the end of the paper meets academic standards – alphabetised, authors listed by family name, correct formatting, DOIs etc. 	<ul style="list-style-type: none"> • Referencing Checklist (Blackboard) • Curtin Library Referencing guides