**Presentation – Assessment Criteria**

**A**

**Identification of knowledge issue**

* Did the presentation identify a relevant knowledge issue involved, implicit or embedded in a real-life situation?

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| **Achievement level** | **Descriptor** |
| 0 | Level 1 was not achieved. |
| 1–2 | The presentation referred to a knowledge issue but it was irrelevant to the real-life situation under consideration. |
| 3–4 | The presentation identified a knowledge issue that was in some ways relevant to the real-life situation under consideration. |
| 5 | The presentation identified a knowledge issue that was clearly relevant to the real-life situation under consideration. |

**B**

**Treatment of knowledge issues**

* Did the presentation show a good understanding of knowledge issues, in the context of the real-life situation?

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| **Achievement level** | **Descriptor** |
| 0 | Level 1 was not achieved. |
| 1–2 | The presentation showed some understanding of knowledge issues. |
| 3–4 | The presentation showed an adequate understanding of knowledge issues. |
| 5 | The presentation showed a good understanding of knowledge issues. |

**C**

**Knower's perspective**

* Did the presentation, particularly in the use of arguments and examples, show an individual approach and demonstrate the significance of the topic?

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| **Achievement level** | **Descriptor** |
| 0 | Level 1 was not achieved. |
| 1–2 | The presentation, in its use of arguments and examples or otherwise, showed limited personal involvement and did not demonstrate the significance of the topic. |
| 3–4 | The presentation, in its use of arguments and examples or otherwise, showed some personal involvement and adequately demonstrated the significance of the topic. |
| 5 | The presentation, in its distinctively personal use of arguments and examples or otherwise, showed clear personal involvement and fully demonstrated the significance of the topic. |

**DConnections**

* Did the presentation give a balanced account of how the topic could be approached from different perspectives?
* Did the presentation show how the positions taken on the knowledge issues would have implications in related areas?
* In awarding the higher achievement levels, the emphasis should be more on the quality of the consideration of connections than on the quantity of connections mentioned.

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| **Achievement level** | **Descriptor** |
| 0 | Level 1 was not achieved. |
| 1–2 | The presentation explored at least two different perspectives to some extent. |
| 3–4 | The presentation gave a satisfactory account of how the question could be approached from different perspectives, and began to explore their similarities and differences. |
| 5 | The presentation gave a clear account of how the question could be approached from different perspectives and considered their implications in related areas. |