Student Name: ______________________________    SID: __________________________

Topic Title: _________________________________________________________________

(Students can fill out the above information before the session and hand a copy to each marker)

Please circle your decisions, and write an overall mark in the box (staff only):

(this is to help formulate and document your decision, not a mark out of 10)

1. Knowledge displayed :                       Bottom10%       Adequate     Average     Better      Top10%
2. Enthusiasm for the subject :                           Bottom10%       Adequate     Average     Better      Top10%
3. Adequate introduction :                                 Bottom10%       Adequate     Average     Better      Top10%
4. Adequate background :                                  Bottom10%       Adequate     Average     Better      Top10%
5. Ability to present “what they did” :               Bottom10%       Adequate     Average     Better      Top10%
6. Ability to highlight their achievements :       Bottom10%       Adequate     Average     Better      Top10%
7. Ability to discuss their outcomes/results :     Bottom10%       Adequate     Average     Better      Top10%
8. Ability to time/pace the seminar :                  Bottom10%       Adequate     Average     Better      Top10%
9. Clarity of explanations :        Bottom10%       Adequate     Average     Better      Top10%
10. Personal presentation skills :        Bottom10%       Adequate     Average     Better      Top10%

*** Overall Mark for the Seminar (out of 100) : [ ]

MARKING SCHEME

<table>
<thead>
<tr>
<th>Bottom10%</th>
<th>Adequate</th>
<th>Average</th>
<th>Better</th>
<th>Top10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>= bottom 10% of the class (ie. a mark of roughly 0 – 40%)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Adequate</th>
<th>Average</th>
<th>Better</th>
<th>Top10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>= just good enough to pass (50 – 60%)</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Average</th>
<th>Better</th>
<th>Top10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>= an average student, possibly worthy of a Credit (60 –70%  ie. MOST STUDENTS)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Better</th>
<th>Top10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>= better than the average student, possibly worthy of a distinction ( 70 – 80%)</td>
<td></td>
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<table>
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<tr>
<th>Top10%</th>
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<tbody>
<tr>
<td>= top 10% of the class (85% and over)</td>
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</table>

SURNAME OF MARKER: ____________________________

MARKER’s SIGNATURE: ____________________________    (Chairperson to collect and hand to the General Office.)
Instructions for Markers

---in particular the first-named marker who will chair the session

1. The First-Named Marker will run the show in each session, and will be called the Chairperson.

2. The Chairperson should hand the marking sheets to all students prior to the start of the session. The students will fill in their details and return the sheets ready for marking.

3. The students will NOT be told the order of presentations. This should be randomly allocated by the Chairperson to ensure all students stay around as an audience.

4. The Chair will need to keep VERY strict control of the time. Students should be terminated with extreme prejudice for going over time!

5. The Chair will collect up the marking sheets and hand them to the General Office. They are to be kept as records.

6. Clarity of explanations includes such things as helpful answers to questions and saying ‘I don’t know’ when appropriate.

7. Personal presentation skills include a relaxed, clear voice, the use of sound grammar and talking to the audience.

Please note:
Each talk will go for: 1 minute setup time, 15 minute talk time, plus 4 minutes questions. Each 2-hour session has 6 students who need to present. With so many students, we have no choice but to be on a strict schedule. The Chairperson is to tell the student after 14 minutes of talking, and again at 15 minutes. If the student leaves insufficient time for questions, it is assumed that those questions were unable to be answered.

The final point to remember is that we are not only trying to assess their general oral presentation skills, but we are also trying to assess their ability to verbally present the technical details, achievements, and outcomes of their particular project.

That is, wearing a tie, using good English, having colourful overhead slides, and talking generally about their topic area, is not enough. They must analytically discuss and present their particular project.
Seminar Grade Descriptors

Excellent – (High Distinction 85 to 100)
Demonstrates an extremely-sound knowledge and understanding of the seminar topic and issues in a rigorous, comprehensive and sophisticated manner. Communicates in an extremely-organised and effective manner (both academic and professional), extensively using relevant and appropriate presentation aids (audiovisual and others as appropriate), thus displaying an exemplary standard. Delivery of seminar is extremely confident and clear and engages audience interest to an exemplary level. Demonstrates extremely well-developed ability to interpret and answer questions in a way that adds great additional insights into the seminar topic.

Very Good – (Distinction 75 to 84)
Demonstrates a very-good knowledge and understanding of the seminar topic and issues in a rigorous, comprehensive and sophisticated manner. Communicates in a highly-organised and effective manner (both academic and professional), using a very-high level of relevant and appropriate presentation aids (audiovisual and other as appropriate), thus displaying a very-good standard. Delivery of seminar is very confident and clear and engages audience interest to a very good level. Demonstrates very-well-developed ability to interpret and answer questions in a way that adds very-useful additional insights into the seminar topic.

Good – (Credit 65 to 74)
Demonstrates a good knowledge and understanding of the seminar topic and issues in a rigorous, comprehensive and sophisticated manner. Communicates in a well-organised and effective manner (both academic and professional), extensively using a high level of relevant and appropriate presentation aids (audiovisual and other as appropriate), thus displaying a good standard. Delivery of seminar is confident and clear and engages audience interest to a good level. Demonstrates a well-developed ability to interpret and answer questions in a way that adds useful additional insights into the seminar topic.

Average (Pass 50 to 64)
Demonstrates an adequate knowledge and understanding of the seminar topic and issues. Communicates in a reasonably-organised and effective manner using relevant and appropriate presentation aids (audiovisual and other as appropriate), thus displaying an acceptable standard. Delivery of seminar displays adequate confidence and clarity and engages some level of audience interest. Demonstrates a fair ability to interpret and answer questions in a way that adds some additional insights into the seminar topic.

Poor – (Fail 0 to 49)
Demonstrates poor knowledge and understanding of the seminar topic and issues. Does not communicate in an acceptable academic and professional manner. Does not display acceptable levels of material organization and/or effective presentation manner. Does not use relevant and appropriate presentation aids (audiovisual and other as appropriate), thus displaying an unacceptable standard. Delivery of seminar displays inadequate confidence and clarity and engages only a low-level audience interest. Demonstrates an inability to interpret and answer questions in a way that adds additional insights into the seminar topic.

1 AAME [9]