Example assessment & marking criteria

Interactive Oral

# Interactive Oral example

This assessment task description and marking criteria and standards have been developed using the steps outlined on the [marking criteria and rubrics site](https://www.csu.edu.au/division/learning-teaching/assessments/rubrics-and-marking-criteria).

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| **Assessment type:** | **Interactive Oral** |
| **Subject:** | **JST220 Gender and Crime**Gender and Crime examines a range of contemporary issues relating to sex and gender in the criminal justice system. Students will engage with current theories of feminism, postmodernity, critical criminology, intersectionality, power and queer theory. Relationships between gender, law, sexuality, policing, policy, politics, crime and media will be explored. These relationships will be examined through topics such as discrimination, harassment, pornography, sex work, trafficking, sexual violence, domestic violence, workplace rights, and security. |
| **Subject learning outcomes:** | Upon successful completion of this subject, students should:* be able to describe and analyse relationships between gender, law, sexuality, policing, policy, politics, crime and media;
* be able to explain key theories relating to gender and sexuality in the criminal justice context;
* be able to apply key theories of feminism, postmodernity, critical criminology, intersectionality, power and queer theory to policy and practice in a criminal justice context;
* be able to describe the gendered application of the law and criminal justice; and
* be able to apply an interdisciplinary approach to their understanding of gender sexuality, and crime.
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| **Assessment task:** | Assessment task 4: Interactive Oral |
| **Value & length:** | 35%, 15 - 20 Minute Interactive Oral |
| **Task description:** | This task will be a 15-20 minute interactive oral (IO) assessment around a scenario. It will be a one-on-one discussion between the student and the assessor/ Subject Coordinator. The details of the scenario will be provided prior to the IO.It is not a question and answer test, but rather an exchange which draws upon your understanding, and creates a setting in which you can demonstrate your knowledge of the subject and apply course concepts.The assessment will be conducted in the last week of the session between 10-15 October. The details of how to book a time for your IO will be provided on the subject i2 site.You will be provided with more detailed instructions and resources on how to prepare prior to this assessment. |
| **Rationale**: | This assessment task will assess the following learning outcome/s:* be able to describe and analyse relationships between gender, law, sexuality, policing, policy, politics, crime and media.
* be able to explain key theories relating to gender and sexuality in the criminal justice context.
* be able to apply key theories of feminism, postmodernity, critical criminology, intersectionality, power and queer theory to policy and practice in a criminal justice context.
* be able to describe the gendered application of the law and criminal justice.
* be able to apply an interdisciplinary approach to their understanding of gender sexuality, and crime.
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| **Requirements** | The interactive orals will be carried out online via Zoom, so it is important you have reliable internet access, working headphones and microphone, and a working camera.You will also need your student ID, or some other photo identification, and show this to the marker at the time of your assessment. |
| **Recording** | Your interactive oral session will be recorded for marking and moderation purposes, and you will be asked to provide your consent. The recording will not be used for any purpose other than grading, moderation, and to provide you feedback. The recording will not be used for any other purposes unless your permission is sought and received. |

## Marking criteria & standards

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| Criteria | Standards (what we aim for) | HD | D | CR | PS | FL |
| A. Professional communication 8 marks total | A1: Correct Terminology is always used - 3 marks | Always | Almost always | Mostly correct | Uses some terminology correctly but infrequently and with some inaccuracies | Rarely/Never |
| A2: Present in a professional manner - 2 marks | Impeccable presentation appropriate to a professional conversation | High level presentation appropriate to a professional conversation | Good presentation appropriate to a professional conversation | Presentation is satisfactory but may lack some elements appropriate to a professional conversation | Many elements of good professional presentation are lacking. |
| A3: Present with confidence - 3 marks | Confident, calm and relaxed | Confident and Relaxed | Mostly confident and relaxed | Not very confident or relaxed | Unsure |
| B. Knowledge 12 marks total | B1. Displays basic knowledge of the subject - 6 marks | All the relevant facts are linked correctly and confidently in discussion/ conversation, and | No irrelevant facts; facts are linked correctly and practically in discussion/ conversation, and are clear | Facts are linked correctly and practically in discussion/ conversation but not always clearly | Some irrelevant facts included and linkage to practice is not always clear | Irrelevant facts are included and logical fitting together is tenuous |

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| C. Application 15 marks total | C1. Apply concepts to identify and analyse issues - 5 marks | Expertly analyses the issues, with attention to minor details | Clearly analyses issues | The analysis arrived at mainly by good reasoning | Reasoning good to analyse scenarios, but combined with some guessing or jumping to conclusions. | Analysis is incorrect, with no evidence of reasoning; possibly guessed. |
| C2. Apply concepts to recommendations- 5 marks | Applies concepts confidently to address issues/ challenges and recommendations. | Applies concepts reasonably to address issues/ challenges to develop **recommendations**. | Concepts applied with minor gaps to address issues/ challenges and propose a recommendations. | Concepts mostly applied to address issues/ challenges, there may be some gaps. | Unable to/ incorrectly apply concepts to address issues |
| C3. Defend judgement - 5 marks | Defence is accurately and very effectively reasoned, yet open to other | Defence is accurately and effectively reasoned | Defence is accurately reasoned | Defence is sufficiently accurate and makes sense | Defence lacks accuracy or is a little meaningless or absent |