

**SWSP1012 Marking Rubric for Assessment 2:  
Peer-reviewed Conference Abstract**

This assessment task is marked out of 100 with a weighting of 30%.

Student: \_\_\_\_\_ Marker: \_\_\_\_\_ Total mark: \_\_\_\_\_

RUBRIC ASSESSMENT CRITERIA	Grade						
	7 (≥85%) High Distinction	6 (75-84%) Distinction	5 (65-74%) Credit	4 (50-64%) Pass	3 (47-49%) Marginal Fail	2 (30-46.99%) Fail	1 (0-29.99%) Low Fail
	Demonstrated evidence of <b>exceptional</b> achievement of course learning outcomes	Demonstrated evidence of <b>advanced</b> achievement of course learning outcomes	Demonstrated evidence of <b>proficient</b> achievement of course learning outcomes	Demonstrated evidence of <b>functional</b> achievement of course learning outcomes	Demonstrated evidence of <b>developing</b> achievement of course learning outcomes	<b>Minimal</b> evidence of achievement of course learning outcomes	<b>Absence</b> of evidence of achievement of course learning outcomes
<b>Criterion 1: Knowledge</b>							
<b>1.1</b> <i>Your emerging understanding of the concepts of power and structure</i>	The abstract demonstrates a sophisticated understanding of powers and social structures, which attends to the complex dynamics between these two concepts and those of human rights or social justice, and respect for diversity. The chosen theoretical perspectives within which these concepts are being framed, has been clearly articulated.	The abstract evidences the emergence of a high-level understanding of power and structure, which demonstrates the sound understanding that these two concepts are related to each other and to those of human rights or social justice, and respect for diversity. The chosen theoretical perspective within which these concepts are being framed, has been clearly articulated.	The emergence of a reasonable understanding of the concepts of power and structure is evident, which demonstrates the sound understanding that these two concepts are related. Some connections with those of human rights or social justice and respect for diversity may have been made. The chosen theoretical perspective within which these concepts are being framed, has been articulated.	The abstract demonstrates the emergence of a basic understanding of the concepts of power and structure. The chosen theoretical perspective within which these concepts are being framed, has been articulated. However, some gaps or misunderstandings are evident.	The abstract demonstrates the emergence of a limited understanding of the concepts of power and structure in that notable gaps and misunderstandings are evident. The chosen theoretical perspective within which these concepts are being framed, has not been clearly articulated.	Major gaps in understanding of the concepts of power and structure are evident in that they are largely misunderstood. The chosen theoretical perspective within which these concepts are being framed, has not been articulated.	The abstract demonstrates no, or a profound lack of, understanding of the concepts of power and structure, or of any of the theoretical perspectives in which these may be framed.

<b>1.2</b> <i>Your emerging understanding of the concepts of human rights or social justice, and respect for diversity</i>	The abstract demonstrates a sophisticated understanding of human rights or social justice and diversity.	The abstract demonstrates a high level of understanding of human rights or social justice and diversity.	The abstract demonstrates a sound understanding of human rights or social justice and diversity.	The abstract demonstrates an understanding of human rights or social justice and diversity with some misconceptions or gaps in knowledge.	The abstract demonstrates some understanding of human rights or social justice and diversity with significant misconceptions or gaps in knowledge.	The abstract demonstrates a limited understanding of human rights or social justice and diversity and has significant misconceptions of gaps in knowledge.	The abstract demonstrates a no understanding of human rights or social justice and diversity.
<b>___/20 marks</b>	(17-20)	(15-16.9)	(13-14.9)	(10-12.9)	(9.4-9.9)	(6-9.3)	(0-5.9)

<b>Criterion 2: Application</b>							
<b>2.1</b> <i>Your ability to identify an appropriate topic of concern related to human rights or social justice, and diversity in contemporary Australia</i>	The chosen topic, while complex, is articulated with succinctness and clarity.	The chosen topic is succinctly and clearly articulated.	The chosen topic is clearly articulated but is lacking in succinctness.	The chosen topic could have been stated more clearly and succinctly.	The topic is implied but not entirely clear.	The chosen topic is unclear.	No apparent topic has been articulated, or it is so unclear that:
<b>2.2</b> <i>Your ability to provide well-argued reasons for your choice</i>	The justification is exceptionally persuasive through reference to highly appropriate experiences, recent events reporting in the media, or both.	The justification is highly persuasive through reference to mostly appropriate experience, recent events reporting in the media, or both.	The justification is persuasive through reference to appropriate experience, recent events reporting in the media, or both.	The justification is generally persuasive through reference to some appropriate experiences, recent events reporting in the media, or both.	The justification is somewhat persuasive, but experiences and media reporting are not always appropriate.	The justification has some persuasive elements but with inappropriate experiences or irrelevant events reported from media.	There is no attempt at persuasion and no appropriate experiences or events.
<b>___/20 marks</b>	(17-20)	(15-16.9)	(13-14.9)	(10-12.9)	(9.4-9.9)	(6-9.3)	(0-5.9)

<b>Criterion 3: Synthesis</b>							
<b>3.1</b> <i>Your beginning ability to draw upon the concepts of power and structure to interpret the topic and show how it is of concern to you as a citizen and future professional</i>	The abstract's interpretation of the topic is highly relevant to context, focusing on the point at issue and omitting all unnecessary material.	The abstract's interpretation of the topic is relevant to context, focusing on the point at issue.	The abstract's interpretation of the topic is mostly relevant to context, with few digressions from the point at issue.	The abstract's interpretation is generally relevant to context, with some digression from the point at issue.	The abstract's interpretation is somewhat relevant to context but with some aspects that are off topic.	The abstract's topic is mostly irrelevant to context, with some links to the point at issue.	The abstract's topic is irrelevant and off task.
<b>3.2</b> <i>Your initial reflexive thinking on your role as a citizen and future professional in addressing your chosen concern</i>	Your initial reflexive thinking demonstrates critical self-awareness about your own social positioning and response-ability in relation to the chosen topic, with due consideration of the complexities of the topic.	Your initial reflexive thinking demonstrates critical self-awareness about your own social positioning and response-ability in relation to the chosen topic.	Your initial reflexive thinking demonstrates self-awareness about your own social positioning and response-ability in relation to the chosen topic. However, this might have benefited from some further elaboration or needed to be more clearly and succinctly expressed.	Your initial reflexive thinking demonstrates some self-awareness about your own social positioning and response-ability in relation to the chosen topic. However, this required further elaboration, at the same time as it needed to be more clearly and succinctly expressed.	Your initial reflexive thinking is either too limited or lacks the clarity, to demonstrate sufficient self-awareness about your own social positioning and response-ability in relation to the chosen topic.	Your initial reflexive thinking demonstrates very limited self-awareness about your own social positioning and response-ability in relation to the chosen topic.	There is no reflexive thinking, or they do not demonstrate any self-awareness about your own social positioning and response-ability in relation to the chosen topic.
<b>3.3</b> <i>Your ability to receive and respond appropriately to feedback</i>	Suggestions for improvement have been fully addressed using sophisticated, clear and succinct explanations.	Suggestions for improvement have been fully addressed using clear and succinct explanations.	Suggestions for improvement have been fully addressed. Explanations are mostly clear or are lacking in succinctness.	Suggestions for improvement have been addressed. The explanations may contain ambiguities, lack of succinctness, or misunderstandings of suggestions.	Suggestions for improvement have been addressed partially. The explanations may contain significant ambiguities, lacks of succinctness, or misunderstandings of suggestions.	It is not clear that the suggestions for improvement were considered or addressed.	There is no evidence that the suggestions for improvement were considered or addressed.
<b>___/20 marks</b>	(17-20)	(15-16.9)	(13-14.9)	(10-12.9)	(9.4-9.9)	(6-9.3)	(0-5.9)

Criterion 4: Skills							
4.1 <i>Your ability to express your ideas within the stated wordcount requirements</i>	The title is within the recommended wordcount of 6 to 15 words.				The length of the title is outside of the recommended word count of 6 to 15 words.		
	The abstract is within the wordcount requirements of 300 words excl. references.				The abstract exceeds the word limit requirements of 300 words excl. references.		
4.2 <i>Your ability to structure an engaging abstract which clearly outlines your chosen issue, theoretical perspective, and argument</i>	The title raises the reader's interest and accurately reflects the abstract's content.		The title accurately reflects the abstract's content.		The title does not accurately reflect the abstract's content.		
	The abstract presents a complete overview of the argument and its complexity in a sophisticated and logical manner.	The abstract presents a complete overview of the argument and its complexity in a logical manner.	The abstract presents an overview of the argument in a mostly logical manner.	The abstract presents an overview of the argument.	The abstract's logical structure can be discerned but without a clear flow of ideas.	The abstract's logical structure is difficult to discern.	The abstract's logical structure cannot be discerned.
	All the required content has been included.				Not all the required content has been included.		
4.3 <i>Your ability to use theoretical, empirical, and "grey" literature to strengthen the quality of your argument</i>	The work has used highly relevant literature sources to create a sophisticated and defensible argument.	The work has used highly relevant literature sources to create a strong and defensible argument.	The work has used relevant literature sources to create a defensible argument.	The work has used generally relevant literature sources to support an argument.	The work has used included some relevant literature sources to support parts of the argument.	The work has used mostly irrelevant literature sources to which may not support the argument.	There is no evidence of literature being included in the work.
4.4 <i>Your ability to use of AI and/or MT technology purposefully, appropriately and transparently (if applicable)</i>	Any use of AI and MT technologies has been well justified and fully acknowledged across all parts of the portfolio.	Any use of AI and MT technologies has been justified and fully acknowledged across all parts of the portfolio.	Any use of AI and MT technologies has been justified and acknowledged across most parts of the portfolio.	Some use of AI and MT technologies has been justified or acknowledged, but there are some omissions across the portfolio.	Use of AI and MT technologies have been acknowledged in the portfolio, though the justification may be incomplete.	There is basic acknowledgement of use of AI and MT technologies with no justification for it.	AI and MT technologies have been used but without justification or acknowledgement.
<b>___/30 marks</b>	(25.5-30)	(22.5-25.4)	(19.5-22.4)	(15-19.4)	(14.1-14.9)	(9-14)	(0-8.9)

Criterion 5: Presentation						
<b>5.1</b> <i>The care taken in laying out your work professionally and formatting it in line with stated requirements and APA 7<sup>th</sup> referencing style</i>	The formatting is error-free and in accordance with the stated APA 7 <sup>th</sup> requirements.	The formatting contains errors but is generally in accordance with the stated APA 7 <sup>th</sup> requirements.	The formatting contains frequent errors and is generally not in accordance with the stated APA 7 <sup>th</sup> requirements.	The formatting contains a significant amount of errors and little to no attempt has been made to format within stated APA 7 <sup>th</sup> requirements.		
<b>5.2</b> <i>The care taken in proof-reading your work for spelling, grammar, and accuracy of expression</i>	There are no errors in spelling, grammatical, or expression.	There are a few minor errors in spelling, grammatical, or expression.	There are frequent errors in spelling, grammatical, and/or expression.	Considerable errors in spelling, grammatical, and expression make the work difficult to read.		
<b>5.3</b> <i>The care taken in ensuring respectful use of language</i>	The language used is always appropriate, professional, and non-discriminatory.	The language used is generally appropriate, professional, and non-discriminatory.	The language used is not generally appropriate, professional, and non-discriminatory.	The language used is generally inappropriate, unprofessional, and/or discriminatory.		
<b>___/10 marks</b>	(8.5-10)	(7.5-8.4)	(6.5-7.4)	(5-6.4)	(4.7-4.9)	(3-4.6)

<b>GRADE AWARDED</b>	
<b>COMMENTS</b>	
<b>ACADEMIC SIGNATURE</b>	
<b>PASS</b>	
<b>FAIL</b>	