# Part 2 Presentation (used internally for Journals)

## A: Identification of knowledge issue

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

### 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?

### 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 approachand demonstrate the significance of the topic?

### 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. |

## D: Connections

## 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.

### 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. |