

Rubric 54008

Program	Bachelor of Commerce (Honours)	Course Code	2304AFE	Course Title	Intermediate Macroeconomics
Semester Offering	Trimester 1 2020	Assessment Task	Interactive oral examination (Media Interview)	Assessment Weighting	30

Objective Name	Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Oral Communication 10%	Question #1 Relevance of the argument: Ability to identify and cohesively respond to a question related to the theoretical concepts/issues covered in the course.	The response comprehensively addresses the question, going straight to the point and stating a clear punchline. The punchline is supported by a well-organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, going straight to the point and stating a clear punchline. The punchline is supported by an organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, however, the point of your response and punchline are not always clear. The punchline is supported by a somewhat organised exposition of the underlying supporting evidence or theory.	The response addressed only some of the key elements of the question, and the point of your response and punchline are not well-defined. The punchline is poorly supported by underlying supporting evidence or theory.	The response did not provide a relevant argument to the question.
Oral Communication 10%	Question #1 Logical coherence of response: Ability to logically sequence arguments and ideas to present an informative and coherent response to a question related to the theoretical concepts/issues covered in the course.	The response logically sequences arguments and ideas. An insightful and coherent response to the question is presented.	The response sequences arguments and ideas in a mostly logical order. An informative and coherent response to the question is presented.	The response sequences arguments and ideas in a somewhat logical order. A mostly well-formed response to the question is presented.	The response does not sequence arguments and ideas in a logical order. A very general response to the question is presented.	The response is consists of a collage of points that do not relate well to the question.
Oral Communication 10%	Question #1 Critical innovation: Ability to provide a critical view based on a defensible economic argument that is not just a repetition of ideas/views presented in the workshops.	The response includes a well-formed critical view based on an insightfully chosen, defensible economic argument; the argument provides significant original/innovative ideas and/or policy recommendations.	The response includes a clear critical view based on an well-chosen, defensible economic argument; the argument provides somewhat original/innovative ideas and/or recommendations.	A critical view is evident in the response. This view is based on a somewhat relevant economic argument; ideas and/or policy recommendations are mostly unoriginal or lack significant innovation.	A critical view is somewhat evident in the response. This view is loosely based on an economic argument; the argument is a repetition of ideas and policy recommendations from materials presented in the workshops.	A critical view is not provided in the response to this question.
Oral Communication 10%	Question #2 Relevance of the argument: Ability to identify and cohesively respond to a question related to the theoretical concepts/issues covered in the course.	The response comprehensively addresses the question, going straight to the point and stating a clear punchline. The punchline is supported by a well-organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, going straight to the point and stating a clear punchline. The punchline is supported by an organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, however, the point of your response and punchline are not always clear. The punchline is supported by a somewhat organised exposition of the underlying supporting evidence or theory.	The response addressed only some of the key elements of the question, and the point of your response and punchline are not well-defined. The punchline is poorly supported by underlying supporting evidence or theory.	The response did not provide a relevant argument to the question.
Oral Communication 10%	Question #2 Logical coherence of response: Ability to logically sequence arguments and ideas to present an informative and coherent response to a question related to the theoretical concepts/issues covered in the course.	The response logically sequences arguments and ideas. An insightful and coherent response to the question is presented.	The response sequences arguments and ideas in a mostly logical order. An informative and coherent response to the question is presented.	The response sequences arguments and ideas in a somewhat logical order. A mostly well-formed response to the question is presented..	The response does not sequence arguments and ideas in a logical order. A very general response to the question is presented.	The response is consists of a collage of points that do not relate well to the question

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Oral Communication 10%	Question #3 Relevance of the argument: Ability to identify and cohesively respond to a question related to the theoretical concepts/issues covered in the course.	The response comprehensively addresses the question, going straight to the point and stating a clear punchline. The punchline is supported by a well-organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, going straight to the point and stating a clear punchline. The punchline is supported by an organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, however, the point of your response and punchline are not always clear. The punchline is supported by a somewhat organised exposition of the underlying supporting evidence or theory.	The response addressed only some of the key elements of the question, and the point of your response and punchline are not well-defined. The punchline is poorly supported by underlying supporting evidence or theory.	The response did not provide a relevant argument to the question.
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Oral Communication 10%	Question #3 Critical innovation: Ability to provide a critical view based on a defensible economic argument that is not just a repetition of ideas/views presented in the workshops.	The response includes a well-formed critical view based on an insightfully chosen, defensible economic argument; the argument provides significant original/innovative ideas and/or policy recommendations.	The response includes a clear critical view based on an well-chosen, defensible economic argument; the argument provides somewhat original/innovative ideas and/or recommendations.	A critical view is evident in the response. This view is based on a somewhat relevant economic argument; ideas and/or policy recommendations are mostly unoriginal or lack significant innovation.	A critical view is somewhat evident in the response. This view is loosely based on an economic argument; the argument is a repetition of ideas and policy	A critical view is not provided in the response to this question.
Oral Communication 10%	Overall Organisation, Expression and Flow: Responses are well crafted, use economic vocabulary and are well-timed. Overall, responses are delivered in a highly impressive and confident manner using language targeted to a generalist audience. The student speaks clearly, at an appropriate volume and pace.	Answers are exceptionally well crafted using economic language, and well timed. Impressive and confident presence. Comes across as well-prepared and professional. Answering at a good pace, without any inappropriate pauses. The student has a clear voice, uses language suited to a generalist audience and is very expressive throughout the oral response.	Answers are well crafted using economic language, with good timing. Somewhat impressive and confident presence, comes across fairly well-prepared. Answers are delivered at a good pace. Any pauses do not detract from the understanding of the content. The student has a clear voice and uses language suited to a generalist audience. The responses could be more consistently expressive.	Answers are of average quality using some economic language and could be better timed. Elements of the delivery are too fast or too slow, some pauses that detract understanding of the content. The student has an audible voice, but only sometimes targets the language to a generalist audience and could improve on expression.	Presents information and ideas at a basic level without the use of economic language, which the examiner occasionally finds difficult to follow. Some signs of nervousness and lack of preparation is evident. Several elements of delivery are too fast or too slow or there are inappropriate pauses that detract from the understanding of the content. The student's voice needs more clarity and expression. The examiner has some difficulty in hearing or understanding some aspects of the answer and there is no effort to target the answer to a generalist audience.	Poorly developed and illogical responses that do not use economic language and which the examiner cannot follow. Appears disorganised/distracted or very nervous. Delivery is too fast or too slow or there are several lengthy and inappropriate pauses that detract from the understanding. The student mumbles, and the examiner has difficulty in hearing or understanding the response.