

## EDUC4015: Sociology of Health and Physical Education, Sport and Physical Activity

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

In this course students will examine how physical activity and sport, and through them Health and Physical Education, are products of particular historical, social and cultural conditions. Through identifying and discussing key sociocultural issues relating to the body, physical activity and sport, students will recognise different viewpoints and their impact on contemporary practices. Students will critically analyse approaches to issues such as: the social meanings of sport in Australia; health and the body; gender, sexuality and physical activity; the media and sport; ethnicity and race; youth cultures; and sport and politics; with a view to incorporating a sociocultural perspective within health and physical education teaching practices.

### Contact Hours

#### Callaghan Tutorial

Face to Face On Campus  
24 hour(s) per Term Full Term

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

**Course Coordinator**     **Callaghan**  
Dr Jordan Smith  
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(02) 49217704

Consultation: Office hours: Tues (2.30-4.00pm) and Thurs (2.30-4.00pm).  
Book a meeting via: [https://calendly.com/jordan\\_smith\\_appointments/30min](https://calendly.com/jordan_smith_appointments/30min)

**Teaching Staff**             Dr Jordan Smith

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# SYLLABUS

**Course Content**             This course will include the following content:

- a sociocultural perspective of sport, physical activity and Health and Physical Education
- the social meanings of sport and physical activity in Australian and other societies
- young people and physical activity;
- gender, sexuality and physical activity;
- media, sport and physical activity
- ethnicity, race and sport
- politics and sport
- social meanings of the body in relation to health and physical activity
- contemporary view of physical activity catering for the needs of young people including gender, sexuality and culture

**Course Learning Outcomes**     **On successful completion of this course, students will be able to:**

1. Discuss how physical activity, sport and physical education are products of particular historical, social and cultural conditions
2. Identify and critically evaluate different perspectives on issues relating to physical activity, sport and physical education;
3. Develop their own values and philosophies regarding sport, physical activity, and HPE;
4. Use inquiry-related skills and critical thinking to develop an argument in relation to sport issues, beliefs and values; and
5. Engage with the arguments and evidence in academic writing and research written from a sociological perspective.

**Course Materials**             **Recommended Reading:**

- Readings to be provided on Canvas

# SCHEDULE

Week	Week Begins	Module	Topic	Assessment Due
1	26 Feb	1. Introduction to the sociology of sport, physical activity and HPE	Introduction to sociology, course overview, and the origins and meanings of sport in Australia	
2	4 Mar		Major theories and approaches to the study of the sociology of sport	Reading review 1 (Tues, 11:59pm)
3	11 Mar	2. Social divisions and their relationship to sport, physical activity and HPE	Sport and social class (Essay topic 1)	Reading review 2 (Tues, 11:59pm)
4	18 Mar		Sport and gender (Essay topic 2)	Reading review 3 (Tues, 11:59pm) Essay (Oral) – Topic 1 (by Friday, 5pm)
5	25 Mar		Sport and sex (Essay topic 3)	Reading review 4 (Tues, 11:59pm) Essay (Oral) – Topic 2 (by Friday, 5pm)
6	1 Apr		Sport and sexuality (Essay topic 4)	Reading review 5 (Tues, 11:59pm) Essay (Oral) – Topic 3 (by Friday, 5pm)
7	8 Apr		Sport and race/ethnicity (Essay topic 5)	Reading review 6 (Tues, 11:59pm) Essay (Oral) – Topic 4 (by Friday, 5pm)
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
8	29 Apr		IN CLASS ESSAY	Essay (Written) – In class Essay (Oral) – Topic 5 (by Friday, 5pm)
9	6 May	3. Key issues in the sociology of sport, physical activity and HPE	Globalisation, the media, and the commodification of sport (Presentation topic 1)	Reading review 7 (Tues, 11:59pm)
10	13 May		Health and the body (Presentation topic 2)	Reading review 8 (Tues, 11:59pm)
11	20 May		Deviance in sport (Presentation topic 3)	Reading review 9 (Tues, 11:59pm)
12	27 May		Sport and politics (Presentation topic 4)	Reading review 10 (Tues, 11:59pm)
13	3 Jun			Partner presentation (Friday, 11.59pm)
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Review and reflection	Due online by 11:59pm on Tuesdays between Weeks 2-12 of semester. Students self-select which weeks they submit their THREE tasks (from the 10 provided). Refer to schedule and details provided on Canvas.	Individual	30%	1, 2, 3, 4, 5
2	Essay	Due date depends on selected task option. Refer to schedule and task description. For students selecting the Essay (Oral) option, choose an available 15-min appointment in the week after the self-selected topic has been covered in class. For students selecting the Essay (Written) option, the task is due in class in Week 8.	Individual	40%	1, 2, 3, 4, 5
3	Presentations: Group	11.59pm, Friday week 13 (07/06)	Group	30%	1, 2, 3, 4, 5

**Late Submissions** The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Review and reflection

**Assessment Type** Written Assignment

**Purpose** The purpose of this assignment is for you to provide THREE written 'review and reflections' on the key sociological issues discussed within weekly course readings.

**Description** Compulsory course readings will be allocated weekly throughout the semester (weeks 2-12). You will select THREE readings from the 10 provided and submit a one-page (approx. 500 word) overview for each reading describing (in your own words) the important sociological concepts/ideas from the reading. In addition, you will comment on how the concept(s)/idea(s) either: a) connect with your own beliefs and life experiences within sport/physical activity/HPE, and/or b) might inform your approach to HPE teaching or sports coaching in the future. To perform well on this task you should demonstrate you are an insightful scholar by: a) clearly and concisely conveying your understanding of the key concept/idea in your own words (i.e., by paraphrasing, using analogy/metaphor/unique examples, and NOT copying directly from the reading), b) thoughtfully reflecting on the connections between the concept/idea and your own life experiences and/or future teaching/coaching practice in a way that demonstrates deep understanding, and c) writing clearly and fluently, without making typographical mistakes (i.e., spelling, grammar, punctuation, or word choice errors).

**Weighting** 30% (10% per submission)

**Length** Max one A4 page per submission (approx. 500 words)

**Due Date** Due online by 11:59pm Tuesdays in weeks 2-12 of semester. Students self-select which weeks they submit their THREE tasks (from the 10 provided). Refer to schedule and details provided on Canvas.

**Submission Method** Online  
Extensions to due dates will not be provided, as students missing a deadline are able to select another week to submit (i.e., only required to submit 3 tasks from 10 potential readings).

**Assessment Criteria** Students are assessed on the quality of their written communication and the demonstrated knowledge/understanding of sociological concepts/ideas communicated within the reading. Students are also assessed on the depth and clarity of their critical reflection when linking concepts/ideas to past experiences and considerations for future teaching/coaching practice.

**Return Method** Online  
**Feedback Provided** Online

## Assessment 2 - Essay

**Assessment Type** Essay

**Purpose** The purpose of this assignment is for students to demonstrate their understanding of a personally relevant sociological topic from Module 2 (social divisions). The nature of the task, and the due date, will depend on the students' choice of task option: i) an ORAL critique of an AI generated essay, or ii) a WRITTEN response to essay questions provided in class.

**Description** Students will choose ONE of two options for the completion of this task (ORAL or WRITTEN). Students will be asked to nominate their selected task option by the end of Semester week 3, after which they are committed to completing their selected option. Further detail regarding each task option is provided below:

- 1) ORAL critique of an AI generated essay** – students selecting this task option will use a generative artificial intelligence (AI) tool (i.e., ChatGPT) to create a 1000-word (i.e., two A4 pages) response to a pre-defined essay question for ONE of the five essay topics covered in course module 2 (social divisions). Essay questions for this option are provided on Canvas. Following this, students book an appointment for a 15-minute Zoom meeting with the course tutor, during which they are asked to describe and critique the AI generated essay response, based on their knowledge of the course material (i.e., tutorial content and readings). For students selecting this option, the AI generated essay must be emailed to the course tutor the day prior (by 5pm) to the scheduled Zoom meeting. The oral component of this task option must occur in the week directly after the self-selected topic has been covered in class (i.e., weeks 4-8, refer to schedule). Appointment times will be made available across the week. Marks will be awarded based on the quality of the students' oral responses (clarity, construction etc) and their demonstration of deep understanding of the topic and associated sociological issues/considerations. Students' will receive marks for their responses to FOUR questions, two of which will be available on Canvas and two of which will be unknown until the time of the Zoom meeting. Each response is worth 10% of the course grade. Students selecting this option will NOT attend class in Semester week 8, as this is when the alternative task option is scheduled.
- 2) WRITTEN response to essay questions (in class)** – students selecting this task option will attend class in Semester week 8. Students will select and respond to TWO essay-type questions (from five provided) that align with the topics covered in course module 2 (social divisions). Essay questions for this topic will not be made available to students until the day of the task. Each handwritten response will be worth 20% of the course grade, and students will have the duration of the two-hour tutorial to complete the task. Marks will be awarded based on students' demonstration of deep understanding of the self-selected topics and associated sociological issues/considerations.

**Weighting** 40% (4 x 10% for ORAL and 2 x 20% for WRITTEN)

**Length** Option 1 (ORAL): 1000-word AI generated essay response and 10-minute oral critique  
Option 2 (WRITTEN): approx. 1500 words (i.e., 750 words/response)

**Due Date** Option 1 (ORAL): Rolling due date (weeks 4-8). Refer to schedule. AI generated essay and Zoom meeting due the week after the self-selected topic is covered in class. Essay must be emailed to the course tutor by 5pm the day prior to the scheduled Zoom meeting.

**Submission Method** Option 2 (WRITTEN): Due in class in Week 8 of semester  
Option 1 (ORAL): Online  
Option 2 (WRITTEN): In class

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<b>Assessment Criteria</b>	Students are assessed on the quality of their oral or written work and their ability to construct and communicate arguments related to the key sociological issues addressed within the course. Students will be assessed on their ability to demonstrate cohesive, logical reasoning/analysis in relation to the selected sociological issue(s), as well as on the coherence and intellectual quality of their justifications/conclusions. Marks will be awarded on the degree to which the arguments are: (i) credible and convincing, (ii) well justified and clearly articulated, and (iii) reflective of deep knowledge and understanding of the nature of the chosen sociological issue(s). Students are expected to demonstrate high-quality academic oral or literacy skills. For further information, refer to the marking rubrics.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

### Assessment 3 - Presentations: Group

<b>Assessment Type</b>	Presentation
<b>Purpose</b>	The purpose of this assignment is for students to work with a partner to prepare a recorded oral presentation explaining a self-selected topic from course module 3. The aim of the presentation is for students to demonstrate their understanding of the topic and related sociological issues/concepts by presenting a differentiated explanation across three levels of complexity (i.e., to appeal to audiences of varying age/prior knowledge).
<b>Description</b>	<p>Students choose a partner (ideally from their tutorial group), and select a topic covered within course Module 3 ('Key issues in the sociology of sport', weeks 9-12). Working with their partner, students will develop and record an engaging presentation (approx. 10 minutes), separated into three distinct parts. Each part focuses on the same topic but aims to explain the related sociological concept/issue in a way that would make sense to audiences of differing age and prior knowledge.</p> <p>In part 1, students explain the topic/concept in a way that would make sense to a primary school student (7 year old). In part 2, students explain the topic/concept in a way that would make sense to a high school student (14 year old). In part 3, students explain the topic/concept in a way that would make sense to an undergraduate sociology student (21 year old).</p> <p>For each part, students should consider what the audience's prior knowledge is likely to be, what concepts and terms are assumed to be known or need to be explained, what examples, analogies, or metaphors would be appropriate for the target audience to support understanding, and what specialist terminology should/should not be used in the explanation for that audience.</p>
<b>Weighting</b>	30%
<b>Due Date</b>	11.59pm, Friday week 13 (07/06)
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Students are assessed on their ability to work with a partner to provide a well-structured, research-based, informative oral presentation, explaining selected sociological issues/ideas. Marks will be awarded based on the quality of the presentation (i.e., engaging design, well-rehearsed/articulate oral explanation, quality of multi-media medium), the appropriateness of the chosen issues/ideas/concepts in relation to the self-selected Module 3 topic, and the quality and appropriateness of the explanation for the target audience (i.e., thoughtful use of terminology, examples, analogies, and/or metaphors, in a way that would support the audience's understanding). For further information refer to marking rubric.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

## Attendance

\*Skills are those identified for the purposes of assessment task(s).

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Class roll marked by course tutor)

It is expected that students attend a minimum of 80% of scheduled tutorials. Failure to satisfy this expectation may result in the need to complete an additional 'make-up' assessment task.

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Please check Canvas and Student email regularly for updates and reminders from teaching staff

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

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Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

### **Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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**Assessment task 1: Review and reflection - marking rubric**

<b>Criteria</b>	<b>FAIL</b>	<b>PASS</b>	<b>CREDIT</b>	<b>DISTINCTION</b>	<b>HIGH DISTINCTION</b>
<b>Quality and clarity of reading review and reflection</b>	<p>Submission misunderstands or misinterprets the meaning(s) of the selected sociological concept(s)/ idea(s) from the allocated reading, and/or the description is largely copied directly from the text.</p> <p>Links between the selected concept(s)/ idea(s) and students' past experience or future practice were absent, poorly described, shallow, or misunderstood in relation to the stated concept(s)/idea(s).</p> <p>Written communication may be poor, with numerous typographical errors.</p>	<p>Submission <b>EITHER</b> adequately conveys the meaning(s) of the selected sociological concept(s)/ idea(s) from the allocated reading in the students' own words <b>OR</b> adequately describes links between the selected concept(s)/ idea(s) and students' past experience or future practice.</p> <p>Submission demonstrates a developing understanding of the subject matter, but one or more major errors in understanding are present.</p> <p>Written communication may at times be poor, with typographical errors present.</p>	<p>Submission adequately conveys the meaning(s) of the selected sociological concept(s)/ idea(s) from the allocated reading in the students' own words <b>AND</b> adequately describes links between the selected concept(s)/idea(s) and students' past experience or future practice.</p> <p>Submission demonstrates a good understanding of the subject matter, but more effective use of examples, analogies and/or metaphors could have been provided.</p> <p>Written communication is satisfactory, but typographical errors may be present.</p>	<p>Submission thoughtfully conveys the meaning(s) of the selected sociological concept(s)/ idea(s) from the allocated reading in the students' own words <b>AND</b> clearly describes links between the selected concept(s)/idea(s) and students' past experience or future practice.</p> <p>Submission demonstrates a very good understanding of the subject matter through effective paraphrasing, examples, analogies and/or metaphors.</p> <p>Written communication is very good, with few typographical errors</p>	<p>Submission insightfully conveys the meaning(s) of the selected sociological concept(s)/idea(s) from the allocated reading in the students' own words <b>AND</b> clearly describes links between the selected concept(s)/ idea(s) and students' past experience or future practice.</p> <p>Submission demonstrates an excellent understanding of the subject matter through highly effective paraphrasing, examples, analogies and/or metaphors.</p> <p>Written communication is excellent, with little to no typographical errors.</p>
<b>Marks</b>	<b>0 – 4.5 marks</b>	<b>5 – 6 marks</b>	<b>6.5 – 7 marks</b>	<b>7.5 – 8 marks</b>	<b>8.5 – 10 marks</b>

## Assessment task 2: Essay marking rubric

### Option 1 (ORAL)

Marks	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
	0 – 4.5 marks	5 – 6 marks	6.5 – 7 marks	7.5 – 8 marks	8.5 – 10 marks
Criteria	<p>Provides an unsatisfactory response to the question, demonstrating a lack of understanding of the subject matter, with major aspects of the response being unclear.</p> <p>The response makes limited reference to ideas, arguments, examples, or themes from within the AI generated essay, suggesting a lack of knowledge of the self-selected topic.</p> <p>Demonstrates some oral communication skills, for example clarity of speech, appropriate tone and use of language, lack of ‘filler’ words (e.g., “um” and “ah”), proper intonation and pacing etc, but with multiple significant errors that undermined the clarity of the response.</p>	<p>Provides a satisfactory response to the question, demonstrating some understanding of the subject matter, but some major aspects of the response might have been unclear.</p> <p>The response makes some reference to ideas, arguments, examples, or themes from within the AI generated essay. The response may not expand upon these effectively, providing limited evidence of the student’s knowledge of the self-selected topic.</p> <p>Demonstrates satisfactory oral communication skills, for example clarity of speech, appropriate tone and use of language, lack of ‘filler’ words (e.g., “um” and “ah”), proper intonation and pacing etc, but with several errors.</p>	<p>Provides a generally well-articulated response to the question, demonstrating good understanding of the subject matter. Some minor aspects of the response might have been unclear.</p> <p>The response makes reference to ideas, arguments, examples, or themes from within the AI generated essay. The response may at times expand upon these effectively, providing evidence of the student’s knowledge of the self-selected topic, though this could be improved.</p> <p>Demonstrates good oral communication skills, for example clarity of speech, appropriate tone and use of language, lack of ‘filler’ words (e.g., “um” and “ah”), proper intonation and pacing etc, but with some errors.</p>	<p>Provides a comprehensive and well-articulated response to the question, demonstrating deep understanding of the subject matter.</p> <p>The response makes reference to ideas, arguments, examples, or themes from within the AI generated essay. The response expands upon these, critiquing the essay effectively and providing evidence of the student’s knowledge of the self-selected topic.</p> <p>Demonstrates very good oral communication skills, for example clarity of speech, appropriate tone and use of language, lack of ‘filler’ words (e.g., “um” and “ah”), proper intonation and pacing etc, with few errors.</p>	<p>Provides a comprehensive, cogent, and very well-articulated response to the question, demonstrating deep understanding of the subject matter.</p> <p>The response makes explicit reference to ideas, arguments, examples, or themes from within the AI generated essay. The response expands upon these, critiquing the essay effectively and providing strong evidence of the student’s mastery of the self-selected topic.</p> <p>Demonstrates excellent oral communication skills, for example clarity of speech, appropriate tone and use of language, lack of ‘filler’ words (e.g., “um” and “ah”), proper intonation and pacing etc, with few to no errors.</p>
Response to Q1	_____ /10	Comments.			
Response to Q2	_____ /10	Comments.			
Response to Q3	_____ /10	Comments.			
Response to Q4	_____ /10	Comments.			

## Assessment task 2: Essay marking rubric

### Option 2 (WRITTEN)

Marks	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
	0 – 9.5 marks	10 – 12.5 marks	13 – 14.5 marks	15 – 16.5 marks	17 – 20 marks
Criteria	<p>Provides a poorly articulated response to the essay question, suggesting a lack of knowledge/ understanding of the corresponding sociological topic. The response fails to justify the ideas/ arguments presented through a lack of case examples, data, or reference to sociological concepts covered within the course. As a result, the response is disjointed, unclear, and/or unconvincing.</p> <p>Written communication is poor and lacks cohesion with numerous errors in expression, spelling, and/or grammar.</p>	<p>Provides a satisfactory response to the essay question, suggesting some knowledge/ understanding of the corresponding sociological topic. At times, the response justifies the ideas/ arguments presented through use of case examples, data, or reference to sociological concepts covered within the course, but this could be significantly improved. As a result, the response may at times be disjointed, unclear, and/or unconvincing.</p> <p>Written communication is at times clear but lacks cohesion and/or includes a number of significant errors in expression, spelling, and/or grammar.</p>	<p>Provides a good response to the essay question, suggesting sound knowledge/ understanding of the corresponding sociological topic. The response mostly justifies the ideas/ arguments presented through use of case examples, data, or reference to sociological concepts covered within the course, but there may be some instances where this could be improved. As a result, the response is appropriately constructed, clear, and mostly convincing.</p> <p>Written communication is clear and generally well-structured, but with some significant errors in expression, spelling, and/or grammar.</p>	<p>Provides a very good response to the essay question, suggesting deep knowledge/ understanding of the corresponding sociological topic. The response almost always justifies the ideas/ arguments presented through use of effective case examples, data, or reference to sociological concepts covered within the course. As a result, the response is well constructed, clear, and convincing.</p> <p>Written communication is clear, cohesive and well-structured, with only minor errors in expression, spelling, and/or grammar.</p>	<p>Provides an excellent response to the essay question, suggesting deep knowledge/ understanding of the corresponding sociological topic. The response always justifies the ideas/ arguments presented through use of highly effective and clearly articulated case examples, data, or reference to sociological concepts covered within the course. As a result, the response is well constructed, very clear, and highly convincing.</p> <p>Written communication is excellent, highly cohesive and very well-structured, with only minor (or no) errors in expression, spelling, and/or grammar.</p>
Response to Q1	_____ /20	Comments.			
Response to Q2	_____ /20	Comments.			

### Assessment Task 3: Presentation marking rubric

Criteria	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
<b>Content focus of presentation in relation to chosen topic</b>	The content focus of the presentation is inappropriate or irrelevant, demonstrating limited understanding of the issues, ideas, or concepts relating to the selected topic. The volume of content may be too little or too much, based on the requirements of the task and the allocated timeframe.	The content focus of the presentation is sometimes appropriate, demonstrating some understanding of issues, ideas, or concepts relating to the selected topic. Though, these may not always be the most relevant. The volume of content may be too little or too much, considering the requirements of the task and the allocated timeframe.	The content focus of the presentation is mostly appropriate, demonstrating a good understanding of the relevant issues, ideas, or concepts relating to the selected topic. The volume of content may be too little or too much, considering the requirements of the task and the allocated timeframe.	The content focus of the presentation is appropriate, demonstrating very good understanding of some of the most relevant issues, ideas, or concepts relating to the selected topic. The volume of content is generally well selected, considering the requirements of the task and the allocated timeframe, but could be improved.	The content focus of the presentation is highly appropriate, demonstrating a deep understanding of the most relevant issues, ideas, or concepts relating to the selected topic. The volume of content is thoughtfully selected and highly appropriate, considering the requirements of the task and the allocated timeframe.
<b>Marks</b>	<b>0 – 2 marks</b>	<b>2.5 – 3 marks</b>	<b>3.5 marks</b>	<b>4 marks</b>	<b>4.5 – 5 marks</b>
<b>Effectiveness of explanation for the target audiences</b>	The explanation provided in all three parts was inadequate given the audience. Use of terminology was mostly inappropriate and failed to recognise the needs and assumed knowledge of the audience. Presentation rarely if ever included examples, analogies or metaphors that supported understanding among the target audiences.	The explanation provided in at least one out of three parts was good but may have been inappropriate in one or more of the others. Use of terminology was at times appropriate, recognising the needs and assumed knowledge of the audience, but could be substantively improved. Presentation only sometimes included examples, analogies or metaphors that supported understanding among the target audiences.	The explanation provided in at least two out of three parts was good. Use of terminology was mostly appropriate, recognising the needs and assumed knowledge of the audience. Presentation included examples, analogies or metaphors that mostly supported understanding among the target audiences. Though, these may not have been effective or appropriate in all instances.	The explanation provided in all three parts was very good. Use of terminology was mostly thoughtful and appropriate, recognising the needs and assumed knowledge of the audience. Presentation included effective examples, analogies or metaphors that supported understanding among the target audiences. Though, these may not have been the most appropriate in all instances.	The explanation provided in all three parts was exceptional. Use of terminology was thoughtful and appropriate, recognising the needs and assumed knowledge of the audience. Presentation included highly effective examples, analogies or metaphors that clearly supported understanding among the target audiences.
<b>Marks</b>	<b>0 – 7 marks</b>	<b>7.5 – 9.5 marks</b>	<b>10 – 11 marks</b>	<b>11.5 – 12.5 marks</b>	<b>13 – 15 marks</b>
<b>Presentation quality</b>	Visual design was unprofessional and not engaging. Oral presentation skills were limited, demonstrated by few (if any) of the following: articulate speech, proper intonation/pacing, and appropriate tone for the target audience. Use of visuals and spoken word were rarely if ever complementary and did not support understanding among the audience.	Visual design was mostly professional but not engaging, with unnecessary text on screen. Oral presentation skills require improvement, demonstrated by only some of the following: articulate speech, proper intonation/pacing, and appropriate tone for the target audience. Use of visuals and spoken word were sometimes complementary but did not always support understanding among the audience.	Visual design was professional but may have had unnecessary text on screen at times. Oral presentation skills were good across most parts, demonstrated by some of the following: articulate speech, proper intonation/pacing, and appropriate tone for the target audience. Use of visuals and speech were somewhat complementary but did not always support understanding among the audience.	Visual design was professional and engaging with limited text on screen. Oral presentation skills were very good across all parts, demonstrated by most of the following: clear and articulate speech, proper intonation/pacing, and appropriate tone for the target audience. Use of visuals and speech were usually complementary, and largely supported understanding among the audience.	Visual design was professional and highly engaging with limited text on screen. Oral presentation skills were excellent, demonstrated by all of the following across all parts: clear and articulate speech, proper intonation and pacing, and appropriate tone for the target audience. Use of visuals and speech were highly complementary and supported understanding among the audience to a very high standard.
	<b>0 – 4.5 marks</b>	<b>5 – 6 marks</b>	<b>6.5 – 7 marks</b>	<b>7.5 – 8 marks</b>	<b>8.5 – 10 marks</b>