



Appendix I: Sample Marking Criteria for Assessed Presentations

Please note that the features listed need not all be present to achieve the award of any given classification; different candidates may legitimately approach their presentation in different ways, and examiners give due consideration to alternative modes of approach, style and interpretation and may, if appropriate, allow a candidate's strengths in one area to offset shortcomings in another.

First

Information: detailed, accurate, relevant; key points highlighted; **Structure:** rigorously argued, logical, easy to follow; **Interpretation:** extensive evidence of independent thought and critical analysis; **Use of Evidence:** key points supported with evidence, critically evaluated; **Presentation Skills:** clear, lively, imaginative; good use of visual aids (if appropriate); **Time Management:** perfectly timed, well organised; **Group Skills:** engages well with group; encourages discussion and responds well to questions.

Upper Second (2.1)

Information: detailed, accurate, relevant; **Structure:** generally clearly argued and logical; **Interpretation:** attempts to go beyond the ideas presented in secondary literature; **Use of Evidence:** most points illustrated with relevant evidence; **Presentation Skills:** generally clear, lively; use of appropriate visual aids; **Time Management:** well organised, more or less to time; **Group Skills:** attempts to engage with group and responds reasonably well to questions.

Lower Second (2.2)

Information: generally accurate and relevant, but perhaps some gaps and/or irrelevant material; **Structure:** not always clear or logical; may be overly influenced by secondary literature rather than the requirements of the topic; **Interpretation:** little attempt to go beyond or criticise secondary literature; **Use of Evidence:** some illustrative material, but not critically evaluated; **Presentation Skills:** conveys meaning, but sometimes unclear or clumsy; **Time Management:** more or less right length, but some material not covered properly as a result, OR, over-runs by five minutes; **Group Skills:** responds reasonably well to questions, but makes no real attempt to engage with group or promote discussion.

Third

Information: limited knowledge, with some significant gaps and/or errors; **Structure:** argument underdeveloped and not entirely clear; **Interpretation:** fairly superficial and generally derivative and uncritical; **Use of Evidence:** some mentioned, but not integrated into presentation or evaluated; **Presentation Skills:** not always clear or easy to follow; unimaginative and unengaging; **Time Management:** significantly over time; material fairly disorganised and rushed; **Group Skills:** uncomfortable responding to questions; no attempt at engaging with group.

Fail

Information: very limited, with many errors and gaps; **Structure:** muddled, incoherent; **Interpretation:** entirely derivative, generally superficial; **Use of Evidence:** little or no evidence discussed; **Presentation Skills:** clumsy, disjointed, difficult to follow, dull; **Time Management:** significantly under or over time; has clearly not tried out material beforehand; disorganised; **Group Skills:** poor.

Appendix 2: SEMINAR PRESENTATION EVALUATION FORM

NAME:	DEGREE
UNIT:	DATE

Information	GOOD	POOR	
sound, relevant	<input type="checkbox"/>	<input type="checkbox"/>	sketchy, irrelevant, inaccurate

Structure	GOOD	POOR	
coherent, logical, well sign-posted	<input type="checkbox"/>	<input type="checkbox"/>	muddled, fragmentary

Interpretation	GOOD	POOR	
sophisticated, searching, original	<input type="checkbox"/>	<input type="checkbox"/>	superficial, narrow, derivative

Use of Evidence	GOOD	POOR	
argument well illustrated	<input type="checkbox"/>	<input type="checkbox"/>	poorly illustrated

Presentation Skills	GOOD	POOR	
lively, imaginative, clear	<input type="checkbox"/>	<input type="checkbox"/>	dull, flat, inaudible

Time Management	GOOD	POOR	
well organised, right length	<input type="checkbox"/>	<input type="checkbox"/>	too long, disorganised

Group Skills	GOOD	POOR	
engaged group, provoked discussion	<input type="checkbox"/>	<input type="checkbox"/>	group uninvolved, silent

Best Features of Seminar:

Suggestions for Improvement:

Mark:

Marker's Initials:

Appendix 3: Guidelines for Presentations [for Introduction to Ancient History unit]

[note that this example contains information specific to one particular course and will have to be adapted for use in other courses]

There will be two sessions during the 'presentation' class on Thursday; one set of groups for the first half, and another set for the second half. You will have been allocated a particular role within each group (see the list of 'Presentation line-ups' on the webpage); the following guidelines should give you an idea of what is expected of you. It is important to bear in mind that it can be just as important — and just as difficult — to be a productive member of the audience as to be the speaker or the chair, and certainly you can learn a lot about the best way of giving presentations from any role. So, don't feel that you're missing an opportunity because you haven't been chosen as a speaker — and don't think this gives you a chance to slack off or absent yourself.

Speaker

You should make a presentation to the rest of the group on any aspect of Roman slavery and/or how to study it; so, you can draw on the work you've been doing for the book review or the source analysis, or things that you've prepared for class, or anything that has interested you in the course of your reading. Key things to focus on: think about what information your audience needs to be given and how much you can assume they should already know, and think about what is likely to be interesting and to get discussion going — don't just give a load of facts, try to focus on issues and arguments. Above all, think about what sort of style of presentation is likely to engage people and get a discussion going. You should talk for about 7-8 minutes; no more than 10. You will then need to respond to questions.

Chair

Your job is, obviously, to make the session run smoothly: gather the group together (in case not everyone knows one another), start things off, give the speaker warning if they're starting to run out of time, cut them off when they reach 10 minutes, say a few words of thanks and then invite questions. You may need to select who gets to ask a question first (either because everyone wants to speak, or because no one wants to go first); the discussion should last at least 5 minutes, so that if the questions dry up you will need to ask something yourself. After 5 minutes, you should move the discussion from the content of the presentation to a more general discussion of the best ways of giving a presentation, how to ask the right sort of questions and so forth. A good way of approaching this is to think about the different categories listed on the 'presentation assessment form'; these are the things that you'll be assessed on in future. Finally, it is your responsibility to bring everything to a close before the mid-point of the class, so that the groups can be reconstituted for the second half of the session.

Audience

Your job is to ask at least one intelligent and relevant question of the speaker, and to follow it up if necessary; you can ask more than one question if you wish. You should also be prepared to comment, in the second part of the discussion, on the techniques of the presentation, what makes the most enjoyable presentation, what elements of the presentation other people might usefully learn something from and so forth. A good way of approaching this is to think about the different categories on the 'presentation assessment form'; these are the things that you'll be assessed on in future.

Rapporteur

Your job is to produce a written summary of the presentation experience, focusing above all on the second part of the discussion; you should give a brief summary of the presentation itself and the issues raised in the initial discussion, but the key part of your task is to identify examples of good practice and other lessons in how to make a presentation. Your summary – one side of A4 at the most – should be sent to me and to the rest of the group by e-mail by the end of the week.

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