

Assessment Task (50 marks – 50%) – Case Study – Rubric and Feedback

Criteria	Fail 0	Fail	Pass	Credit	Distinction	High Distinction
<u>Identify, manage, and analyse various types of evidence</u> (10 marks)	Not attempted/ entirely or significantly plagiarized from other sources.	Inappropriate critique of evidence. Fails to answer the question or misinterprets the scope or focus of the assessment.	Substantially appropriate critique of evidence that advances the investigation. Fair attempt to answer the question and response suggests moderate recognition of the scope and focus of the assessment.	Appropriate critique of evidence that advances the investigation. Good attempt to answer the question and response suggests recognition of the scope and focus of the assessment.	Good critique of evidence that advances the investigation. Very good attempt to answer the question and response suggests a strong and clear recognition of the scope and focus of the assessment.	Excellent critique of evidence that advances the investigation. Excellent attempt to answer the question and response suggests a strong, clear and informed recognition of the scope focus and application of the assessment.
<u>Manage and apply investigative tools such as background research, data analysis, and forensic technology</u> (10 marks)	Not attempted/ entirely or significantly plagiarized from other sources	Relationship chart presented in a confusing way with little awareness of need for clarity. Little or no interpretation of relevant facts of the investigation.	Relationship chart presented in a substantially clear manner with predominantly sufficient interpretation of relevant facts.	Relationship chart presented in a clear manner with sufficient interpretation of relevant facts of the investigation.	Relationship chart presented in a very clear manner with good interpretation of relevant facts of the investigation.	Relationship chart presented in an exceedingly clear manner with very high level interpretation of relevant facts of the investigation.
<u>Prepare for, and undertake, an investigative interview</u> (10 marks)	Not attempted/ entirely or significantly plagiarized from other sources	Little or no evidence of understanding of how to prepare an investigative interview.	Some evidence of understanding of how to prepare an investigative interview.	Evidence of substantial understanding of how to prepare an investigative interview.	Strong and clear evidence of thorough understanding of how to prepare an investigative interview.	Strong and clear evidence of thorough, high level and critical understanding of how to prepare an investigative interview.
<u>Understand the concepts of evidence integrity and chain of evidence</u> (10 marks)	Not attempted/ entirely or significantly plagiarized from other sources	Little or no evidence of understanding of evidence integrity and chain of evidence.	Some evidence of understanding of evidence integrity and chain of evidence.	Evidence of substantial understanding of information gathering, best practices of evidence integrity and chain of evidence.	Strong and clear evidence of thorough understanding of evidence integrity and chain of evidence.	Strong and clear evidence of thorough, high level and critical understanding of evidence integrity and chain of evidence.
<u>Clear, ordered, precise and appropriately referenced</u> (10 marks)	Not attempted/ entirely or significantly plagiarized from other sources	Does not follow, or only marginally follows assessment style guidelines (typed, single spaced, cover sheet). Little or no appropriate referencing. Language is frequently too informal for	Largely follows assessment style guidelines. Predominantly appropriate use of referencing. Language is occasionally informal. Errors in grammar make meaning unclear in	Follows assessment style guidelines. Appropriate use of referencing. Language is generally appropriate for an academic assignment, with only occasional minor errors in grammar, spelling or presentation.	Follows assessment style guidelines. Accurate use of referencing. Writing style and presentation are of a high academic standard.	Follows assessment style guidelines. Accurate use of referencing. Writing style is exemplary and compelling, and is of a publishable academic standard.

		academic purposes. Errors in grammar make overall meaning unclear. Errors in spelling and presentation distract reader.	places. Minor errors in spelling and presentation may distract reader.			
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