

Post-graduate Programmes 50% Grade Scale Descriptors

Grade	Mark	Knowledge, understanding and application	Analysis, synthesis, evaluation
A+	74.44 - 100	<p>Excellent: A comprehensive, highly structured, focused and concise response to the assessment task, consistently demonstrating</p> <ul style="list-style-type: none"> • An extensive and detailed knowledge of the subject matter • A highly developed ability to apply this knowledge to the task set • Excellent presentation with minimal or no presentation errors (spelling, grammar, graphical and visual) 	<p>A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting:</p> <ul style="list-style-type: none"> • A deep and broad knowledge and critical insight as well as extensive reading • Evidence of extensive reading which demonstrates a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework • An exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis supported by evidence, citation or quotation • A highly-developed capacity for original, creative and logical thinking
A	72.22 - 74.43		
A-	70 - 72.21		
B+	67.78 – 69.99	<p>Very Good: A thorough and well-organised response to the assessment task, demonstrating</p> <ul style="list-style-type: none"> • A broad knowledge of the subject matter • Considerable strength in applying that knowledge to the task set • Quality presentation with few presentation errors (spelling, grammar, graphical and visual) 	<p>A substantial engagement with the assessment task, demonstrating</p> <ul style="list-style-type: none"> • A thorough familiarity with the relevant literature or theoretical, technical or professional framework • Evidence of substantial reading which demonstrates a well developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation • Some original insights and capacity for creative and logical thinking
B	65.56 – 67.77		
B-	63.33 – 65.55		
C+	61.12 – 63.32	<p>Good: An adequate and competent response to the assessment task, demonstrating</p> <ul style="list-style-type: none"> • Adequate but not complete knowledge of the subject matter or the appearance of several minor errors • Capacity to apply knowledge appropriately to the task albeit with some errors • Clear expression with few areas of confusion • Ability to convey meaning but some lack of clarity and command of vocabulary • Good presentation with some presentation errors (spelling, grammar, graphical and visual) 	<p>An intellectually competent and factually sound answer with</p> <ul style="list-style-type: none"> • Evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework • Good developed arguments, but more statements of ideas • Arguments or statements adequately but not well supported by evidence, citation or quotation • Some critical awareness and analytical qualities • Some evidence of capacity for original and logical thinking
C	58.89 – 61.10		
C-	56.67 – 58.88		
D+	54.44 – 56.66	<p>Satisfactory: An acceptable response to the assessment task with</p> <ul style="list-style-type: none"> • Basic grasp of subject matter, but somewhat lacking in focus and structure • Main points covered but insufficient detail • Some effort to apply knowledge but only basic understanding displayed • Several minor or one major error • Satisfactory presentation with an acceptable level of presentation errors (spelling, grammar, graphical and visual) 	<p>An acceptable level of intellectual engagement with the assessment showing</p> <ul style="list-style-type: none"> • Some familiarity with the relevant literature or theoretical, technical or professional framework • Mostly statements of ideas, with limited development of argument • Limited evidence of background reading and limited use of citation or quotation • Limited evidence of critical awareness or original and logical thinking
D	52.22 – 54.43		

Please identify the above criteria in relation to the student's overall performance on written, visual and verbal elements of the assessment.

Please ensure that each section in the student feedback sheet is completed using the above descriptors to assist you.

Plagiarism is a serious breach of discipline in this University and students are requested to read the Student Code in the Student Guide and Diary which outlines how the University will respond. Every time you submit a piece of course work, you will be required to sign a form to confirm that the work is your own and that you have not cheated or plagiarised. **Plagiarism is a serious offence and it is important that you understand this issue.**

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D-	50 – 52.21	<p>Acceptable: The minimum acceptable standard of response to the assessment task</p> <ul style="list-style-type: none"> Showing a basic grasp of subject matter but poorly focused or badly structured or containing irrelevant material Having one major error and some minor errors Demonstrating the capacity to complete only moderately difficult tasks related to the subject material Displaying minimum acceptable standard of presentation (spelling, grammar, graphical and visual) 	<p>The minimum acceptable level of intellectual engagement with the assessment task with</p> <ul style="list-style-type: none"> The minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework Ideas largely expressed as statements with little or no developed or structured argument Minimal evidence of background reading, citation or quotation Many references omitted Little or no evidence of critical awareness or original and logical thinking
E+	47.78 – 49.99	<p>Marginal: The assessment fails to meet the minimum acceptable standards yet</p> <ul style="list-style-type: none"> Engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus Has two major errors and some minor errors Demonstrates the capacity to complete only part of, or the simpler elements of the task with a minimum standard of presentation (spelling, grammar, graphical and visual) An incomplete or rushed answer e.g. the use of bullet points through part/all of answer 	<p>A factually sound answer without an acceptable attempt to</p> <ul style="list-style-type: none"> Integrate factual knowledge into a broader literature or theoretical, technical or professional framework Show evidence of background reading to support ideas or arguments with evidence, citation or quotation Many references omitted Develop arguments
E	45.56 – 47.77		
E-	43.33 – 45.55		
F+	41.11 – 43.32	<p>Unacceptable: A response to the assessment task which is unacceptable with</p> <ul style="list-style-type: none"> A failure to address the question resulting in an irrelevant answer A display of some knowledge of material relative to the question posed, but with very serious omissions/errors and/or major inaccuracies included in the answer Solutions offered to a very limited portion of the problem set An answer unacceptably incomplete and lacking focus An undisciplined development, layout or presentation with unacceptable standards of presentation, such as grammar, spelling, graphical or visual presentation 	<p>An unacceptable level of intellectual engagement with the assessment task with</p> <ul style="list-style-type: none"> No appreciation of the relevant literature or theoretical, technical or professional framework No developed or structured argument No use of evidence, citation or quotation Many references omitted Limited or no analysis critical awareness displayed No demonstrated capacity for original and logical thinking
F	38.89 – 41.10		
F-	36.67 – 38.88		
G+	34.44 – 36.66	<p>Wholly unacceptable:</p> <ul style="list-style-type: none"> Complete failure to address the question and lack of focus Wholly unacceptable standard of presentation (spelling, grammar, graphical and visual) Little or no knowledge displayed relative to the question posed Little or no solution offered for the problem set 	<p>No intellectual engagement with the assessment task</p>
G	32.22 – 34.43		
G-	0.02 – 32.21		

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