

## Criteria Used in Assessment

A failure (less than 50%) presumes:

- incoherent writing
- insufficient reading and inadequate use of sources
- weak content
- poorly structured and poor writing and presentation
- poor referencing

A pass mark (50-59%) presumes:

- question understood and addressed
- evidence of some reading
- awareness of some of the issues involved
- understanding of some of the theoretical issues involved
- sufficient organisation of thought and expression to allow for relatively easy reading
- a fair attempt at correct referencing

A credit (60-69%) presumes:

- evidence of an adequate level of reading
- analysis of issues involved, though this may not be at a sophisticated level
- comparison of material - eg. case studies, theories etc.
- organisation of thought and expression which aids argument presented
- adequate referencing

A distinction (70-79%) presumes:

- evidence of a high level of relevant reading and correct referencing
- detailed analysis of the issues
- application of theories to the discussion of issues with appropriate evidence to support or refute arguments
- personal integration of these elements in a coherent and original assignment

A higher distinction (80%-->) presumes:

- evidence of extensive, relevant and up to date reading and correct referencing
- detailed and insightful analysis of the issues
- application of theories and integration of the issues with convincing evidence
- development of a sophisticated argument
- discussion of the implications of the author's argument
- high levels of originality