

<b>LEARNING OUTCOMES</b>	<b>ARGUMENT AND UNDERSTANDING</b>	<b>SOURCES AND EVIDENCE</b>	<b>WRITTEN COMMUNICATION</b>
80+ Exemplary standard	Insightful; perceptive; intellectual vigour; considerable originality; depth of understanding directly addressed to the question; very coherent synthesis of ideas; very high level of subject mastery; critical and thorough understanding of key concepts	A very wide range of sources consulted, demonstrating excellent search skills; sources used with discrimination; excellent judgement shown in assessment of evidence; sophisticated use of examples; independence of judgement	Exemplary typography and layout; felicitous expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography systemically according to a standard convention
70-79 Excellent standard	Insightful; perceptive; some originality; depth of understanding directly addressed to the question; coherent synthesis of ideas; critical and thorough understanding of key concepts	A wide range of sources consulted; sources used with discrimination; sound assessment of evidence; sophisticated use of examples	Excellent typography and layout; lucid expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography systemically according to a standard convention
60-69 Mostly at a proficient standard	Good understanding directly addressed to the question; good synthesis of ideas; sound understanding of key concepts	Well selected range of sources consulted; careful assessment of evidence; good use of examples	Good typography and layout; good expression; few errors of grammar; appropriate use of vocabulary; wellstructured; accurate and full citation and bibliography
50-59 Majority at a competent standard	Competent understanding addressed to the	A range of sources consulted; some careful	Adequate typography and layout; expression such that

	question; sound understanding of key concepts; some weaknesses of understanding and knowledge but not in significant areas	assessment of evidence; good use of examples	the meaning is generally understandable; few serious errors of grammar; accurate but inconsistent citation and bibliography with significant omissions
40-49 Acceptable standard	Only partly addressed to the question; lacking in synthesis of ideas; tendency to description rather than analysis; limited understanding of key concepts	Restricted range of sources consulted; only basic understanding of evidence; limited range of examples, sometimes inappropriate ones	Poor typography and layout; considerable number of grammatical errors; rudimentary vocabulary; inaccurate citation and bibliography with significant omissions
39-35 Just below acceptable standard	Minimal structure; largely irrelevant to set question; only rudimentary understanding of concepts	Minimal range of sources consulted; very limited understanding of evidence; minimal range use of examples	Minimally acceptable presentation; numerous and significant grammatical errors; highly restricted vocabulary; text and bibliography with significant errors and omissions
30-34 Below acceptable standard	Only partly addresses the question; considerable misunderstanding of key concepts; much irrelevance rudimentary argument	Little use of sources beyond direct paraphrase of lectures, easily available texts or web pages; inadequate citation; little relevant bibliography	Unacceptable presentation; inadequate knowledge of grammar; inadequate vocabulary; inadequate text and bibliography
20-29 Well below acceptable standard	Only marginally addresses the question; fundamental misunderstanding of key concepts; mostly irrelevant; no	No use of sources beyond direct paraphrase of lectures or easily available texts or web pages; no citation;	Little attempt to support any assertions; poor grammar and vocabulary makes it difficult to decipher any intended meaning

	line of argument	no relevant bibliography	
10-19 No learning outcomes met	Few relevant elements; only slight evidence of understanding of key concepts	Some plagiarism and/or collusion*	Only fragmentary arguments; no attempt to support assertions; poor grammar and vocabulary makes it very difficult to decipher intended meaning
1-9 Far from meeting any learning outcome	No evidence of learning anything from the unit, although there may be elements of little merit derived from common knowledge	Considerable plagiarism and/or collusion*	Short answer; note form; mostly incomprehensible
0	No work submitted or extensive plagiarism and/or collusion*		

\* See the University policy on plagiarism and collusion