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# Institutional Generic Marking Criteria for Level 0

| Classification | Marking Scale | Command of the subject | Subject specific skills and practices | Professional skills and attitudes |
| --- | --- | --- | --- | --- |
| DISTINCTION*(Very high standard)*  | 70-100 | * **excellent** breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task with **some excellent** conceptualisation/ embodiment which is **often innovative and/or insightful**
 | * **excellent** demonstration of subject specific skills and practices
 | * **excellent integration of some** appropriate principles, theories and techniques
 |
| MERIT*(High standard)* | 60-69 | * **very good** breadth and depth of substantive knowledge
* **some very good insights** into the expectations of the assessment task
 | * **very good** demonstration of subject specific skills and practices
 | * **very good integration of some** appropriate principles, theories and techniques
 |
| PASS*(Satisfactory**standard)* | 40-59 | * **satisfactory** to good breadth and depth of substantive knowledge
* **satisfactory** to good engagement with the expectations of the assessment task
 | * **satisfactory to good** demonstration of subject specific skills and practices
 | * **satisfactory to good** integration of some appropriate principles, theories and techniques
 |
| FAIL*(Unsatisfactory standard)* | 30-39 | * **unsatisfactory** breadth and depth of substantive knowledge
* **unsatisfactory** engagement with the expectations of the assessment task
 | * **unsatisfactory** demonstration of subject specific skills and practices
 | * **unsatisfactory**  integration of appropriate principles, theories and techniques
 |
| FAIL*(*Unsatisfactory standard and limited)  | 1-29 | * **unsatisfactory and limited** evidence of command of subject as required by the assessment task
 | * **unsatisfactory** **and limited** demonstration of subject specific skills and practices
 | * **unsatisfactory and limited** integration of appropriate principles, theories and techniques
 |
| FAIL | 0 | * **non-submission or detection of academic malpractice**
 | * **non-submission or detection of academic malpractice**
 | * **non-submission or detection of academic malpractice**
 |

# Institutional Generic Marking Criteria for Levels 4-6

| Classification | Marking Scale | Command of the subject | Subject specific skills and practices | Professional skills and attitudes |
| --- | --- | --- | --- | --- |
| I | 90-100 | * exceptional breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task displaying exceptional flair
 | * exceptional demonstration of subject specific skills and practices
 | * excellent integration of full range of appropriate principles, theories and techniques
 |
| I | 80-89 | * outstanding breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task with excellent conceptualisation/ embodiment which evidences innovation and/or insight
 | * outstanding demonstration of subject specific skills and practices
 | * excellent integration of a good range of appropriate principles, theories and techniques
 |
| I | 70-79 | * excellent breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task with some excellent conceptualisation/ embodiment which is often innovative and/or insightful
 | * excellent demonstration of subject specific skills and practices
 | * excellent integration of some appropriate principles, theories and techniques
 |
| IIi | 60-69 | * very good breadth and depth of substantive knowledge
* some very good insights into the expectations of the assessment task
 | * very good demonstration of subject specific skills and practices
 | * very good integration of some appropriate principles, theories and techniques
 |
| IIii | 50-59 | * good breadth and depth of substantive knowledge
* some good insight into the expectations of the assessment task
 | * good demonstration of subject specific skills and practices
 | * good integration of some appropriate principles, theories and techniques
 |
| III | 40-49 | * satisfactory breadth and depth of substantive knowledge
* satisfactory engagement with the expectations of the assessment task
 | * satisfactory demonstration of subject specific skills and practices
 | * satisfactory integration of some appropriate principles, theories and techniques
 |
| FAIL | 30-39 | * unsatisfactory breadth and depth of substantive knowledge
* unsatisfactory engagement with the expectations of the assessment task
 | * unsatisfactory demonstration of subject specific skills and practices
 | * unsatisfactory integration of appropriate principles, theories and techniques
 |
| FAIL | 15-29 | * limited evidence of command of subject as required by the assessment task
 | * limited demonstration of subject specific skills and practices
 | * limited integration of appropriate principles, theories and techniques
 |
| FAIL | 1-14 | * little to no evidence of command of the subject as required by the assessment task
 | * little to no demonstration of subject specific skills and practices
 | * little to no integration of appropriate principles, theories and techniques
 |
| FAIL | 0 | * non-submission or detection of academic malpractice
 | * non-submission or detection of academic malpractice
 | * non-submission or detection of academic malpractice
 |

# Institutional Generic Marking Criteria Level 7

| Classification | Marking Scale | Command of the subject | Subject specific skills and practices | Professional skills and attitudes |
| --- | --- | --- | --- | --- |
| Distinction (Upper) | 90-100 | * exceptional breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task displaying exceptional flair
 | * exceptional demonstration of subject specific skills and practices
 | * excellent integration of a full range of appropriate principles, theories and techniques
 |
| Distinction(Middle) | 80-89 | * outstanding breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task with excellent conceptualisation/ embodiment which evidences innovation and/or insight
 | * outstanding demonstration of subject specific skills and practices
 | * excellent integration of a good range of appropriate principles, theories and techniques
 |
| Distinction(Lower) | 70-79 | * excellent breadth and depth of substantive knowledge
* goes beyond the expectations of the assessment task with some excellent conceptualisation/ embodiment which is often innovative and/or insightful
 | * excellent demonstration of subject specific skills and practices
 | * excellent integration of some appropriate principles, theories and techniques
 |
| Merit | 60-69 | * very good breadth and depth of substantive knowledge
* some very good insights into the expectations of the assessment task
 | * very good demonstration of subject specific skills and practices
 | * very good integration of some appropriate principles, theories and techniques
 |
| Pass | 50-59 | * satisfactory evidence of a good breadth and depth of substantive knowledge
* evidence of satisfactory achievement of the expectations of the assessment task with some good insights evident
 | * satisfactory evidence of a good demonstration of subject specific skills and practices
 | * satisfactory evidence of a good integration of some appropriate principles, theories and techniques
 |
| Fail | 30-49 | * limited and/or unsatisfactory evidence of command of subject as required by the assessment task
 | * limited and/ or unsatisfactory demonstration of subject specific skills and practices
 | * limited and/or unsatisfactory integration of appropriate principles, theories and techniques
 |
| Fail | 1-29 | * little to no evidence of command of the subject as required by the assessment task
 | * little to no demonstration of subject specific skills and practices
 | * little to no integration of appropriate principles, theories and techniques
 |
| Fail | 0 | * non-submission or detection of academic malpractice
 | * non-submission or detection of academic malpractice
 | * non-submission or detection of academic malpractice
 |