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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 |