

Institutional Generic Marking Criteria for Level 0

Classification	Marking Scale	Command of the subject	Subject specific skills and practices	Professional skills and attitudes
DISTINCTION <i>(Very high standard)</i>	70-100	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> excellent demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of some appropriate principles, theories and techniques
MERIT <i>(High standard)</i>	60-69	<ul style="list-style-type: none"> very good breadth and depth of substantive knowledge some very good insights into the expectations of the assessment task 	<ul style="list-style-type: none"> very good demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> very good integration of some appropriate principles, theories and techniques
PASS <i>(Satisfactory standard)</i>	40-59	<ul style="list-style-type: none"> satisfactory to good breadth and depth of substantive knowledge satisfactory to good engagement with the expectations of the assessment task 	<ul style="list-style-type: none"> satisfactory to good demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> satisfactory to good integration of some appropriate principles, theories and techniques
FAIL <i>(Unsatisfactory standard)</i>	30-39	<ul style="list-style-type: none"> unsatisfactory breadth and depth of substantive knowledge unsatisfactory engagement with the expectations of the assessment task 	<ul style="list-style-type: none"> unsatisfactory demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> unsatisfactory integration of appropriate principles, theories and techniques
FAIL <i>(Unsatisfactory standard and limited)</i>	1-29	<ul style="list-style-type: none"> unsatisfactory and limited evidence of command of subject as required by the assessment task 	<ul style="list-style-type: none"> unsatisfactory and limited demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> unsatisfactory and limited integration of appropriate principles, theories and techniques
FAIL	0	<ul style="list-style-type: none"> non-submission or detection of academic malpractice 	<ul style="list-style-type: none"> non-submission or detection of academic malpractice 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> exceptional breadth and depth of substantive knowledge goes beyond the expectations of the assessment task displaying exceptional flair 	<ul style="list-style-type: none"> exceptional demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of full range of appropriate principles, theories and techniques
I	80-89	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> outstanding demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of a good range of appropriate principles, theories and techniques
I	70-79	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> excellent demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of some appropriate principles, theories and techniques
Ii	60-69	<ul style="list-style-type: none"> very good breadth and depth of substantive knowledge some very good insights into the expectations of the assessment task 	<ul style="list-style-type: none"> very good demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> very good integration of some appropriate principles, theories and techniques
Iiii	50-59	<ul style="list-style-type: none"> good breadth and depth of substantive knowledge some good insight into the expectations of the assessment task 	<ul style="list-style-type: none"> good demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> good integration of some appropriate principles, theories and techniques
III	40-49	<ul style="list-style-type: none"> satisfactory breadth and depth of substantive knowledge satisfactory engagement with the expectations of the assessment task 	<ul style="list-style-type: none"> satisfactory demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> satisfactory integration of some appropriate principles, theories and techniques
FAIL	30-39	<ul style="list-style-type: none"> unsatisfactory breadth and depth of substantive knowledge 	<ul style="list-style-type: none"> unsatisfactory demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> unsatisfactory integration of appropriate principles,

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		<ul style="list-style-type: none"> unsatisfactory engagement with the expectations of the assessment task 		<ul style="list-style-type: none"> theories and techniques
FAIL	15-29	<ul style="list-style-type: none"> limited evidence of command of subject as required by the assessment task 	<ul style="list-style-type: none"> limited demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> limited integration of appropriate principles, theories and techniques
FAIL	1-14	<ul style="list-style-type: none"> little to no evidence of command of the subject as required by the assessment task 	<ul style="list-style-type: none"> little to no demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> little to no integration of appropriate principles, theories and techniques
FAIL	0	<ul style="list-style-type: none"> non-submission or detection of academic malpractice 	<ul style="list-style-type: none"> non-submission or detection of academic malpractice 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> exceptional breadth and depth of substantive knowledge goes beyond the expectations of the assessment task displaying exceptional flair 	<ul style="list-style-type: none"> exceptional demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of a full range of appropriate principles, theories and techniques
Distinction (Middle)	80-89	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> outstanding demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of a good range of appropriate principles, theories and techniques
Distinction (Lower)	70-79	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> excellent demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> excellent integration of some appropriate principles, theories and techniques
Merit	60-69	<ul style="list-style-type: none"> very good breadth and depth of substantive knowledge some very good insights into the expectations of the assessment task 	<ul style="list-style-type: none"> very good demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> very good integration of some appropriate principles, theories and techniques
Pass	50-59	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> satisfactory evidence of a good demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> satisfactory evidence of a good integration of some appropriate principles, theories and techniques
Fail	30-49	<ul style="list-style-type: none"> limited and/or unsatisfactory evidence of command of subject as required by the assessment task 	<ul style="list-style-type: none"> limited and/ or unsatisfactory demonstration of subject specific skills and practices 	<ul style="list-style-type: none"> limited and/or unsatisfactory integration of appropriate principles, theories and techniques
Fail	1-29	<ul style="list-style-type: none"> little to no evidence of command of the 	<ul style="list-style-type: none"> little to no demonstration of 	<ul style="list-style-type: none"> little to no integration of

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		subject as required by the assessment task	subject specific skills and practices	appropriate principles, theories and techniques
Fail	0	<ul style="list-style-type: none"> • non-submission or detection of academic malpractice 	<ul style="list-style-type: none"> • non-submission or detection of academic malpractice 	<ul style="list-style-type: none"> • non-submission or detection of academic malpractice