



POST GRADUATE MARK FRAME:

Below is a general Postgraduate Mark Frame, which *illustrates* the assessment criteria that markers are employing:

Distinction (70% or higher)

The assessment demonstrates clarity of analysis, engages directly with the question, and shows an independent and critical interpretation of the issues raised by it. The assessment shows exemplary skill in presenting a logical and coherent argument and an outstanding breadth and depth of reading. The assessment is presented in a polished and professional manner, and all citations, footnotes and bibliography are in the proper academic form. Assessments in the upper range of this class (80 per cent and higher) may make an original academic contribution to the subject discussed and will be outstanding in terms of originality, sophistication and breadth of understanding of relevant themes and material.

Merit (60-69%)

Awarded when the assessment offers a systematic analysis of the issues raised by the question and demonstrates independent thought. The assessment shows appropriate skill in presenting a clear argument and draws on a good range of relevant literature. The assessment is well presented, and citations, footnotes and bibliography are rendered in the proper academic form.

Pass (50-59%)

This is awarded when the assessment shows understanding of the issues raised by the question and demonstrates an engagement with relevant literature. The discussion may rely more heavily on description than on independent analysis. There may be some inconsistencies, irrelevant points and unsubstantiated claims in the argument. Presentation and referencing are adequate but may contain inaccuracies.

Fail (40-49%)

The assessment shows limited understanding of the subject and lacks evidence of an independent response to the question. It may be based entirely on lecture material, poorly structured and contain significant errors of fact. The assessment may be incomplete, including poor presentation and inadequate referencing, and fail to demonstrate an appropriate level of engagement with relevant literature.

Bad Fail (0-39%)

The assessment is incomplete or fails to address the question under study. It offers little evidence of reading or understanding. It may be poorly presented and lack referencing.