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|  | **Fail (>50)** | **Pass (51-64)** | **Credit (65-74)** | **Distinction (75-84)** | **High Distinction (85+)** |
| **Research and Identification of Sources** | Little evidence of independent research into the topic or the research is not identified in the writing. Source material is not referred to or misinterpreted and not referenced or referenced incorrectly. | Minimal evidence of research present. Many of the sources are simplistic, or drawn from in-class discussion or already provided. Referencing is present but incorrect or inconsistent. | The topic is adequately identified and there is evidence of independent research. The range of sources are appropriate given the research topic. Referencing present and follows the expected style but some minor inaccuracies present. | Evidence of sustained independent research and careful selection of relevant information. Sources are integrated into the writing and the referencing style is accurate and consistent. | Evidence of sustained and extended independent research with use of significant breadth and depth of sources that are integral to understanding wider scholarly debate. Sources are effectively integrated into the writing and the referencing style is accurate and consistent |
| **Analysis/**  **Critical Thinking** | The argument cannot be found or has no evidence base. No understanding of the topic I displayed or only a basic description is provided with no analysis. | The argument cannot be identified throughout. Only a basic analysis is present that does not demonstrate any independent thinking. | The argument carries all the way through, it is supported by evidence and the analysis demonstrates independent reasoning and consideration of more than one perspective. | There is a sustained argument supported by critical analysis of material and evaluation of a range of perspectives. Makes useful connections between information and demonstrates considered independent thought. | There is a sustained and effective argument, critical analysis and evaluation of a range of perspectives, demonstrates refined independent thought and reasons effectively making useful and important distinctions and connections. |
| **Style and Structure** | The writing lacks control of sentence mechanics and/or the conventions of written English. Style is inconsistent and/or inappropriate and/or the document contains many formatting errors. There is no indication of an introduction, body and conclusion. | Writing demonstrates basic conventions of written English and is written in an appropriate style for the task. Document is generally well presented but contains some formatting errors. | The writing flows logically. There is an introduction, body, and conclusion. The overall grammar is clear with few spelling/grammar errors. The language structure is generally good and appropriate words are chosen to convey meaning | The depth and breadth of research is integrated throughout. The introduction, body, and conclusion are clear and flow effectively. The overall grammar is clear with only minor syntactical errors present. The authorial voice is present throughout. | The depth and breadth of the research is creative and integrated through a robust and sequential introduction, body and conclusion. The overall grammar is clear with no syntactical errors present. The authorial voice enhances the overall discussion. |