Marking Criteria and Standards

Marks will be awarded on the marker's expert identification of fulfilment or otherwise of criteria. Not all criteria may apply to all assessment items. The recorded mark will be the weighted mark over all criteria. In the event that an assessment item is reviewed, either informally or formally, the reviewer's expert identification will take precedence over that of the original marker's. Marks may either increase or decrease. Requests to review a particular question or section may result in the entire assessment item being reviewed. Failure to submit an assessment item will result in no mark being awarded for that assessment item, corresponding to a 0% contribution to final grade determination.

Criterion	Standard for Assessment Item Grade (% Awarded out of 100%)						
	Excellent 6 (100%)	**Very Good** 5 (83.33%)	**Good** 4 (66.67%)	**Adequate** 3 (50%)	**Inadequate** 2 (33.33%)	**Very Inadequate** 1 (16.67%)	**Unacceptable** 0 (0%)
Knowledge	Select appropriate and apply statistical definitions, rules and procedures accurately and concisely Perform simple to complex technical calculations if required accurately and concisely Identify and accurately produce all appropriate numerical and/or graphical output if required Identify and describe accurately all relevant features of numerical and/or graphical output in context	Select appropriate and apply statistical definitions, rules and procedures with minor flaws Perform simple to complex technical calculations if required with minor flaws Identify and produce most appropriate numerical and/or graphical output if required with minor flaws Identify and describe most relevant features of numerical and/or graphical output in context with minor flaws	Select appropriate and apply statistical definitions, rules and procedures with some flaws Perform simple to moderately complex technical calculations if required with some flaws Identify and produce some appropriate numerical and/or graphical output if required with minor flaws Identify and describe some relevant features of numerical and/or graphical output in context with minor flaws	Select appropriate and apply statistical definitions, rules and procedures with moderate flaws Perform simple to moderate technical calculations if required with some flaws Identify and produce some appropriate numerical and/or graphical output if required with some flaws Identify and describe some relevant features of numerical and/or graphical output with moderate flaws	Select appropriate and apply statistical definitions, rules and procedures with major flaws Perform simple technical calculations if required with some flaws Identify and produce few appropriate numerical and/or graphical output with moderate flaws if required Identify and describe few relevant features of numerical and/or graphical output with moderate flaws	Select related statistical definitions, rules and procedures Perform simple technical calculations if required with major flaws Fail to produce or produce numerical and/or graphical output with major flaws Fail to identify relevant features of numerical and/or graphical output or does so with major flaws	Attempted but fails to meet minimum standards
Modelling and Problem Solving	Use of high level problem solving strategies to interpret, clarify and analyse problems Identify all relevant parameters, variables and assumptions, and critique accurately and concisely where appropriate Develop, investigate, evaluate and assess validity of models theoretically soundly Accurately and concisely interpret results in context	Use of moderately high level problem solving strategies to interpret, clarify and analyse problems Identify most relevant parameters, variables and assumptions, and critique with minor flaws where appropriate Develop, investigate and assess validity of models soundly Interpret results in context with minor flaws	Use of good problem solving strategies to analyse, interpret and clarify problems Identify some relevant parameters, variables and assumptions, and critique with some flaws where appropriate Develop sound models and assess their validity Soundly interpret results in context	Use of sound problem solving strategies to interpret, clarify and analyse problems Identify some relevant parameters, variables and assumptions with moderate flaws Develop sound or slightly flawed models Interpret results soundly or with slight flaws	Flawed use of problem solving strategies to interpret, clarify and analyse problems Identify few relevant parameters, variables and assumptions with moderate flaws Develop moderately flawed models Moderately flawed interpretation of results	Poor or lack of problem solving strategies to interpret, clarify and analyse problems Fail to identify relevant parameters, variables and assumptions or does so with major flaws Unable to develop models or develop majorly flawed models Fail to interpret results or with major flaws	
Communication and Justification	Extract, analyse and translate all relevant information accurately Accurate and appropriate interpretation and use of all statistical terminology, symbols and conventions Logical organisation, and clear, concise and accurate presentation of written work Coherent, concise, logical and accurate justification of all procedures, decisions and results	Extract, analyse and translate most relevant information with minor flaws Appropriate interpretation and use of most statistical terminology, symbols and conventions with minor flaws Mostly logical organisation and mostly clear, concise and accurate presentation of written work Coherent, concise, logical and mostly accurate justification of almost all procedures, decisions and results	Extract, analyse and translate most relevant information with some flaws Appropriate interpretation and use of most statistical terminology, symbols and conventions with some flaws Somewhat logical organisation and somewhat clear and accurate presentation of written work Coherent and reasonable justification of most procedures, decisions and results	Extract, analyse and translate some relevant information with some flaws Appropriate interpretation and use of some statistical terminology, symbols and conventions with some flaws Apparent organisation and some flawed presentation of written work Coherent and reasonable justification of some procedures, decisions and results	Extract, analyse and translate limited information with major flaws Poor interpretation and use of most statistical terminology, symbols and conventions Poor organisation of, and many flaws in, written work Somewhat reasonable justification of few procedures, decisions and results	Extract, analyse and translate information to little or no extent with major flaws Inappropriate and incorrect interpretation and use of most statistical terminology, symbols and conventions Disorganised and major flaws in written work Little relevant justification of few procedures, decisions and results	

Table 1: Criteria and standards for assessment items.

A student's individual mark on a group assessment item may be determined proportionately to their contribution to that assessment item, based on written evidence of contribution provided by group members and as determined by the marker, and is calculated as follows:

$$\text{Individual Grade for Group Assessment Item} \quad = \quad \underset{\text{(Table 1)}}{\text{Grade for Assessment Item}} \quad \times \quad \underset{\text{(Table 2)}}{\text{Grade for Teamwork}}$$

Criterion	Standard for Teamwork Grade (% Awarded out of 100%)						
	Excellent 6 (100%)	**Very Good** 5 (83.33%)	**Good** 4 (66.67%)	**Adequate** 3 (50%)	**Inadequate** 2 (33.33%)	**Very Inadequate** 1 (16.67%)	**Unacceptable** 0 (0%)
Contribution	High level of effectual contribution to and participation in teamwork on par with the highest contributing member(s), and timely, appropriate, clear and effective communication with team members	Moderately high level of effectual contribution to and participation in teamwork slightly less than the highest contributing member(s), and timely, appropriate, clear and effective communication with team members	Moderate level of effectual contribution to and participation in teamwork moderately less than the highest contributing member(s), and timely, appropriate, clear and effective communication with team members	Moderate level of contribution to and participation in teamwork moderately less than the highest contributing member(s), and appropriate, clear and effective communication with team members	Some level of contribution to and participation in teamwork far less than the highest contributing member(s), and appropriate communication with team members	Little useful contribution to teamwork	No contribution, or ineffectual contribution, to teamwork

Table 2: Criteria and standards for teamwork.