

AE1 Case Study Part 1 Marking Guide 2019					
Criteria	Needs Improvement	Satisfactory	Proficient	Advanced	Highest Level
Initial assessment	Responses in the <i>Initial assessment</i> section demonstrate 1 or more of the following: Some sections missing or incomplete; no rationales provided; not clearly linked to case study or future professional practice; not supported by evidence.	All sections are complete with enough information to convey basic meaning. Rationales are not provided or are unclear. Responses are not clearly linked to <i>either</i> the case study <i>or</i> to future professional practice. Limited use of supporting evidence.	All sections are complete, and responses are clearly communicated. Additional questions are listed, and limited rationales are provided. Responses are linked to both the case study and future professional practice. Sufficient use of supporting evidence.	All sections are complete, and responses are clearly communicated. Additional questions are listed and include well-reasoned rationales. Responses are linked to both the case study and future professional practice. Good use of supporting evidence.	All sections are complete to a high standard. Additional questions and rationales are provided, clearly linked to both the case study and future professional practice, clearly articulated, and well-supported by evidence.
Data reporting	Data reporting demonstrates 1 or more of the following: Some sections missing or incomplete; use of outdated or secondary data sources; use of copied figures (tables, graphs, etc.) from original sources; significant errors and/or lack of clarity in data reporting so that the meaning of the data is unclear.	All sections are complete. Some data sources are outdated or from secondary sources. Some errors in data reporting <i>or</i> a lack of clarity in data reporting, but general meaning is clear.	All sections are complete. Use of appropriate data sources from recent, primary sources. Some errors in data reporting <i>or</i> lack of clarity in data reporting, but overall meaning is clear.	All sections are complete. Use of appropriate data sources from recent, primary sources. Data is reported clearly with no errors. Demonstrates clear understanding of national- and local-level data and relevance to case study.	All sections are complete. Use of appropriate data sources from recent, primary sources. Data is reported clearly with no errors. Provides detailed report on data relevant to the case study from both national and local data sources.
Social determinants of health	Social determinants of health are not identified or discussed.	A list of the social determinants of health is provided. The social determinants are incorrectly identified and/or the provided list is incomplete.	A list of the social determinants of health is provided which is clearly relevant to the case study. Limited discussion of the social determinants is provided.	Social determinants of health relevant to the case study are correctly identified and their impact on health outcomes are discussed.	Social determinants of health relevant to the case study are correctly identified. Critical discussion of the complex relations between the social determinants and health is provided.

Criteria	Needs Improvement	Satisfactory	Proficient	Advanced	Highest Level
Grey literature assessment	Grey literature assessment demonstrates 1 or more of the following: response is either missing or incomplete (i.e. only includes 1 grey literature source); quality of grey literature sources is not clearly identified; rationales for quality assessment are not provided; grey literature sources are not referenced.	Grey literature assessment includes 2 sources, with the quality of each identified. Rationales are provided but are not clearly articulated or are inaccurate. Demonstrates limited understanding of critical appraisal of literature sources. Some errors in referencing of grey literature.	Grey literature assessment includes 2 sources, with the quality of both clearly identified. Rationales are provided but are limited in scope. Demonstrates an understanding of critical appraisal of literature sources. Grey literature sources are correctly referenced.	Grey literature assessment includes 2 sources, with the quality of both clearly identified. Rationales are provided for each and demonstrate a good understanding of critical appraisal of literature sources. Grey literature sources are correctly referenced.	Grey literature assessment includes 2 sources, with the quality of both clearly identified. Clear, well-articulated rationales are included for both, demonstrating an excellent understanding of critical appraisal of literature sources. Grey literature sources are clearly and correctly referenced.
Referencing	No in-text citations are used, and no reference list provided, OR a referencing style other than APA 6 th edition is used (e.g. Vancouver), OR there are substantial and consistent referencing errors throughout.	Worksheet contains minimal references. APA 6 th edition is used consistently throughout. Some errors in referencing for in-text and/or reference list.	Worksheet is adequately referenced. APA 6 th edition is used consistently throughout. Minor errors in referencing for in-text and/or reference list.	Worksheet is well-referenced. APA 6 th edition is used consistently throughout. Minor errors in referencing for in-text and/or reference list.	Worksheet is well-referenced. Use of APA 6 th edition throughout, with no errors.
Written communication	Information and ideas are not clearly communicated. Consistent spelling and grammatical errors that make it difficult to assess quality of the content.	Information and ideas are communicated well enough to convey basic meaning and understanding. Spelling and grammatical errors throughout	Information and ideas are communicated clearly. Minor spelling and grammatical errors. Could be more succinct and/or coherent.	Information and ideas are communicated clearly with no spelling or grammatical errors. Could be more succinct and/or coherent.	Information and ideas are expressed logically, coherently and succinctly. No spelling or grammatical errors.
Appropriate language	Inappropriate use of language and terminology.	Appropriate use of language and terminology, with some minor errors.	Appropriate use of language and terminology with no errors.	Use of language and terminology demonstrates a respectful and informed approach to discussing Aboriginal and Torres Strait Islander health.	

Deductions (if applicable)		General comments:
Mark (/100)		
Grade		

Grading

Grading scales have been developed using the Flinders University Assessment Policy and Procedures grade descriptors, available at:

<http://www.flinders.edu.au/ppmanual/student/assessment-policy.cfm>

Pass Level (P) – The grade will be awarded where there is evidence that a student has demonstrated at least an adequate level of knowledge/ understanding/ competencies/ skills required for meeting topic outcomes and satisfactorily completing essential assessment exercises.

Credit (CR) – The grade will be awarded where there is evidence that a student has demonstrated a sound level of knowledge/ understanding/ competencies/ skills required for meeting topic outcomes at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course outcomes and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

Distinction (DN) – The grade will be awarded where there is evidence that a student has demonstrated advanced knowledge/ understanding/ competencies/ skills required for meeting topic outcomes and completing assessment exercises at a high standard.

The student would normally have attained an advanced and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the topic outcomes and is developing a capacity for original and creative thinking.

High Distinction (HD) – The grade will be awarded where there is evidence that a student demonstrated the acquisition of an advanced level of knowledge/understanding/competencies/skills required for meeting topic outcomes and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of and have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level.

Fail (F) – The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment exercises at an acceptable level, in accordance with topic outcomes.