

<b>AE4 Deconstruction Exercise Marking Guide 2019</b>					
<b>Criteria</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Highest Level</b>
<b><i>Identification and discussion of racialised stereotypes</i></b>	No racialised stereotypes are identified or discussed. Stereotypes present in the question are treated as factual with no attempt to critically analyse them.	Stereotypes are identified and described. Discussion of the origins of the identified stereotypes is either missing or very limited.	Racialised stereotypes are identified, with some critical discussion provided. Historical <b>or</b> contemporary origins of the stereotypes are identified.	Racialised stereotypes are identified and critically discussed. Historical <b>and</b> contemporary origins of the stereotypes are identified.	In-depth, critical discussion of racialised stereotypes is provided, including both the historical and contemporary origins.
<b><i>Identification and discussion of underlying assumptions</i></b>	No underlying assumptions are identified or discussed. Assumptions present in the question are treated as factual with no attempt to critically analyse them.	Underlying assumptions are identified and described. No acknowledgement that assumptions are culturally-determined.	Underlying assumptions are identified, and some critical discussion provided. Acknowledgement of culturally-determined nature of assumptions.	Underlying assumptions are identified and critically discussed, including some discussion of the culturally-determined nature of assumptions.	In-depth critical discussion of underlying assumptions is provided, including detailed discussion of the culturally-determined nature of the assumptions.
<b><i>Appropriate language</i></b>	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.	
<b><i>Structure</i></b>	Introduction and Conclusion are both missing or are incomplete. Arguments are not constructed logically or lack coherence, making it difficult to discern overall meaning.	Introduction is present but scope of the essay is not clear. Conclusion is present but does not adequately summarise key arguments. Arguments could be linked more clearly and coherently but meaning is generally clear.	Introduction is present and general scope of the essay is clear. Conclusion is present and broadly summarises key essay points. Arguments are coherent and meaning is clear.	Introduction provides a clear concise overview of scope of the essay. Conclusion draws together key arguments presented in the essay. Arguments are well-structured and meaning is clear.	Excellent Introduction and Conclusion provided, providing a concise overview of the essay scope and key arguments, respectively. Concise, well-structured, and clearly articulated discussion.

Criteria		Needs Improvement	Satisfactory	Proficient	Advanced	Highest Level
<b>Written communication</b>		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.
<b>Referencing</b>		No or minimal (<6) in-text citations are used, and no reference list provided, OR a referencing style other than APA 6 <sup>th</sup> edition is used (e.g. Vancouver), OR there are substantial and consistent referencing errors throughout.	Minimum recommended number of references used (6); use of literature is limited to topic materials and/or use of inappropriate sources. APA 6 <sup>th</sup> edition is used consistently throughout. Some errors in both in-text citations and the reference list.	Minimum recommended number of references used (6-8); includes some sources from the broader literature. Some inappropriate sources used. APA 6 <sup>th</sup> edition is used consistently throughout. Minor errors in referencing for in-text and/or reference list.	Minimum recommended number of references used (6-8); includes a range of sources from the broader literature, including appropriate grey literature sources. APA 6 <sup>th</sup> edition is used consistently throughout. Minor errors in referencing for in-text and/or reference list.	Minimum recommended number of references used (6-8); includes a range of sources from the broader literature, including appropriate grey literature sources. Use of APA 6 <sup>th</sup> edition throughout, with no errors.
<b>Deductions (if applicable)</b>		<b>General comments:</b>				
<b>Mark (/100)</b>						
<b>Grade</b>						

## 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.