



Legal Issues for Accountants Assignment: Marking Criteria

Student Name: _____ Student Number: _____ Marker: _____

<p style="text-align: center;">↓ Facet of Inquiry</p>	<p style="text-align: center;">Student Autonomy Level 1 <i>Students research at the level of a closed inquiry and require a high degree of structure/guidance</i></p>	<p style="text-align: center;">Student Autonomy Level 2 <i>Students research at the level of a closed inquiry and require a moderate degree of structure/guidance</i></p>	<p style="text-align: center;">Student Autonomy Level 3 <i>Students research independently at the level of a closed inquiry</i></p>
<p>A. Students embark on inquiry and so determine a need for knowledge/ understanding</p>	<input type="checkbox"/> Key issues not identified, and no serious attempt made to deal with issues that have been identified	<input type="checkbox"/> Key issues identified but not explored in any detail, with difficulties left unexamined	<input type="checkbox"/> Undertakes an appropriate in depth consideration of key issues
<p>B. Students find/generate needed information/data using appropriate methodology</p>	<input type="checkbox"/> A limited search strategy, demonstrated by a narrow range of sources, eg 1 or 2 different books <input type="checkbox"/> Answer is partially on-topic, but does not keep its focus and/or is based on unreliable sources	<input type="checkbox"/> Search strategy uses several different source types, e.g. journals and books <input type="checkbox"/> Answer generally keeps its focus, and/or is based on several sources of variable reliability	<input type="checkbox"/> Quality search strategy demonstrated by appropriate source types <input type="checkbox"/> Paper is highly focused and draws on a range of reliable sources
<p>C. Students critically evaluate information/data and the process to find/generate</p>	<input type="checkbox"/> Sources used uncritically	<input type="checkbox"/> Limited critical evaluation of sources used	<input type="checkbox"/> Distinguishes between the quality of different relevant sources
<p>D. Students organise information collected/ or data generated</p>	<input type="checkbox"/> Logical structure is missing / inappropriate. Missing/modifications _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, yet only partially coherent Suggestions _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, and has a high level of coherence _____ _____
<p>E. Students synthesise and analyse and apply new knowledge</p>	<input type="checkbox"/> Limited synthesis of literature <input type="checkbox"/> Literature restated with minor analysis _____ _____	<input type="checkbox"/> Literature is well synthesised <input type="checkbox"/> The literature is compared or contrasted _____ _____	<input type="checkbox"/> The synthesis of the literature produces a novel understanding or perspective <input type="checkbox"/> The literature is compared and contrasted _____ _____
<p>F. Students communicate knowledge and understanding and the process used to generate them</p>	<input type="checkbox"/> Sentence structure conveys meaning, but grammatical errors are present <input type="checkbox"/> Style not suited to business law or occasional readability problems <input type="checkbox"/> Some referencing, but does not follow the appropriate conventions	<input type="checkbox"/> Sentence structure, including grammar, follows general conventions <input type="checkbox"/> Style suited to business law, but occasional readability problems <input type="checkbox"/> Appropriate referencing style is applied, but with some errors	<input type="checkbox"/> Sentence structure, including grammar, is suited to business law <input type="checkbox"/> Highly readable business law style <input type="checkbox"/> Appropriate referencing style is applied consistently

Grade: _____

Additional Comments: