

## GRADE DESCRIPTORS

*(Approved by the Vice-Chancellor and President on behalf of Council, 9 March, 2005 on the recommendation of the Academic Board at meeting 1/05, 2 March 2005; Updated by Assessment Monitoring Committee 4/10)*

### Generic Grade Descriptors

The descriptors are to be interpreted within the context of the year-level of the course and within the scope of the assessment task. (Assessment tasks include examinations, essays, assignments, etc.)

The descriptors provide a general guide to the standard of work that is expected at each grade level. Schools and disciplines should develop discipline-specific elaborations of these descriptors and more detailed descriptions of what students are expected to do to achieve at the various levels. In developing discipline-specific descriptions, schools and departments might find it useful to refer to taxonomies such as Bloom's taxonomy or the Structure of Observed Learning Outcomes (SOLO) taxonomy. These two taxonomies are useful in formulating objectives, planning teaching and learning activities, and devising assessment tasks.

	High Distinction	Distinction	Credit	Pass/NGP*	Fail
<b>General description</b>	Outstanding or exceptional work in terms of understanding, interpretation and presentation	A very high standard of work which demonstrates originality and insight	Demonstrates a high level of understanding and presentation and a degree of originality and insight	Satisfies the minimum requirements	Fails to satisfy the minimum requirements
<b>Reading</b>	Strong evidence of independent reading beyond core texts and materials	Evidence of reading beyond core texts and materials	Thorough understanding of core texts and materials	Evidence of having read core texts and materials	Very little evidence of having read any of the core texts and materials
<b>Knowledge of topic</b>	Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to consider topic in the broader context of the discipline	Evidence of an awareness and understanding of deeper and more subtle aspects of the topic	Sound knowledge of principles and concepts	Knowledge of principles and concepts at least adequate to communicate intelligently in the topic and to serve as a basis for further study	Scant knowledge of principles and concepts
<b>Articulation of argument</b>	Demonstrates imagination or flair. Demonstrates	Evidence of imagination or flair. Evidence of	Well-reasoned argument based on broad evidence	Sound argument based on evidence	Very little evidence of ability to construct coherent

	originality and independent thought	originality and independent thought			argument
<b>Analytical and evaluative skills</b>	Highly developed analytical and evaluative skills	Clear evidence of analytical and evaluative skills	Evidence of analytical and evaluative skills	Some evidence of analytical and evaluative skills	Very little evidence of analytical and evaluative skills
<b>Problem solving</b>	Ability to solve very challenging problems	Ability to solve non-routine problems	Ability to use and apply fundamental concepts and skills	Adequate problem-solving skills	Very little evidence of problem-solving skills
<b>Expression and presentation appropriate to the discipline</b>	Highly developed skills in expression and presentation	Well-developed skills in expression and presentation	Good skills in expression and presentation. Accurate and consistent acknowledgement of sources	Adequate skills in expression and presentation	Rudimentary skills in expression and presentation. Inaccurate and inconsistent acknowledgement of sources

\* Note that the award of the NGP grade does not allow indication of higher levels of performance than a minimum passing grade.

## Honours Grade Descriptors

Approved by the Vice-Chancellor and President on behalf of Council on 9 November 2015 on the recommendation of Academic Board meeting 8/15 on 4 November 2015, with effect from 1 January 2016.

	<b>Class I Band (i) Range: 90-100%</b>	<b>Class I Band (ii) Range: 85-89%</b>	<b>Class I Band (iii) Range : 80-84%</b>	<b>Class II Division A Range: 70-79%</b>	<b>Class II Division B Range: 60-69%</b>	<b>Class III Range: 50-59%</b>	<b>Fail</b>
<b>General description</b>	Exceptional work showing substantial intellectual originality and with no shortcomings in terms of understanding, interpretation, structure and presentation.	Outstanding work demonstrating original thought and with very few shortcomings in terms of understanding, interpretation, structure and presentation.	Excellent standard of work containing original insights, notwithstanding the occasional flaw in interpretation, structure, argumentation or presentation.	Work demonstrates a high level of understanding and presentation and a degree of originality and insight, despite some flaws in interpretation, structure, argumentation or presentation.	Work is sound and contains some insights, despite some major flaws in terms of interpretation, structure, argumentation or presentation.	Work satisfies the minimum requirements and shows a limited level of achievement in terms of interpretation, structure, argumentation and presentation.	Fails to satisfy the minimum requirements.
<b>Knowledge of topic</b>	Shows comprehensive knowledge of the field of study and understanding of the broader context of the discipline; convincingly demonstrates insight, and understanding of deeper and more subtle aspects of the topic.	Shows a command of the field of study (both broad and deep) and awareness of the broader context of the discipline; strong evidence of an understanding of deeper and more subtle aspects of the topic.	Shows a command of the field of study (both broad and deep) and awareness of the broader context of the discipline; evidence of an awareness and some understanding of deeper and more subtle aspects of the topic.	Shows sound knowledge of key principles and concepts of the field of study; some evidence of an awareness of deeper and more subtle aspects of the topic.	Shows knowledge of principles and concepts of the field of study; limited awareness of deeper and more subtle aspects of the topic.	Shows some knowledge of principles and concepts of the field of study; minimal awareness of deeper and more subtle aspects of the topic.	Insufficient knowledge of principles and concepts of the field of study is demonstrated.
<b>Articulation of argument</b>	Sophisticated argument that convincingly demonstrates imagination and/or flair; originality and independent thought.	Well-crafted argument demonstrating imagination and/or flair with strong evidence of originality and independent thought.	Well-reasoned argument demonstrating imagination and/or flair; evidence of originality and independent thought.	Good argument based on broad evidence; some evidence of originality and independent thought.	Sound argument based on evidence; limited evidence of originality and independent thought.	Some ability to argue coherently; limited evidence of originality and independent thought.	Insufficient evidence of ability to construct a coherent argument; minimal evidence of originality and independent thought
<b>Analysis and evaluation</b>	Shows highly developed and sophisticated analytical and evaluative skills; sophisticated evaluation of the established work in the area is	Shows well developed and complex analytical and evaluative skills; critical evaluation of the established work in the area is demonstrated.	Shows well developed analytical and evaluative skills; critical evaluation of the established work in the area is demonstrated.	Shows evidence of analytical and evaluative skills; some evaluation of the established work in the area is demonstrated '.	Shows evidence of analytical and evaluative skills; evaluation of the established work in the area is limited.	Shows some evidence of analytical and evaluative skills; evaluation of the established work in the area is limited.	Insufficient evidence of analytical and evaluative skills; minimal evaluation of the established work in the area is demonstrated.

	demonstrated.						
<b>Problem solving</b>	Shows ability to address complex and challenging problems by highly competent use of approaches or techniques appropriate to the discipline.	Shows ability to address challenging problems by competent use of approaches or techniques appropriate to the discipline.	Shows ability to address difficult and non-routine problems by appropriate use of approaches or techniques appropriate to the discipline.	Shows ability to address non-routine problems by applying fundamental concepts and skills.	Shows ability to address routine problems by applying fundamental concepts and skills.	Shows some ability to address routine problems by applying fundamental concepts and skills.	Insufficient evidence of problem-solving skills.
<b>Communication</b>	Highly developed skills in expression and presentation that demonstrate stylistic flair are evident; appropriate, accurate and consistent acknowledgment of sources.	Strongly developed skills in expression and presentation that demonstrate some stylistic flair are evident; appropriate, accurate and consistent acknowledgment of sources.	Well-developed skills in expression and presentation that demonstrate effective stylistic qualities are evident; appropriate, accurate and consistent acknowledgment of sources.	Good skills in expression and presentation are evident; acknowledgment of sources is generally appropriate, accurate and consistent.	Adequate skills in expression and presentation are evident; acknowledgment of sources is generally appropriate, accurate and consistent.	Some skills in expression and presentation are evident; inappropriate, inaccurate or occasionally inconsistent acknowledgment of sources.	Rudimentary skills in expression and presentation are evident. Consistently inappropriate and/or inaccurate acknowledgment of sources.
<b>Scholarly attributes</b>	Exceptional initiative and self-reliance is demonstrated; direction of the study strongly influenced by the student's input.	A high degree of initiative and self-reliance is demonstrated; direction of the study influenced by the student's input.	Initiative and self-reliance is demonstrated; direction of the study influenced by the student's input.	Some initiative and self-reliance is demonstrated; direction of the study not strongly influenced by the student's input.	Limited initiative and self-reliance is demonstrated; direction of the study not influenced by the student's input.	Minimal initiative and self-reliance is demonstrated; direction of the study not influenced by the student's input.	No evidence of initiative or self-reliance demonstrated.