

TRINITY LABAN

Institutional Generic Marking Criteria for Level 0

Classification	Marking Scale	Command of the subject	Subject specific skills and practices	Professional skills and attitudes
DISTINCTION <i>(Very high standard)</i>	70-100	• excellent breadth and depth of substantive knowledge • goes beyond the expectations of the assessment task with some excellent conceptualisation/ embodiment which is often innovative and/or insightful	• excellent demonstration of subject specific skills and practices	• excellent integration of some appropriate principles, theories and techniques
MERIT <i>(High standard)</i>	60-69	• very good breadth and depth of substantive knowledge • some very good insights into the expectations of the assessment task	• very good demonstration of subject specific skills and practices	• very good integration of some appropriate principles, theories and techniques
PASS <i>(Satisfactory standard)</i>	40-59	• satisfactory to good breadth and depth of substantive knowledge • satisfactory to good engagement with the expectations of the assessment task	• satisfactory to good demonstration of subject specific skills and practices	• satisfactory to good integration of some appropriate principles, theories and techniques

Classification	Marking Scale	Command of the subject	Subject specific skills and practices	Professional skills and attitudes
FAIL <i>(Unsatisfactory standard)</i>	30-39	• unsatisfactory breadth and depth of substantive knowledge • unsatisfactory engagement with the expectations of the assessment task	• unsatisfactory demonstration of subject specific skills and practices	• unsatisfactory integration of appropriate principles, theories and techniques
FAIL (Unsatisfactory standard and limited)	1-29	• unsatisfactory and limited evidence of command of subject as required by the assessment task	• unsatisfactory and limited demonstration of subject specific skills and practices	• unsatisfactory and limited integration of appropriate principles, theories and techniques
FAIL	0	• non-submission or detection of academic malpractice	• non-submission or detection of academic malpractice	• non-submission or detection of academic malpractice

Institutional Generic Marking Criteria for Levels 4-6

Classification	Marking Scale	Command of the subject	Subject specific skills and practices	Professional skills and attitudes
I	90-100	- exceptional breadth and depth of substantive knowledge - goes beyond the expectations of the assessment task displaying exceptional flair	exceptional demonstration of subject specific skills and practices	excellent integration of full range of appropriate principles, theories and techniques
I	80-89	- outstanding breadth and depth of substantive knowledge - goes beyond the expectations of the assessment task with excellent conceptualisation/embodiment which evidences innovation and/or insight	outstanding demonstration of subject specific skills and practices	excellent integration of a good range of appropriate principles, theories and techniques
I	70-79	- excellent breadth and depth of substantive knowledge - goes beyond the expectations of the assessment task with some excellent conceptualisation/embodiment which is often innovative and/or insightful	excellent demonstration of subject specific skills and practices	excellent integration of some appropriate principles, theories and techniques
III	60-69	very good breadth and depth of substantive knowledge	very good demonstration of subject specific skills and practices	very good integration of some appropriate

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		some very good insights into the expectations of the assessment task		principles, theories and techniques
Iii	50-59	- good breadth and depth of substantive knowledge - some good insight into the expectations of the assessment task	good demonstration of subject specific skills and practices	good integration of some appropriate principles, theories and techniques
III	40-49	- satisfactory breadth and depth of substantive knowledge - satisfactory engagement with the expectations of the assessment task	satisfactory demonstration of subject specific skills and practices	satisfactory integration of some appropriate principles, theories and techniques
FAIL	30-39	- unsatisfactory breadth and depth of substantive knowledge - unsatisfactory engagement with the expectations of the assessment task	unsatisfactory demonstration of subject specific skills and practices	unsatisfactory integration of appropriate principles, theories and techniques
FAIL	15-29	limited evidence of command of subject as required by the assessment task	limited demonstration of subject specific skills and practices	limited integration of appropriate principles, theories and techniques
FAIL	1-14	little to no evidence of command of the subject as required by the assessment task	little to no demonstration of subject specific skills and practices	little to no integration of appropriate principles, theories and techniques
FAIL	0	non-submission or detection of academic malpractice	non-submission or detection of academic malpractice	non-submission or detection of academic malpractice

Institutional Generic Marking Criteria Level 7

Classification	Marking Scale	Command of the subject	Subject specific skills and practices	Professional skills and attitudes
Distinction (Upper)	90-100	- exceptional breadth and depth of substantive knowledge - goes beyond the expectations of the assessment task displaying exceptional flair	exceptional demonstration of subject specific skills and practices	excellent integration of a full range of appropriate principles, theories and techniques
Distinction (Middle)	80-89	- outstanding breadth and depth of substantive knowledge - goes beyond the expectations of the assessment task with excellent conceptualisation/ embodiment which evidences innovation and/or insight	outstanding demonstration of subject specific skills and practices	excellent integration of a good range of appropriate principles, theories and techniques
Distinction (Lower)	70-79	- excellent breadth and depth of substantive knowledge - goes beyond the expectations of the assessment task with some excellent conceptualisation/ embodiment which is often innovative and/or insightful	excellent demonstration of subject specific skills and practices	excellent integration of some appropriate principles, theories and techniques

Classification	Marking Scale	Command of the subject	Subject specific skills and practices	Professional skills and attitudes
Merit	60-69	• very good breadth and depth of substantive knowledge • some very good insights into the expectations of the assessment task	• very good demonstration of subject specific skills and practices	• very good integration of some appropriate principles, theories and techniques
Pass	50-59	• satisfactory evidence of a good breadth and depth of substantive knowledge • evidence of satisfactory achievement of the expectations of the assessment task with some good insights evident	• satisfactory evidence of a good demonstration of subject specific skills and practices	• satisfactory evidence of a good integration of some appropriate principles, theories and techniques
Fail	30-49	• limited and/or unsatisfactory evidence of command of subject as required by the assessment task	• limited and/ or unsatisfactory demonstration of subject specific skills and practices	• limited and/or unsatisfactory integration of appropriate principles, theories and techniques
Fail	1-29	• little to no evidence of command of the subject as required by the assessment task	• little to no demonstration of subject specific skills and practices	• little to no integration of appropriate principles, theories and techniques
Fail	0	• non-submission or detection of academic malpractice	• non-submission or detection of academic malpractice	• non-submission or detection of academic malpractice