# Assessment Guidelines

# for Faculty of Education

# 2026

# Contents

## Introduction: Facilitating Education That Is Transformative

*One of Morling College's values is that Education is Transformative: that at Morling you will experience life-transforming and excellent education that empowers you to pursue passionate Christian discipleship, and a transforming balance and integration between academic study, practical training, and spiritual formation.*

- We are committed to advancing knowledge and understanding through dedicated involvement in scholarly activities, to improving our society through high levels of skills, knowledge and research, and to excellent pastoral, spiritual, education and counselling contributions.
- We enable individuals to grow and learn throughout their lives, through personal and character formation and the enhancement of life-long learning.
- We are committed to quality education and professional formation of students that meets the expectations of our church, denominational, business, community-based, and governmental constituents. We value equitable access to, and opportunities to participate successfully in, higher education and professional development.
- We will equip people to work in all spheres of society, to enhance the wellbeing of the community by contributing to a democratic, equitable and civilised society, and to improve the national economy through high levels of skills, knowledge and research.

In Education, a variety of assessment tasks, designated as assignments, form the basis of the assessment for student learning in all coursework units. There are normally three assignments for each unit. Assessment by the lecturers of these assignments aims to:

- aid the learning process by providing opportunities for students to develop insight from feedback to enable students to judge their progress and remedy any weaknesses that are identified, and to assist the motivation of students by enabling them to identify progress and development that has occurred
- provide students with information regarding their own performance which may assist them in their employment or with accrediting agencies
- safeguard the standards of the qualifications conferred by the College on its graduates.

*Please note that at Master's level, students should demonstrate higher levels of engagement with bodies of scholarly knowledge than is required at Bachelor's level. The assessment criteria used as the basis for assessing assignments are included at the end of these Guidelines.*

*This booklet outlines the Faculty of Education's expectations for assessments. Please read it carefully.*

### Other Helpful Resources

In addition to this booklet, you will find the following resources helpful as you prepare and submit assignments:
- **Education Handbook**
- **Library Resources Page and LibGuides**
  - Links to catalogue and databases for research
  - Information about referencing and other helpful resources for researching (information here is continually being added so keep checking it).
- **Moodle**
  - **Course Essentials & Forms** for links to templates and online applications for extensions etc.
  - **Unit Overviews for your enrolled Units** will contain additional information about

       ▪ Assessment details and any special conditions

       ▪ Rubrics

- **Policies**

    You should make yourself familiar with the college policies and procedures, including Student Disabilities Policy and Procedure, Grievance Policy, Assessment and Moderation Policy, Variation to enrolment policy, and Student Academic Misconduct Policy   These can be found [here](here).

## Submission of Assessments

- Students must submit all assessments for the unit.
- The date indicated on the Semester schedule (found in the unit outline on Moodle) is normally the date on which the assessment should be received.
- Students must keep a copy of their assessments either in printed form or digital copy and be able to readily reproduce these if required. It is also advisable to keep copies of notes and research (digitally or in print).
- Assessments are to be uploaded in MS Word format onto Moodle through the Turnitin software.
- Assessments must be submitted by midnight (EST or ESDT- Sydney, NSW time) on the due date unless an extension has been granted. Please note any changes in time zones if you do not live in NSW.
- Digital copies of assessments should be submitted through the Moodle webpage of your enrolled Unit.

## Presentation of Written Assessments

### Formatting of Assessments

- A cover sheet for each assessment is available on Moodle under Essentials for Education and on the unit home page. The cover sheet must be completed and included as the first page of the assessment. It is important that students fill in all details on the cover sheet accurately. It is acceptable to type your name in the signature box.

### Font

- A readable font e.g., Times New Roman, Arial, or Calibri are preferred.
- Size - 11 or 12-point font

### Layout

- Student's name and assessment details should appear in a one-line header using 8- or 9-point font.
- Pages should be numbered in the footer.
- Essays should be in portrait orientation with 2.54 cm margins all round
- Line spacing should be one and a half (1.5) or double spaced.
- Each line typed is a maximum of 16.51cm in length. Use the flush left style and do not justify lines.
- Words should not be divided at the end of a line and the hyphenation function should not be used.
- The first line of a paragraph should be indented, or, alternately, paragraphs be separated by a blank line.
- Units of Work, lesson plans etc. should be in landscape orientation and 10-point font or a slightly smaller font may be used if necessary to fit in the information.

### Word Length

- Include the Word/Length Count on the Cover sheet.
- The coversheet and reference list are not included in the word count.
- Direct quotations are included in the word length.

- There can be 10% variation on the word count, e.g., a 1,500-word essay can be 1,650 or 1,350 words. Assignments that do not meet this requirement may be penalised or not accepted.

## Recommended number of sources in assessments

- Generally, two to three different references (in-text references) should be used for every 500 words in an academic essay: e.g., in a 2,000-word assessment, 8-12 in-text references, in a 3,000-word assessment, 12-18 in-text references.

## Submission of Assessments

- Most assessments that will be uploaded to Moodle/Morling Online will be text-based. Please use the following formats:
    - WORD (.docx)
    - Assessments submitted using the Apple word-processing program *Pages* cannot be read in Moodle or Turnitin.
    - Other assessments may require PowerPoint, or visual or audio content. Please check the assessment task in the Unit outline on Moodle.

## Extensions and Deferred Assessments

Students who have experienced illness, misadventure (including family or personal difficulties) or other extenuating circumstances, may request an extension of time for the submission of an assessment. This request must be made in writing on the appropriate extension form stating the reason clearly and emailed to the lecturer *before* the due date of the assignment. Applications received after the due date will not be processed. Other than in exceptional circumstances, extensions will not be granted for more than two weeks, with seven (7) days being the norm.

- The form *Assignment Extension Request* is available on Moodle.
- Submit the form to the lecturer by completing the form on Moodle. The student must ensure that the form is *received* by the lecturer *before* the due date of the assignment.
- The lecturer will assess the application. This may require further contact with the student (by phone or email) to clarify matters.
- The lecturer will notify the student of the outcome of the application, including the new due date if applicable. Notification will usually be by email.
- The student has the right to appeal the decision. Please refer to the relevant section of the Education Handbook for information on how to lodge an appeal.
- The student must submit the assessment by the new due date.

## Penalties for Late Submission

- Unless an extension has been granted, the marks awarded for an assessment that is submitted after its due date will be reduced at the rate of 5% of the total possible marks for the assessment item per calendar day (or part day), up to a maximum of ten (10) days late. If an assessment is submitted more than ten (10) days late, a mark of zero will be awarded.

## Academic Writing

- Avoid use of *we* and *our***:** for example, "We believe that . . ."
- Use the first-person *I* and *me* when you deliberately mean to express a personal opinion or relate your own experience.
- Avoid using contractions: for example, *don't, won't.* These should be written in full: *do not, will not*.

- Written papers should begin with an introduction that outlines briefly how the question will be answered. It is a good idea to restate the question in the introduction.
- Before you start to write, consider the assessment task carefully. Ensure you understand all parts of the task and the genre (type) of written paper that is required (e.g., annotated bibliography, essay, and reflection are very different types of papers). See here for more on genre.
- A paragraph should focus on one main idea.
- Similar ideas should be kept together.
- Avoid one-sentence paragraphs and paragraphs that are over-long: as a rule of thumb, paragraphs should be three to eight sentences in length.
- Definitive statements should be backed up with at least one reference to the literature. Do not make sweeping statements without reference to the literature.
- When using Bible verses to make a point, ensure that an explanation is given showing how the verse(s) relate(s) to the topic being discussed.
- The conclusion should revisit the purpose of the paper and sum up the main points.

## Nondiscriminatory Language

*All students at Morling are expected to use non-discriminatory language when writing assignments.*
- In recent years, attention has been given to this issue as it relates to race, sex, colour, class, age or disability. It is increasingly accepted that where *man* has been used in a generic sense, alternative terms that include men and women are to be used (e.g., humanity, humankind, people, women, and men).
- When it is essential to use a quotation that includes discriminatory language, the word [sic], enclosed in square brackets, can be inserted immediately after the discriminatory expression.
- If you choose to use discriminatory language this must be clearly justified in your assignment.

## Quotations

- Quotations are exact words taken from any published or unpublished material. In general, use direct quotations judiciously in your written work, a general rule of thumb is no more than 15% within an assignment. It is usually much better to restate quotations in your own words, while still referencing the original source.
- Direct quotations should only be used where:
  a) rewording the quote in any way would substantially alter its meaning, or
  b) the quote is phrased in such an elegant manner that rephrasing it would destroy its substantive literary quality.
- Quotations can be used to give a definition of technical or key words/concepts or to restate or elaborate a main idea or generalisation.
- When using a direct quotation, the page number is given immediately following the end of the quotation.
- If the quotation is less than 40 words, use double quotation marks and supply the citation and page number in parentheses immediately after the quotation, within the sentence structure and punctuation.
  Example: Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Evan et al., 2018, p. 470).
- If the quotation is about 40 words or longer, format it as a *block quotation*: an indented paragraph without quotation marks, and with the citation including page number after the full-stop at the end of the quotation.
  Example:

  > Everyone on the research team belonged to a stigmatized group but also held privileged identities.

Throughout the research process, we attended to the ways in which our privileged and oppressed identities may have influenced the research process, findings, and presentation of results. (Flores et al., 2018, p. 311)

Examples in this section are from page 272 the Publication manual of the American Psychological Association (7th ed.).

**Reference**
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

## Referencing/Reference List

- APA 7th Edition referencing style is used for assessments.
- APA 7th Edition uses in-text referencing: the reference list shows the full reference for the in-text citations used in the document/assessment.
- APA 7th Edition uses a reference list, rather than a bibliography. A reference list contains the full reference for every reference cited in-text. (A bibliography contains references that were consulted in the course of the writing but not referenced in the paper.)
- The reference list should start on a new page at the end of your assessment.  Arrange the reference list in alphabetical order by the author's last name or, if there is no author, by the first main word of the title.
- The Bible is acknowledged using in-text citations and the reference list. See here for how to reference the Bible.
- Footnotes are not used for referencing in APA 7th Edition style.
- Reference lists are formatted with hanging indents (the first line of each reference is set flush with the left margin and the subsequent lines are indented). Example:

    Carrington, S. (2022). Leadership of inclusive culture. *Australian Educational Leader (AEL): Official journal of the Australian Council for Educational Leaders*, *44*(2), 18-21.

    Hudson, C. (2024). *Leading positive classrooms: Adopting an educative approach to behaviour management in schools.* Amba Press. https://ebookcentral.proquest.com/lib/morling/detail.action?docID=7418838

    Lawrence, P., & Skinner, S. (2024). *The wise leader: A practical guide for thinking differently about leadership.* Routledge.

    See instructions on *How to create a Hanging Indent* under Essentials for Education Students on Moodle.
- Multiple works can be cited within the same parentheses, listed alphabetically by first author, separated by a semi-colon. Usually, as a guide, up to three works can be cited in-text within the same parentheses.
    *Example*
    …of technology use (Jonassen et al., 1999; Kapp, 2012; Lai & Hong, 2015).
- For works with three or more authors, include the name of only the first author plus "et al" (which means "others"), in every citation including the first citation (*Publication manual of the American Psychological Association*, 2020, p. 266).
    *Example*
    Indeed, children with Asperger's syndrome have been described by their parents "as living as if 'time did not exist'" (Zukauskas, et al., 2009, p. 85).
- For more detailed information on referencing please consult the Morling College LibGuide.


**Examples of in-text referencing**

**One Author**

The character of God is personal and moral (Packer, 1979).

**Two Authors,**

According to Kouzes and Posner (2017) …

or

as it has been established (Kouzes & Posner, 2017) ….

**Examples of Referencing for Reference List**

**Book**

| Authors | Year of publication | Title of book – Italics, first word with capital letter |

Kouzes, J. & Posner, B. (2017). *The leadership challenge: How to make extraordinary things happen in organisations* (6th ed.). Wiley.

| Hanging indent | Edition | Name of publisher |

**Journal Article**

| Author | Year of publication | Title of article –first word with capital letter. Not in italics. |

Sternberg, R. J. (2005). A model of educational leadership: Wisdom, intelligence, and creativity, synthesized. *International Journal of Leadership in Education: Theory and Practice, 8*(4), 347-364. https://doi.org/10.1080/13603120500156088

| Hanging indent | DOI - journal article through an electronic database or website then it could have a DOI. Include https://doi.org/ then the numbers for the article | Title of Journal – in italics | Volume number in italics and issue number | page numbers |

**Webpage on website with an individual author**

| Author | Year of publication and date if available | Name of web page in italics | URL of the webpage. Do not write "retrieved from" |

Gauntley, T. (2011). *Glossary of teaching/learning strategies.* http://timgauntley.blogspot.com.au/p/evolving-glossary-of-teachinglearning.html

| Hanging indent |

## Academic Integrity: Academic Misconduct and Plagiarism

Academic Integrity is a foundational component of study in Australia and is based on the common values of honesty, respect, responsibility, and a desire to give people credit for the work they have done in a fair and authentic way. We expect all students to pursue their studies with integrity and uphold the College's reputation in training, education, and research.

Education students should familiarise themselves with the *Student Academic Misconduct Policy*: *CCSC; Education*, available on the Morling College website (https://www.morling.edu.au/policies/).

- *Academic misconduct* is engaging in practices including but not limited to: cheating in tests, examinations, essays or other assessable work, plagiarism, unauthorised collusion, fraudulent or unethical research and scholarship practices.
- *Plagiarism* is to take and use another person's ideas and to fail to give appropriate acknowledgement. This includes material from any source, including other staff or students, the Internet, published and un-published works. The use of such work/s with superficial changes is still plagiarism and is a type of intellectual theft.

**Figure 1**
*Academic Integrity Flowchart*
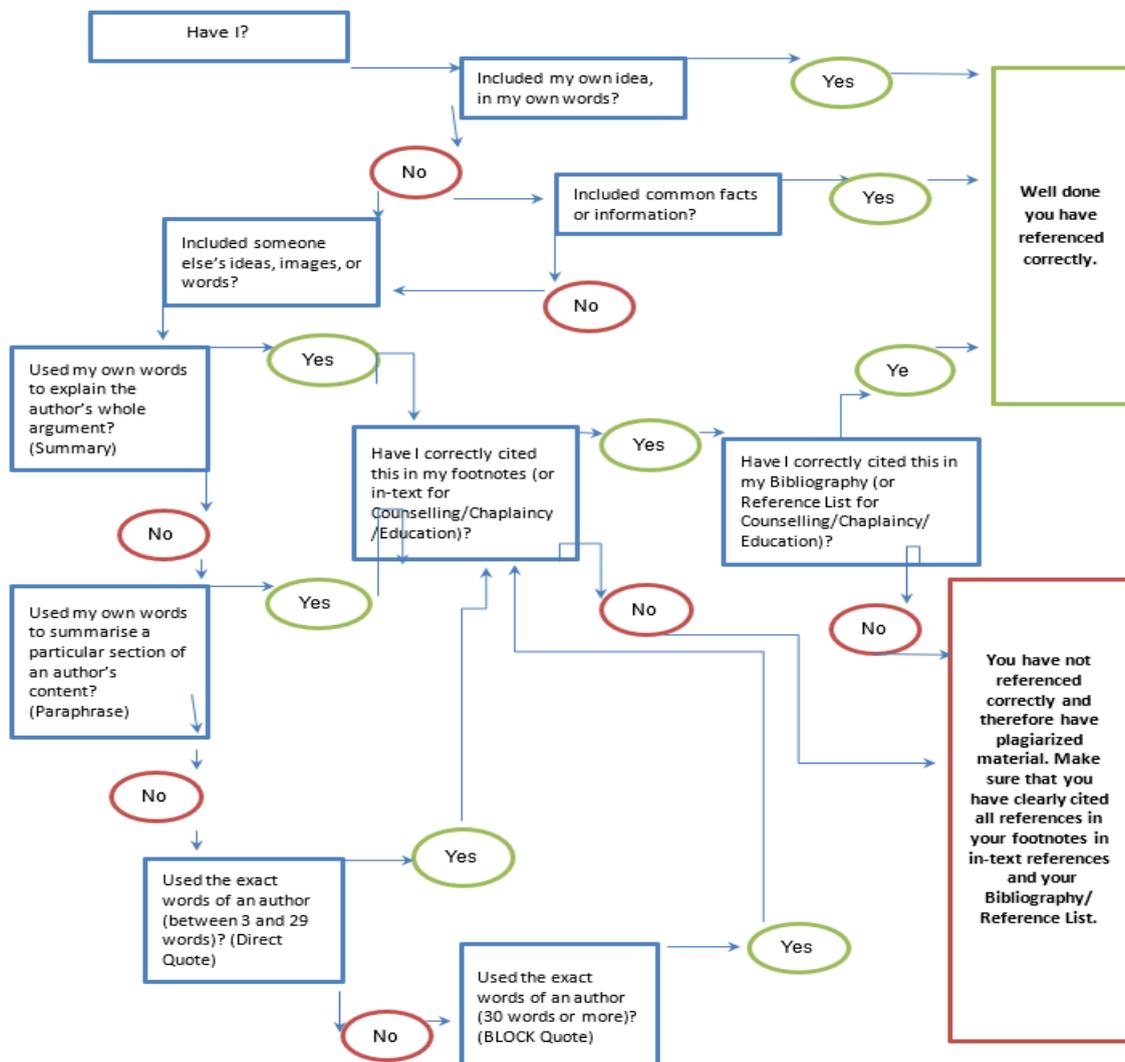
## Plagiarism

- *Plagiarism* is a particular form of Academic Misconduct. Morling College regards the action of any student who plagiarises or misuses the work of other personas as dishonest and incompatible with the Christian standards of the College.
- All students are expected to understand what constitutes plagiarism and to ensure that they research and write with integrity as they complete assignments throughout their study.
- *Wilful/Intentional Plagiarism* is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else.
- The same rules apply regarding plagiarism when writing non-essay type assignments (reflections, sermons, exegesis) etc. as when writing standard academic assignments.

Some common forms of plagiarism

- Copying, cutting and pasting text or images from any source and submitting it as your own work
- Copying a section of a book or an article and submitting it as your own work
- Using the words of someone else and presenting them as your own
- Using the assignments (or sections of) of others and presenting them as your own
- Using your own past assignments from Morling or other institutions (or sections of) and resubmitting them in a new assignment (*self-plagiarism*)
- Using significant ideas from someone else and presenting them as your own
- Copying the written expressions of someone else without proper acknowledgment
- Using the structure of a source without acknowledging it

Morling College encourages cooperative learning and it is expected that students may discuss assignments with each other. However, unless a group task is required, students should prepare their own assignments, and the organisation and presentation of the assignment must be the student's unaided work. If you are in doubt at all about plagiarism, then consult with your lecturers for clarification.

## Self-Plagiarism

Self-plagiarism occurs when you submit a previously submitted assignment, or a section of that work, in a new assessment task without appropriate citation. This includes submitting written work you created for a different Unit, a different Award, or even at a different Institution.

Due to the integrative and formative approach of study at Morling it is likely that you will cover similar topics and research areas in various Units. As you progress through your Award your writing should reflect a deeper understanding of the fundamental concepts, an engagement with up-to-date research and critical thinking, and new insights you have gained through personal, ministry and spiritual formation.

**Some tips for avoiding self-plagiarism**

- Never copy and paste from one assignment to another. Rewrite the information so that it relates directly to the new topic/question.
- Rewrite sentences so that they are unique contributions to your current assignment.
- Consider what material you need to answer the specific question or topic you are researching.
- Change the way you engage with scholars and their writing:
    - Choose different quotations
    - Synthesise a scholar's viewpoint or perspective so that your comments relate directly to the question or other scholars you have engaged with in your assignment

- Check the Similarity Report in Turnitin to see the level of similarity to other assignments.

**Citing yourself**

In very rare cases you might need to quote a short section (no more than 2 sentences) of an assignment you have previously submitted.  If this is the case, you should treat the quotation as you would any other source and  correctly cite  it. You may also wish to refer to something you have published. For more information on self-referencing and self-plagiarism please go the Morling College LibGuide on [Self-referencing](#).

Note: If you have a required number of texts for a reference list, your own work does not contribute to this requirement.

## Using AI in Assignments

Recent improvements in chatbots and AI content creators have raised significant ethical questions around intellectual property, copyright, and academic integrity.

The use of artificial intelligence tools (including, but not limited to, *ChatGPT* or similar), in any assessment task, including a project or thesis, is a form of academic misconduct.

 There are three exceptions to this rule:

1. Where the use of the tool is for preliminary research on a topic, in which case the use of the tool including its name must be acknowledged.
2. General advice on spelling and grammar.
3. In the case where a lecturer provides written authorisation for the use of an artificial intelligence tool for any other aspects of an assessment task, in which case any student use must be fully referenced.

If you are in any doubt as to whether the use that you are planning to make of an AI-enabled software application or website falls within the category of "preliminary research" you should contact the lecturer to check.

In relation to item 2 above, *General advice on spelling and grammar*, an authorised use of AI, in all assignments, is to provide the kind of editorial assistance that can be provided by a fellow student, friend, family member etc.

It is appropriate for a student to ask a fellow student, friend or family member to:

- complete a basic edit/review of an assignment
- highlighting common spelling or grammatical errors, structural problems, problems with referencing or formatting
- provide some guidance on vocabulary and translation, especially for students from non-English speaking backgrounds (NESB)

Assistance of this sort may be obtained through the use of AI-enabled applications such as *ChatGPT*, *Grammarly* or *GrammarlyGo*, provided any use of AI for this purpose is fully referenced in line with the requirements set out below. However, as the written content of assignments must be the original work of each student, employing the paraphrasing features of AI programs continues to constitute academic misconduct.

Other permissible uses of AI may be authorised within the written instructions provided to students for particular assignments and should be similarly referenced.

## Expectations of Students

The policy requires two things from all students to prevent misuse of GenAI. All students must:

- Keep drafts of assessment tasks

  All students must keep drafts of all assessment tasks regardless of whether they use AI in their work. You will be asked to provide these to lecturers if concerns are raised about the potential misuse of AI tools. Make sure you save separate versions of your work or ensure that you know how to retrieve older versions of your assignment (Word automatically keeps older versions).

- Reference **ALL** use of Gen AI tools.

  If you use an AI tool (in one of the permitted ways), you still need to acknowledge this. There are two ways this should be done.

In addition, Morling College requires all students to keep transcripts of their GenAI outputs (if applicable).

## Acknowledging/Referencing use of AI

If you have used AI for general advice, you must tick the declaration on the Assignment Cover Sheet and include a statement to this effect at the end of your reference list. Please include details of:

- the specific AI tools or technologies you used;

- an explanation of how the output from the AI tools or technologies was used in your work;

- the prompts you used in the AI tools or technologies (if applicable).

**Students can use the following template:**

I used [AI tool or technology name] and [link] to generate.../

Use: I used the output to.../I modified the output to...

Prompt: I entered the following prompt/s...

### Example of Acknowledging the use of AI for general advice on spelling and grammar in Reference List

I acknowledge the use of Grammarly [https://www.grammarly.com] to assist with reviewing the grammar, clarity, and conciseness of my essay.

Prompt: I entered the following prompt: "Review my essay for grammar and clarity. Highlight any issues and suggest ways to improve conciseness and sentence structure. Do not rewrite the content."

Use: I reviewed the feedback provided by Grammarly and revised my essay accordingly, ensuring all edits were made in my own words and style.

**How to Reference Specific Content** In-text citation of AI-generated content should take the following form, using ChatGPT as an example:

(Author of generative AI model, Year of version used)

Parenthetical example:
(OpenAI, 2023)

Narrative example:
OpenAI (2023)

The fuller acknowledgement contained within the reference list at the end of the assignment should take the following form (once again using ChatGPT as the example):

Author. (Year). *Title* (Version) [Large language model]. https://URL

Example:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].
https://chat.openai.com/share/c2f86c07-43a9-4326-ac9e-a95d9834568b

In the case of ChatGPT, as shown in the example above, the URL provided within the reference list should be the unique URL created by a request to share the conversation that you had, including all of your requests and all of the ChatGPT response. If you initiated more than one conversation thread, the unique URL for each conversation thread should be provided.

If you obtained AI-enabled editorial assistance through a platform that does not provide the option of creating a URL to share a log of your interaction(s) with the site, you should acknowledge your use of the application via an in-text citation and an item in the reference list, and retain a copy of the pre-edited draft of the assignment that you can provide, if requested, for comparison purposes.

## Turnitin Similarity Reports

Turnitin software is a tool that helps to identify levels of similarity between your writing and published work, whether online or in print. Assessments are usually submitted online via Moodle and Turnitin.

- A *Similarity Report* identifies similarities between your writing and previous assignments you have submitted or assignments that have been submitted by other students (at Morling and in other institutions).
- Students are encouraged to check their Similarity Report so that they can resubmit by the due date if they identify areas of concern.

## Grade classifications, cut offs and status notifications for all MC awards.

Students will receive a grade and a mark for individual assessments. Student performance for all MC awards will be graded in the following manner:

*Grades*

| | | |
|---|---|---|
| HD | High Distinction | 85% - 100% |
| D | Distinction | 75% - 84% |
| Cr | Credit | 65% - 74% |
| P | Pass | 50% - 64%* |
| F | Fail | < 50% |

FW          Fail (late withdrawal)

*Status Notations*

| | | |
|---|---|---|
| W | Withdrawal without penalty |
| CW | Withdrawal without penalty on compassionate grounds |
| AD | Audited |
| I | Incomplete |
| AS | Advanced Standing |

*Grades are not only awarded on the basis of good content, but also for good critical thinking and expression. If you have any queries as to how your grade was awarded, then contact your lecturer.*

## Moderation of marks

Moderation is a quality assurance process that ensures appropriate standards are met consistently by all markers. It involves checking and reviewing assessment schemes and marker's judgments. It is also a form of feedback to markers to help them align their marking standards with those of other markers. Moderation takes place at the end of each semester prior to the final results being released. During the moderation process individual assessment marks can change.

Moderation Policy for Education, Counselling, Chaplaincy and Spiritual Care can be found on the Policies page here, along with the Moderation procedures.

# General Assessment Criteria for Postgraduate Degrees in Education

| Criteria | High Distinction | Distinction | Credit | Pass | Fail |
|---|---|---|---|---|---|
| Critical Thinking | Demonstrate excellent critical analysis and synthesis of the information giving full and appropriate reasons with reference to the literature. | Demonstrate very good critical analysis and synthesis of the information giving detailed and appropriate reasons with reference to the literature. | Demonstrate good critical analysis and synthesis of the information giving adequate and appropriate reasons with reference to the literature. | Demonstrate fair critical analysis and synthesis of the information giving appropriate reasons with reference to the literature. | Demonstrate poor critical analysis and synthesis of the information giving few or no appropriate reasons with reference to the literature. |
| Adequate Coverage | Demonstrate outstanding research of the topic and comprehensively addresses and analyses the key aspects of the topic(s) covering the relevant learning outcomes for the unit. | Demonstrate substantial research of the topic and thoroughly addresses and analyses the key aspects of the topic(s) covering the relevant learning outcomes for the unit. | Demonstrate some research of the topic and adequately addresses and analyses the key aspects of the topic(s) covering the relevant learning outcomes for the unit. | Demonstrate limited research of the topic and partially addresses and analyses the key aspects of the topic(s) covering the relevant learning outcomes for the unit. | Demonstrate weak or no research of the topic and poorly addresses and analyses the key aspects of the topic(s) covering the relevant learning outcomes for the unit. |
| Contextual Relevance | An excellent application of established theories and/or concepts to the situation. Where appropriate a comprehensive evaluation of worldview assumptions and applies biblical principles | A very good application of established theories and/or concepts to the situation. Where appropriate a thorough evaluation of worldview assumptions and applies biblical principles | A good application of established theories and/or concepts to the situation. Where appropriate an adequate evaluation of worldview assumptions and applies biblical principles | A fair application of established theories and/or concepts to the situation. Where appropriate a limited evaluation of worldview assumptions and applies biblical principles | A poor or no application of established theories and/or concepts to the situation. Where appropriate weak evaluation of worldview assumptions and applies biblical principles |
| Cohesive Structure including synthesis, logical and literary style | Demonstrates an excellent synthesis of the information and the logical and literary style provides a very well-developed cohesive structure including a well-structured introduction and conclusion. | Demonstrates a very good synthesis of the information and the logical and literary style provides a well-developed cohesive structure including a well-structured introduction and conclusion. | Demonstrates a good synthesis of the information and the logical and literary style provides an adequate a cohesive structure including a well-structured introduction and conclusion. | Demonstrates a limited synthesis of the information and the logical and literary style provides a fair cohesive structure including a well- structured introduction and conclusion. | Demonstrates poor or no synthesis of the information and the logical and literary style provides a weak cohesive structure including a well-structured introduction and conclusion. |
| Presentation | Excellent use of the preferred style in formatting and font (the current Morling Education Style Manual) in a manner that reads naturally and interestingly; Using a consistent referencing style, makes excellence reference to relevant books, articles and authors in a way that enhances the writing and in its literary form. | Very good use of the preferred style in formatting and font (the current Morling Education Style Manual) in a manner that reads naturally and interestingly; Using a consistent referencing style, makes very good reference to relevant books, articles and authors in a way that enhances the writing and in its literary form. | Good use of the preferred style in formatting and font (the current Morling Education Style Manual) in a manner that reads naturally and interestingly; Using a consistent referencing style, makes adequate reference to relevant books, articles and authors in a way that enhances the writing and in its literary form. | Fair use of the preferred style in formatting and font (the current Morling Education Style Manual) in a manner that reads naturally and interestingly; Limited consistency of referencing style, makes some reference to relevant books, articles and authors in a way that enhances the writing and in its literary form. | Poor use of the preferred style in formatting and font (the current Morling Education Style Manual) in a manner that reads naturally and interestingly; Using an inconsistent referencing style, makes poor reference to relevant books, articles and authors in a way that enhances the writing and in its literary form. |