

Criterion		Demonstrated level of achievement						
Abstract	Weight	Full marks (HD+)	Exemplary (HD)	Accomplished (D)	Competent (C)	Developing (P)	Beginning (N)	Not attempted (N)
a. Abstract	10	10 points  All skills are demonstrated to the highest standard with no noticeable room for improvement:  Correctly communicates the key components of the study.  Provides a brief but convincing argument for the importance of the topic and the potential implications of the study.	8 points  Correctly communicates the key components of the research study and provides a brief but convincing argument for the importance of the study. Could be mild improvements in terms of clarity or concision.	7 points  Correctly communicates most of the components of the study with only minor room for improvement, but importance and/or implications could be more convincing.	6 points  Correctly communicates most of the components of the study with some room for improvement but makes little argument for the importance of the topic or implications of the study.	5 points  Correctly communicates some of the components of the study with major room for improvement and makes little to no argument for the importance of the topic or implications of the study.	2.5 points  An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.	0 points  Not attempted.
Results	Weight	Full marks (HD+)	Exemplary (HD)	Accomplished (D)	Competent (C)	Developing (P)	Beginning (N)	Not attempted (N)
a. Reporting statistics	5	5 points  All skills are demonstrated to the highest standard with no noticeable room for improvement:  Reports means, standard deviations, and correlations correctly and in correct APA format.	4 points  Reports the statistics in correct APA format with only minor errors.	3.5 points  Reports the statistics correctly, but APA format has at least 1 key error.	3 points  Reports the statistics correctly, and APA format has at least 2 key errors.	2.5 points  Reports the statistics with 1 number incorrect/missing, and/or APA format has at least 3 key errors.	1.5 points  Reports the statistics with 2 numbers incorrect/missing. There may also be significant errors in APA format.	0 points  Not attempted.

b. Describing the data	5	<p>5 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Correctly and concisely describes the means and reports the standard deviations, showing understanding of scientific data.</p>	<p>4 points</p> <p>All descriptive statistics are described/reported correctly with minor room for improvement in clarity or concision.</p>	<p>3.5 points</p> <p>All descriptive statistics are described/reported correctly with major room for improvement in clarity or concision.</p>	<p>3 points</p> <p>Most descriptive statistics are described/reported correctly. There may be room for improvement in clarity and/or concision.</p>	<p>2.5 points</p> <p>Some descriptive statistics are described/reported correctly but some are incorrectly described. There may be room for improvement in clarity and/or concision.</p>	<p>1.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>
c. Stating analysis	3	<p>3 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Correctly states the statistical analysis conducted to test hypotheses.</p>	N/A	N/A	<p>1.5 points</p> <p>Statistical analysis is stated but with minor room for improvement in detail.</p>	N/A	<p>0 points</p> <p>Incorrect statistical analysis was stated, or no statement of statistical analysis was included.</p>	N/A
d. Describing the correlations	10	<p>10 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Correctly and concisely describes the correlations showing understanding of scientific findings.</p>	<p>8 points</p> <p>All correlations are described correctly with minor room for improvement in clarity or concision.</p>	<p>7 points</p> <p>All correlations are described correctly with major room for improvement in clarity or concision.</p>	<p>6 points</p> <p>Correlations are largely described correctly. There may be room for improvement in clarity and/or concision.</p>	<p>5 points</p> <p>Some correlations are described correctly but some are incorrectly described. There may be room for improvement in clarity and/or concision.</p>	<p>2.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>

Discussion	Weight	Full marks (HD+)	Exemplary (HD)	Accomplished (D)	Competent (C)	Developing (P)	Beginning (N)	Not attempted (N)
a. Restating aim and findings and briefly explaining whether hypotheses were supported	5	<p>5 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Briefly restates the study's aim to reorient the reader.</p> <p>Understands and clearly and concisely communicates how hypotheses and findings are linked.</p>	<p>4 points</p> <p>Aim is correctly restated. Demonstrates strong command of how hypotheses and findings are linked with only minor room for improvement in clarity or concision.</p>	<p>3.5 points</p> <p>Aim is correctly restated; may have minor room for improvement in detail, clarity, or concision. Understanding of how hypotheses and findings are linked needs some minor improvements and there may be room for improvement in clarity or concision.</p>	<p>3 points</p> <p>Aim is restated, but may have room for improvement in accuracy, detail, clarity, or concision. Understanding of how hypotheses and findings are linked needs some improvement as an element has been misinterpreted. There may be room for improvement in clarity or concision.</p>	<p>2.5 points</p> <p>Aim may either be restated but with room for improvement in accuracy, detail, clarity, or concision, or may be missing. Understanding of how hypotheses and findings are linked needs major improvement as multiple elements have been misinterpreted. There may be room for improvement in clarity or concision.</p>	<p>1.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>
b. Interpreting and explaining findings within the context of previous literature	10	<p>10 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Accurately interprets the meaning of the current study's findings in plain terms and reports whether findings were inconsistent or consistent with past literature.</p> <p>Understands how to evaluate findings in the context of the</p>	<p>8 points</p> <p>Accurately interprets the meaning of all findings in plain terms and provides a clear and detailed report of whether findings were inconsistent or consistent with past literature. Provides potential explanations for why findings may have differed or for how current findings add to previous research with only minor room for improvement.</p>	<p>7 points</p> <p>Interprets the meaning of all findings, possibly with minor improvements in accuracy or plain language, and provides a mostly clear and detailed report of whether findings were inconsistent or consistent with past literature. Potential explanations for why findings may have differed or for how current findings add to previous research could use some improvement.</p>	<p>6 points</p> <p>Interprets most findings accurately and in plain terms and reports whether most findings were inconsistent or consistent with past literature, but there may be some room for improvement in clarity or detail. Potential explanations for why findings may have differed or for how current findings add to previous research may be lacking or incorrect.</p>	<p>5 points</p> <p>Interpretations of findings and reports of whether findings were inconsistent or consistent with past literature need major improvement or are lacking for some findings, and potential explanations for why findings may have differed or for how current findings add to previous research may be lacking or incorrect.</p>	<p>2.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>

		broader literature. Provides potential explanations for why findings may have differed or for how current findings add to previous research.						
c. Developing argument for potential implications of study	5	<p>5 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Outlines real-world implications for each key finding.</p> <p>Argues for the importance of the implications.</p>	<p>4 points</p> <p>Outlines real-world implications for each key finding and provides a convincing argument for why these implications are important with only minor room for improvement.</p>	<p>3.5 points</p> <p>Outlines real-world implications for each key finding and attempts to provide a convincing argument for why these implications are important with some room for improvement.</p>	<p>3 points</p> <p>Mentions real-world implications for most of the key findings but arguments for why these implications are important are lacking.</p>	<p>2.5 points</p> <p>Mentions real-world implications for only some key findings and arguments for why these implications are important are lacking.</p>	<p>1.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>
d. Considering limitations of study	10	<p>10 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Identifies at least 2 relevant limitations.</p> <p>Explains how the limitations may have impacted the findings of the study and makes reasonable suggestions for how</p>	<p>8 points</p> <p>Identifies 2 relevant limitations and clearly explains how the limitations may have impacted the findings of the study with only minor room for improvement.</p>	<p>7 points</p> <p>Identifies 2 relevant limitations and attempts to explain how the limitations may have impacted the findings of the study with significant room for improvement.</p>	<p>6 points</p> <p>Identifies 2 relevant limitations but does not explain how the limitations may have impacted the findings of the study.</p>	<p>5 points</p> <p>Identifies 1 relevant limitation and may or may not explain how the limitation may have impacted the findings of the study.</p>	<p>2.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>

		to overcome each limitation.						
e. Providing future research suggestions	10	<p>10 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Presents at least 2 logical and useful potential directions for future research that are distinct from limitation suggestions.</p>	<p>8 points</p> <p>Presents 2 potential directions for future research distinct from limitation suggestions, with minor room for improvement in logic or usefulness of the suggestions.</p>	<p>7 points</p> <p>Presents 2 potential directions for future research distinct from limitation suggestions, with some room for improvement in logic or usefulness of the suggestions.</p>	<p>6 points</p> <p>Presents 2 potential directions for future research with major room for improvement in logic or usefulness of the suggestions. One may be repetitive of one of the limitation suggestions.</p>	<p>5 points</p> <p>Presents 1 relevant potential direction for future research. May be repetitive of the limitation suggestions.</p>	<p>2.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology.</p>	<p>0 points</p> <p>Not attempted.</p>
f. Drawing convincing conclusions	7	<p>7 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Key takeaways from the study are summarised in a way that conveys the study's importance.</p>	<p>5.6 points</p> <p>Key takeaways from the study are summarised in a way that conveys the study's importance with minor room for improvement.</p>	<p>4.9 points</p> <p>Key takeaways from the study are summarised in a way that conveys the study's importance with some room for improvement.</p>	<p>4.2 points</p> <p>Key takeaways from the study are summarised but there is little to no argument for the importance of the study.</p>	<p>3.5 points</p> <p>Some key takeaways from the study are summarised but some are missing and there is little to no argument for the importance of the study.</p>	<p>1.75 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology</p>	<p>0 points</p> <p>Not attempted.</p>
<b>Scientific communication</b>	<b>Weight</b>	<b>Full marks (HD+)</b>	<b>Exemplary (HD)</b>	<b>Accomplished (D)</b>	<b>Competent (C)</b>	<b>Developing (P)</b>	<b>Beginning (N)</b>	<b>Not attempted (N)</b>
a. Evidence	7	<p>7 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p>	<p>5.6 points</p> <p>Logical and convincing arguments wholly supported with directly relevant articles and reasoning.</p>	<p>4.9 points</p> <p>Mostly logical and convincing arguments predominantly supported with directly relevant articles and reasoning with occasional confusion.</p>	<p>4.2 points</p> <p>On balance, logical arguments generally supported with relevant articles or reasoning, or presents relevant</p>	<p>3.5 points</p> <p>Weak arguments supported with tangentially relevant articles or reasoning or have insufficient breadth.</p>	<p>1.75 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum</p>	<p>0 points</p> <p>Not attempted.</p>

		Evidence (in the form of references or reasoning) provided for all assertions of fact to make logical and convincing arguments.			articles with limited argumentation.		standard for first year psychology. Use of scholarly work and reasoning is irrelevant, insufficient, or inappropriate.	
b. Argument structure	6	<p>6 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Argument is structured in a logical manner and is integrated by using topic and concluding sentences within paragraphs and well considered between-paragraph structure.</p>	<p>4.8 points</p> <p>All content is logically presented and integrated with good within- and between-paragraph structure.</p>	<p>4.2 points</p> <p>Content is mainly organised within and between paragraphs.</p>	<p>3.6 points</p> <p>On balance, content is largely organised within OR between paragraphs.</p>	<p>3 points</p> <p>Content is disorganised within or between paragraphs.</p>	<p>1.5 points</p> <p>An attempt was made but the student did not demonstrate the fundamental skills to the minimum standard for first year psychology. Most content rendered irrelevant due to structure or skeleton overview submitted.</p>	<p>0 points</p> <p>Not attempted.</p>
c. Written expression	2	<p>2 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>Written expression is clear and appropriately academic in tone.</p>	<p>1.6 points</p> <p>Written expression was easy to understand. An appropriately formal tone was used. There may be approx. ≤2 errors in spelling, grammar, or punctuation.</p>	<p>1.4 points</p> <p>Written expression was easy to understand. An appropriately formal tone was used. There may be approx. 3-4 errors in spelling, grammar, or punctuation.</p>	<p>1.2 points</p> <p>Written expression was mostly easy to understand, though tone may have been informal in places. There may be approx. 5+ errors in spelling, grammar, or punctuation.</p>	<p>1 point</p> <p>Written expression was difficult to understand at times. There may be multiple errors in spelling, grammar, or punctuation.</p>	<p>0.5 points</p> <p>Written expression was difficult to understand most of the time. There may be consistent errors in spelling, grammar, or punctuation.</p>	N/A
d. Word limit is adhered to.	2	<p>2 points</p> <p>Within word limit.</p>	N/A	N/A	N/A	N/A	<p>0 points</p> <p>Exceeds word limit.</p>	N/A
<b>Formatting and referencing</b>	<b>Weight</b>	<b>Full marks (HD+)</b>	<b>Exemplary (HD)</b>	<b>Accomplished (D)</b>	<b>Competent (C)</b>	<b>Developing (P)</b>	<b>Beginning (N)</b>	<b>Not attempted (N)</b>

a. APA7 formatting	3	<p>3 points</p> <p>All skills are demonstrated to the highest standard with no noticeable room for improvement:</p> <p>The document is consistently formatted as per APA7 style.</p>	<p>2.4 points</p> <p>Formatting and referencing are according to APA style the majority of the time with very few minor errors.</p>	<p>2.1 points</p> <p>Formatting and referencing are according to APA style the majority of the time with only a few errors that may be major.</p>	<p>1.8 points</p> <p>Formatting and referencing are according to APA style with several significant errors.</p>	<p>1.5 points</p> <p>Formatting and referencing were sometimes according to APA style with major errors.</p>	<p>0.75 points</p> <p>There was no attempt to use APA style formatting and referencing.</p>	N/A
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