

Grade	Criteria
<p>High Distinction (HD)</p>	<p>Excellent quality indicating...</p> <ol style="list-style-type: none"> <li>1. excellent coverage of the topic; accurate in detail offering sophisticated, even original insights; excellent use of examples to demonstrate understanding; clear understanding of complex ideas and issues.</li> <li>2. extensively researched in breadth and/or depth and accurately referenced.</li> <li>3. imaginative, insightful, original, creative interpretations; impressive level of critical analysis and evaluation.</li> <li>4. a persuasive, authoritative coherent argument supported throughout by evidence, ability to show limitations of approaches; systematic and cogent structure.</li> <li>5. evidence of sophisticated, critical reflection and evaluation of personal and/or professional ministerial practice.</li> <li>6. written with style; fluent and confident; lucidly expressed and accurate in spelling and grammar.</li> </ol>
<p>Distinction (D)</p>	<p>Very good quality indicating...</p> <ol style="list-style-type: none"> <li>1. high level of coverage of the topic; accurate in detail with some originality and innovative insights; good use of examples to demonstrate understanding; clear understanding of complex ideas and issues.</li> <li>2. widely researched in breadth and/or depth and accurately referenced.</li> <li>3. insightful and creative interpretations; high level of critical analysis and evaluation.</li> <li>4. a persuasive, coherent argument supported throughout by evidence, some ability to show limitations of approaches; systematic and cogent structure.</li> <li>5. evidence of a high level of critical reflection and evaluation of personal and/or professional ministerial practice.</li> <li>6. fluent and confident; lucidly expressed and accurate in spelling and grammar.</li> </ol>
<p>Credit (C)</p>	<p>Good quality indicating...</p> <ol style="list-style-type: none"> <li>1. topic is covered in depth; detail is accurate throughout; independence of thought; good identification and understanding of complex ideas and issues.</li> <li>2. well researched and referenced.</li> <li>3. perceptive, thoughtful interpretations; good level of critical analysis and evaluation; systematic analysis of source material.</li> <li>4. presence of a cogent argument, supported throughout by evidence; the work is well structured.</li> <li>5. evidence of critical reflection, understanding and evaluation of personal and/or professional ministerial practice.</li> <li>6. lucidly expressed and accurate in spelling and grammar.</li> </ol>

Pass (P)	Satisfactory quality indicating... <ol style="list-style-type: none"> <li>1. most relevant issues are covered with reasonable understanding; adequate knowledge is demonstrated; most central issues are identified.</li> <li>2. reasonable range of reading, sources not always explicit; not all referencing may be accurate</li> <li>3. material from a variety of sources is drawn together in interesting ways; development of analysis may not be consistent, giving way to description.</li> <li>4. demonstrates the ability to construct an argument and present supporting evidence; links between introduction and conclusion are made.</li> <li>5. some attempt is made to reflect critically and evaluate; reference is made to personal and/or professional/ ministerial practice.</li> <li>6. reasonably clearly written, albeit with a number of errors in spelling and grammar.</li> </ol>
Borderline Pass (BP)	Of doubtful quality for a pass, but there are just enough strengths to allow a Pass grade to be awarded rather than Fail.
Fail (F)	Unsatisfactory quality indicating... <i>Either</i> the work is unsatisfactory, deficient and/or insufficient in many respects, relating to both mastery of content and expression;  <i>Or</i> work is not submitted, is excessively late, or has been produced by cheating.
Incomplete (I)	[Distinguished from a failing grade] Work is not completed/submitted.

For the purposes of comparison, this grading scale may be compared with other frequently used grading scales. Note that these are comparisons are approximations only. (\*This is a common percentage point scale used in a number of British Commonwealth countries.)

AGST Alliance Grade	Common descriptor	Percentage equivalent*	Letter equivalent	Grade point equivalent
High Distinction	Excellent	85% +	A	4.0
Distinction	Very good	75-84%	B+/A-	3.6
Credit	Good	65-74%	B/B+	3.2
Pass	Satisfactory	50-64%	C+/B-	2.6
Borderline pass	Marginal	40-50%	C-/C	2.0 - 2.3
Fail	Unsatisfactory	Below 40%	F	< 2.0