

ASSESSMENT CRITERIA – QUALITATIVE-BASED WORK

Level 3

Classification	% Range	Content	Knowledge and Understanding/Application of Theory	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
I <i>[Outstanding Work]</i>	80 – 100	Excellent description and discussion of main issues and material with evidence of evaluation	Detailed knowledge and depth of understanding of principles and concepts	Evidence of reading appropriate supplementary sources	Accurate referencing and bibliography	Excellent presentation, logically structured, using correct grammar and spelling
I <i>[Excellent Work]</i>	70 – 79	Detailed description of main issues and material with some discussion	Knowledge and understanding of principles and concepts	Evidence of reading some supplementary sources	Appropriate referencing and bibliography	Good presentation competently structured, using correct grammar and spelling
II (i) <i>[Good Quality Work]</i>	60 – 69	Accurate description of main issues and material only	Adequate knowledge of key principles and concepts	Evidence of directed reading only	Adequate referencing and bibliography	Reasonable presentation, competently structured and acceptable grammar and spelling
II (ii) <i>[Acceptable Work]</i>	50 - 59	Description of main issues and material only	Elementary knowledge of key principles and concepts	Limited evidence of directed reading	Limited referencing	Adequate presentation and structure, acceptable grammar and spelling
III <i>[Adequate Work]</i>	40 – 49	Limited description of main issues and material only	Limited and/or inconsistent knowledge of key principles and concepts	Evidence of minimal reading only	Limited referencing	Weak presentation and structure, grammar and spelling
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	Little evidence of knowledge of key principles and concepts	Little or no evidence of reading	Little or no referencing	Poor presentation, grammar and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of knowledge of key principles and concepts	No evidence of reading	No referencing	Unacceptable presentation, grammar and spelling, very poor structure

ASSESSMENT CRITERIA – QUALITATIVE-BASED WORK

Level 4

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
I <i>[Outstanding Work]</i>	80 – 100	Excellent description and discussion of main issues and material with evidence of critical evaluation	Evidence of detailed, relevant application of theory, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of appropriate supplementary sources	Excellent referencing and bibliography	Excellent presentation, logically structured, using correct grammar and spelling
I <i>[Excellent Work]</i>	70 – 79	Detailed description of main issues and material with evidence of evaluation	Evidence of relevant application of theory, where applicable	Knowledge and depth of understanding of principles and concepts	Evidence of reading appropriate supplementary sources	Accurate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
II (i) <i>[Good Quality Work]</i>	60 – 69	Description of main issues and material with occasional evidence of discussion	Occasional relevant application of theory	Knowledge and sound understanding of the key principles and concepts	Evidence of directed reading and some supplementary sources	Appropriate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar and spelling
II (ii) <i>[Acceptable Work]</i>	50 - 59	Description of main issues and material only	Limited evidence of relevant application of theory	Basic knowledge of the key principles and concepts only	Evidence of directed reading	Adequate referencing and bibliography	Adequate presentation and structure, acceptable grammar and spelling
III <i>[Adequate Work]</i>	40 – 49	Limited description of main issues and material only	Very limited evidence of relevant application of theory	Adequate knowledge of key principles and concepts only	Limited evidence of reading	Limited referencing and bibliography	Weak presentation and structure, acceptable grammar and spelling
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	Little or no evidence of relevant application of theory	Limited and or inconsistent knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of relevant application of theory	Little or no evidence of knowledge and understanding of the key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, grammar and structure

ASSESSMENT CRITERIA – QUALITATIVE-BASED WORK

Level 5

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
I <i>[Outstanding Work]</i>	80 – 100	Extensive critical evaluation and synthesis of issues and material which includes original and reflective thinking	Evidence of detailed, relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of supplementary sources	Excellent referencing and bibliography	Exceptional presentation, logically structured, using correct grammar and spelling
I <i>[Excellent Work]</i>	70 – 79	Some critical evaluation and synthesis of issues and material which includes some originality	Clear evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Excellent, well directed presentation, logically structured, using correct grammar and spelling
II (i) <i>[Good Quality Work]</i>	60 – 69	Evaluation and synthesis of main issues and material	Appropriate application of theory and/or empirical results, where applicable	Knowledge and sound understanding of principles and concepts	Adequate evidence of reading supplementary sources	Appropriate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
II (ii) <i>[Acceptable Work]</i>	50 - 59	Accurate description of main issues and material with some evaluation	Occasional relevant application of theory and/or empirical results	Knowledge and understanding of key principles and concepts only	Evidence of directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar and spelling
III <i>[Adequate Work]</i>	40 – 49	Description of main issues and material only	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge and understanding of key principles and concepts only	Evidence of directed reading only	Limited referencing and bibliography	Weak presentation and structure, acceptable grammar and spelling
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	Very limited evidence of application of theory and/or empirical results	Limited and/or superficial knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of application of theory and/or empirical results	Little or no knowledge and understanding of key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, structure, grammar and spelling

ASSESSMENT CRITERIA – QUALITATIVE-BASED WORK

Level 6

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
I <i>[Outstanding Work]</i>	80 – 100	Critical insightful evaluation and synthesis of issues and material which includes an original and reflective approach	Extensive evidence of relevant and perceptive application of theory, and/or empirical results, where applicable	Exceptional knowledge and in-depth understanding of principles and concepts	Extensive evidence of integrating appropriate supplementary sources	Outstanding referencing and bibliography	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar and spelling
I <i>[Excellent Work]</i>	70 – 79	Critical evaluation and synthesis of issues and material which includes original and reflective thinking	Clear evidence of relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of extensive reading of supplementary sources	Excellent referencing and bibliography	Excellent, well-directed presentation, logically structured, using correct grammar and spelling
II (i) <i>[Good Quality Work]</i>	60 – 69	Critical evaluation and synthesis of issues and material	Evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Good quality presentation, well structured, using correct grammar and spelling
II (ii) <i>[Acceptable Work]</i>	50 - 59	Accurate description of main issues and material, with some critical evaluation	Occasional relevant application of theory, and/or empirical results where applicable	Appropriate knowledge and understanding of principles and concepts	Evidence of reading directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation and structure with acceptable grammar and spelling
III <i>[Adequate Work]</i>	40 – 49	Limited evaluation and description of main issues and material	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge of key principles and concepts only	Evidence of basic reading only	Limited referencing and bibliography	Acceptable presentation and structure, grammar and spelling
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	No evidence of relevant application of theory and/or empirical results	Limited and/or superficial knowledge of key principles and concepts	Minimal evidence of reading	Inadequate referencing and bibliography	Poor presentation and structure, grammar and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of application of theory and/or empirical results	Insufficient evidence of key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Inadequate presentation, structure, grammar and spelling

ASSESSMENT CRITERIA – QUALITATIVE-BASED WORK

Level 7

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
Distinction	70 – 100	Critical insightful evaluation and synthesis of complex high level of originality and reflection. Demonstrates the ability to pursue research at Doctoral level	Extensive evidence of advanced applications and/or empirical results, where applicable, informed extensively by current research and practice in the area	Exceptional knowledge and conceptual understanding of complex and/or specialised principles and concepts and the development and advancement of ideas and practice	Extensive evidence of integrating supplementary sources	Outstanding referencing and bibliography	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and citation.
Pass	60 – 69	Critical evaluation and synthesis of complex issues and material which includes an original and reflective approach	Clear evidence of relevant applications and/or empirical results, where applicable, informed by current research and practice in the area	Wide knowledge and depth of understanding of complex and/or specialised principles and concepts and the development of ideas and practice	Evidence of extensive reading of supplementary sources	Comprehensive referencing and bibliography	Excellent presentation, logically structured, using correct grammar and citation
Pass	50 – 59	Some critical evaluation and synthesis of key issues and material	Evidence of relevant applications and/or empirical results, where applicable with some links to current research in the area	Appropriate knowledge and depth of understanding of key principles and concepts with some understanding of their development in practice	Evidence of reading supplementary sources	Adequate referencing and bibliography	Orderly presentation, clear structure and acceptable grammar and spelling
Fail (Marginal)	45 – 49	Some evaluation and synthesis of issues and material	Occasional relevant applications and/or empirical results, where applicable	Basic knowledge and depth of understanding of key principles and concepts only	Limited evidence of reading	Limited referencing and bibliography	Adequate presentation and structure, grammar, spelling and citation
Fail	31 – 44	Limited evaluation and synthesis of issues and material	Limited applications and/or empirical results, where applicable	Limited and/or superficial knowledge of key principles and concepts	Minimal evidence of reading	Inadequate referencing and bibliography	Poor presentation and structure, grammar, spelling and citation
Fail	0 – 30	Little or no evaluation and synthesis of issues and material	Little or no evidence of relevant application and/or empirical results	Virtually devoid of any evidence of knowledge and understanding	Little or no evidence of reading	Inadequate referencing and bibliography	Inadequate presentation, structure, grammar, spelling and citation

ASSESSMENT CRITERIA – QUANTITATIVE-BASED WORK

Level 3

Classification	% Range	Knowledge and Understanding	Problem Solving	Calculations	Analysis and Interpretation	Presentation of Work
I <i>[Outstanding Work]</i>	80 – 100	Evidence of knowledge and understanding of key theories, principles and concepts	Competent in the use of appropriate techniques to identify and model standard problems. Can work beyond routine context or complexity.	Able to demonstrate the steps taken, very few errors in calculations, using recognised methods to formulate solutions	Evidence of analytical and interpretation in familiar contexts, evaluating outcomes and deriving conclusions	Well directed presentation, logically structured
I <i>[Excellent Work]</i>	70 – 79	Knowledge and understanding of most key theories, principles and concepts evident	Able to use appropriate techniques to identify and model standard problems and those of some complexity.	Demonstrates the steps taken, few errors in calculations, using recognised methods	Reasonable evidence of use of analytical and interpretative skills in familiar contexts, evaluating outcomes and making judgements	Clearly presented, logically structured
II (i) <i>[Good Quality Work]</i>	60 – 69	Adequate knowledge and understanding of most key theories, principles and concepts evident	Able to use appropriate techniques to identify and model standard problems.	Errors in the steps taken or in the calculations, recognised methods not always used correctly	Some evidence of use of analytical and interpretative skills in familiar contexts, evaluating outcomes and making judgements	Competent presentation and structure
II (ii) <i>[Acceptable Work]</i>	50 - 59	Knowledge and understanding of key theories, principles and concepts is limited	Ability to use appropriate techniques to identify and model standard problems is limited	Steps taken in calculations lack clarity, recognised methods not used or used incorrectly	Limited evidence of the use of analytical and interpretative skills.	Limited presentation and/or structure
III <i>[Adequate Work]</i>	40 – 49	Knowledge and understanding of key theories, principles and concepts is very limited.	Very limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete, calculations largely incorrect, recognised methods not used or used incorrectly	Little evidence of analysis and/or incorrect interpretation	Poor presentation, and/or structure
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Lack of knowledge and understanding of key theories, principles and concepts.	Not able to or does not use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete or/and incorrect, recognised methods not used or used incorrectly	No analysis and/or interpretation	Very poor presentation and inadequate structure
Fail <i>[Unacceptable Work]</i>	0 – 34	No evidence of knowledge or understanding of key theories, principles and concepts.	Does not use appropriate techniques to identify and model standard problems	Steps taken in calculations are incorrect, recognised methods not used or used incorrectly	No analysis and/or interpretation	Unacceptable presentation and structure

ASSESSMENT CRITERIA – QUANTITATIVE-BASED WORK

Level 4

Classification	% Range	Knowledge and Understanding	Problem Solving	Calculations	Analysis and Interpretation	Presentation of Work
I <i>[Outstanding Work]</i>	80 – 100	Substantial knowledge and clear understanding of major theories, principles and concepts	Able to identify more complex problems and competent in the modelling of standard problems	Clear demonstration of the steps taken, few errors in calculations, using recognised methods to formulate solution.	Evidence of analysis and interpretation of new and seen data in conclusions derived	Very well directed presentation, logically structured
I <i>[Excellent Work]</i>	70 – 79	Evidence of knowledge and clear understanding of a range of theories, principles and concepts	Competent in the use of appropriate techniques to identify and model standard problems	Able to demonstrate the steps taken, errors in calculations, using recognised methods to formulate solutions	Reasonable evidence of analytical and interpretation in evaluating outcomes and deriving conclusions	Well directed presentation, logically structured
II (i) <i>[Good Quality Work]</i>	60 – 69	Knowledge and understanding of key theories, principles and concepts evident	Able to use appropriate techniques to identify and model standard problems	Errors in the steps taken in calculations, recognised methods used incorrectly	Some evidence of use of analytical and interpretative skills in evaluating outcomes and making judgements	Clearly presented, logically structured
II (ii) <i>[Acceptable Work]</i>	50 - 59	Knowledge and understanding of key theories, principles and concepts limited or inconsistent	Limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations lack clarity recognised methods not used or used incorrectly	Limited evidence of the use of analytical and interpretative skills.	Competent presentation and structure
III <i>[Adequate Work]</i>	40 – 49	Knowledge and understanding of key theories, principles and concepts very limited.	Very limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete, calculations largely incorrect, recognised methods not used or used incorrectly	Little evidence of analysis and/or incorrect interpretation	Poor presentation, and structure
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Lack of knowledge and understanding of key theories, principles and concepts.	Not able to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete or/and incorrect, recognised methods not used or used incorrectly	No analysis and/or interpretation	Very poor presentation and inadequate structure
Fail <i>[Unacceptable Work]</i>	0 – 34	No evidence of knowledge or understanding of key theories, principles and concepts.	Does not use appropriate techniques to identify and model standard problems	Steps taken in calculations are incorrect, recognised methods not used or used incorrectly	No analysis and/or interpretation	Unacceptable presentation and structure

ASSESSMENT CRITERIA – QUANTITATIVE-BASED WORK

Level 5

Classification	% Range	Knowledge and Understanding	Problem Solving	Calculations	Analysis and Interpretation	Presentation of Work
I <i>[Outstanding Work]</i>	80 – 100	Comprehensive knowledge and clear understanding of major and complex theories, principles and concepts	Competent in both the identification and modelling of more complex problems	Applies appropriate techniques, and demonstrates innovation and creativity in formulating substantially correct solutions	Clear evidence of analysis and interpretation of new or abstract data and in conclusions derived	Excellent, well directed presentation, logically structured
I <i>[Excellent Work]</i>	70 – 79	Substantial knowledge and clear understanding of major theories, principles and concepts	Able to identify more complex problems and competent in the modelling of standard problems	Clear demonstration of the steps taken, few errors in calculations, using recognised methods to formulate solutions	Evidence of analysis and interpretation of new and seen data in conclusions derived	Well directed presentation, logically structured
II (i) <i>[Good Quality Work]</i>	60 – 69	Evidence of knowledge and clear understanding of a range of theories, principles and concepts	Competent in the use of appropriate techniques to identify and model standard problems	Able to demonstrate the steps taken, errors in calculations, not always using recognised methods to formulate solution.	Reasonable evidence of analysis and interpretation in evaluating outcomes and deriving conclusions	Clearly presented, logically structured
II (ii) <i>[Acceptable Work]</i>	50 - 59	Knowledge and understanding of key theories, principles and concepts evident.	Able to use appropriate techniques to identify and model standard problems	Errors in steps taken in calculations, recognised methods not used or used incorrectly	Some evidence of analytical and interpretative skills in evaluating outcomes and deriving conclusions	Neat presentation and structure,
III <i>[Adequate Work]</i>	40 – 49	Knowledge and understanding of key theories, principles and concepts limited or inconsistent.	Limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete or largely incorrect, recognised methods not used or used incorrectly	Very limited use or incorrect use of analytical and interpretative skills	Weak presentation and structure
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Knowledge and understanding of key theories, principles and concepts very limited.	Very limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete and incorrect recognised methods not used or used incorrectly	Little or no analysis and interpretation	Poor presentation and inadequate structure
Fail <i>[Unacceptable Work]</i>	0 – 34	Lack of knowledge and understanding of key theories principles and concepts.	Not able to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete and incorrect recognised methods not used or used incorrectly	No analysis or interpretation.	Unacceptable presentation and structure

ASSESSMENT CRITERIA – QUANTITATIVE-BASED WORK

Level 6

Classification	% Range	Knowledge and Understanding	Problem Solving	Calculations	Analysis and Interpretation	Presentation of Work
I <i>[Outstanding Work]</i>	80 – 100	Comprehensive depth of knowledge and clear understanding of major and complex theories, principles and concepts	Very competent in both the identification and modelling of more complex problems	Techniques are appropriately and effectively used demonstrating innovation and creativity in formulating substantially correct solutions	Evidence of excellent analysis and interpretation of new or abstract data and in conclusions derived	Excellent, well directed presentation, logically structured
I <i>[Excellent Work]</i>	70 – 79	Comprehensive knowledge and clear understanding of major and complex theories, principles and concepts	Competent in both the identification and modelling of more complex problems	Applies appropriate techniques, and demonstrates innovation and creativity in formulating mainly correct solutions	Clear evidence of analysis and interpretation of new or abstract data and in conclusions derived	Well directed presentation, logically structured
II (i) <i>[Good Quality Work]</i>	60 – 69	Substantial knowledge and clear understanding of major theories, principles and concepts	Able to identify more complex problems and competent in the modelling of standard problems	Clear demonstration of the steps taken few errors in calculations using recognised methods to formulate solution	Evidence of analysis and interpretation of new and seen data in conclusions derived	Clearly presented, logically structured
II (ii) <i>[Acceptable Work]</i>	50 - 59	Evidence of knowledge and clear understanding of a range of theories, principles and concepts	Competent in the use of appropriate techniques to identify and model standard problems	Able to demonstrate the steps taken, errors in calculations, may not always using recognised methods to formulate solution	Reasonable evidence of analysis and interpretation in evaluating outcomes and making judgements	Neat presentation and structure
III <i>[Adequate Work]</i>	40 – 49	Knowledge and understanding of key theories, principles and concepts limited or inconsistent	Able to use appropriate techniques to identify and model standard problems	Steps taken in calculations lack clarity, calculations have numerous errors, recognised methods not used or used incorrectly	Limited use of analytical and interpretative skills	Weak presentation and structure
Fail (Marginal) <i>[Limited Work]</i>	35 – 39	Very limited knowledge and understanding of key theories, principles and concepts	Limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete or largely incorrect, recognised methods not used or used incorrectly	Little or no analysis and interpretation	Poor presentation and structure
Fail <i>[Unacceptable Work]</i>	0 – 34	Little or no evidence of knowledge and/or understanding of key theories, principles and concepts	Very limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete and incorrect, recognised methods not used or used incorrectly	No analysis or interpretation	Unacceptable presentation, and structure

ASSESSMENT CRITERIA – QUANTITATIVE-BASED WORK

Level 7

Classification	% Range	Knowledge and Understanding	Problem Solving	Calculations	Analysis and Interpretation	Presentation of Work
Distinction	70 – 100	Systematic understanding of specialised and/or applied areas of theoretical or research based knowledge	Independent and professional in the approach taken to complex problem solving	Can use a large range of techniques appropriately and demonstrates innovation and creativity in complex and unpredictable situations	Very high level of competence in analysing and interpreting complex or incomplete data and in communicating the outcome	Excellent well directed presentation, logically structured
Pass	60 – 69	Clear understanding of specialised or applied areas of theoretical or research based knowledge	Largely independent and professional in the approach taken to complex problem solving	Uses techniques effectively and demonstrates innovation and creativity in complex situations	Competent in analysing and interpreting complex or incomplete data and in communicating the outcome	Clearly presented, logically structured
Pass	50 - 59	Demonstrates understanding of specialised or applied areas of theoretical or research based knowledge	Reasonably competent in solving of complex problems	Uses techniques effectively and demonstrates some innovation or creativity in complex situations	Reasonably competent in analysing and interpreting complex or incomplete data and in communicating the outcome	Neat presentation and structure
Fail (Marginal)	45 – 49	Limited understanding of specialised or applied areas of theoretical or research based knowledge	Solve complex problems only with some guidance or direction	Some errors in techniques used, work lacks innovation or creativity, reliance on routine procedures	Limited ability to analyse and/or interpret complex or incomplete data and in communicating the outcome	Weak presentation and structure
Fail	31 - 44	Very limited understanding of specialised or applied areas of theoretical or research based knowledge	Limited ability to solve complex problems	Many errors in techniques used, no innovation or creativity shown, reliance on routine procedures	Little or no analysis and interpretation of complex data, poor presentation of results	Poor presentation and structure
Fail	0 – 30	Has not grasped the theoretical or research base of the subject	Very limited ability to solve complex problems	Inability to use techniques, routine procedures have errors	No analysis or interpretation of complex data, poor or very poor presentation of results	Unacceptable presentation, and structure