

## Grade Criteria

### Module: Economics of Public Policy

#### Assessment 3: In-class Exercise: Government Intervention (10%)

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level.	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.
<b>Knowledge and Understanding (10%)</b>  Understand the concepts in economics literature and relate them to the government's motivation in intervention.	Excellent understanding of concepts/theories (some of them abstract) and relate them perfectly to the government's motivation in intervention.	Excellent understanding of concepts/theories (some of them abstract) and relate them to the government's motivation in intervention with minor errors.	Good understanding of concepts and theories (some of them abstract) with few inaccurate definitions and relate them to the government's motivation in intervention with minor errors.	Sufficient understanding of concepts and theories with several inaccurate definitions but relate them incompletely to the government's motivation in intervention.	Insufficient understanding of concepts and theories with several inaccurate definitions but relate them incorrectly to or without relating them to the government's motivation in intervention.	Poor understanding of concepts and theories with many inaccurate definitions and not relating them to the government's motivation in intervention.	No evidence demonstrating understanding of any concepts and theories
<b>Cognitive Skills (40%)</b>  Examine the cost-benefits, pros-cons of various tools of government intervention and relate them to the government's objective functions	Selects and applies appropriate methods to examine all possible intervention tools  Excellent investigative skills generate well-founded and evidenced conclusions taking into account the government's objective function and its constraints and furthermore, the correlation between the particular policy and other policies implemented	Applies appropriate methods to examine all possible intervention tools  Thorough investigation generates well-founded conclusions taking into account the government's objective function and its constraints	Applies appropriate methods to examine most intervention tools  Investigation generates well-founded conclusions taking into account the government's objective function and most of its constraints	Uses appropriate but incomplete methods to examine intervention tools  Investigation generates well-founded conclusions taking into account the government's objective function and some of its constraints	Uses appropriate but incomplete methods to examine intervention tools. Moreover, not all possible intervention tools are examined  Investigation generates conclusions but incomplete, although taking into account the government's objective function and very few of its constraints	Uses inappropriate and incomplete methods to examine intervention tools.  Investigation generates incorrect conclusions	No methods are addressed in analysis for examining intervention tools.
<b>Practical and Professional Skills (40%)</b>  Select or propose the best intervention tool according the government's objective function	Exceptional judgement in analysis and evaluation of each possible intervention tool  Correctly select the optimal and feasible tool using Information drawn for the analysis by taking into account government's objectives and all relevant constraints	Exceptional judgement in analysis and evaluation of each possible intervention tool  Correctly select the optimal and feasible tool using Information drawn for the analysis by taking into account government's objectives and most of relevant constraints	Good judgement in analysis and evaluation of each possible intervention tool  Correctly select the optimal tool (though perhaps infeasible) using Information drawn for the analysis by taking into account government's objectives but without taking into account all relevant	Good judgement in analysis and evaluation of each possible intervention tool  Correctly select the optimal but infeasible tool using information drawn for the analysis by taking into account government's objectives but without taking into account most relevant constraints	Unsatisfactory judgement in analysis and evaluation of each possible intervention tool  Incorrectly select the feasible tool without using information drawn for the analysis and without correctly taking into account relevant constraints	Poor judgement in analysis and evaluation of each possible intervention tool  Incorrect selection of optimal tool and no use or incorrect use of information drawn from the analysis	No judgement drawn from the analysis and evaluation for each possible intervention tool

			constraints				
<b>Transferrable and Key Skills (10%)</b>  Clear and cohesive presentation	Excellent presentation and organisation of work and lucid communication in all contexts;  Work demonstrates independence and initiative beyond level expectations, setting objectives and taking responsibility for outcomes	Excellent presentation and organisation of work and lucid communication in most contexts;  Work demonstrates independence and some initiative in setting objectives and taking responsibility for outcomes	Presentation and organisation of work appropriate to context and purpose, communication clear;  Work demonstrates independence in setting some objectives beyond those given and taking responsibility for outcomes	Satisfactory organisation and presentation of work, communications mostly appropriate to the context/purpose;  Work demonstrates satisfactory independence in addressing objectives and taking responsibility for outcomes	Organisation and presentation of work and communications inadequate in most contexts, with some mistakes/irrelevancies  Work demonstrates inadequate independence in addressing given objectives and taking some responsibility for outcomes	Elements of disorganisation/ poor presentation/ poor or inappropriate communication or expression;  Work demonstrates insufficient independence in attempting to address given objectives and taking responsibility for outcomes	Work is disorganised, poorly presented with poor/inappropriate communication and expression;  Work fails to address objectives and take responsibility for outcomes