

## Module: Statistics

### Assessment: In-class exercise 1

	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.
<p><b>Knowledge and Understanding</b></p> <p>Demonstrates an understanding of the principles, terms and concepts of statistics. Answers provide accurate information to the proposed questions.</p>	<p>Accurately recounts a wide range of factual information, with many indications of greater breadth and depth of knowledge, beyond expectations for this level;</p> <ul style="list-style-type: none"> <li>■ Information always relevant and drawn from a wide range of sources, many of them independently identified;</li> <li>■ Organisation of information is exceptionally logical and convincing for work at this level;</li> <li>■ Demonstrates an understanding of the principles, terms, concepts, theories and practices within the subject/discipline that substantially exceeds expectations for the level in many aspects.</li> </ul>	<p>Accurately recounts a wide range of factual information with several indications of greater breadth and some depth of knowledge;</p> <ul style="list-style-type: none"> <li>■ Information consistently relevant and drawn from a wide range of sources, some of which are independently identified;</li> <li>■ Organisation of information is consistently logical and convincing;</li> <li>■ Demonstrates an understanding of the principles, terms, concepts, theories and practices within the subject/discipline that exceeds expectations for the level in several aspects.</li> </ul>	<p>Accurately recounts a range of factual information, with occasional indications of greater breadth of knowledge;</p> <ul style="list-style-type: none"> <li>■ Relevant information drawn from a wide range of sources is organised logically and clearly;</li> <li>■ Recognises and demonstrates clear understanding of the key principles, terms, concepts, theories and practices within the discipline/field.</li> </ul>	<p>Satisfactory range of factual information accurately recounted;</p> <ul style="list-style-type: none"> <li>■ Relevant information drawn from appropriate range of sources is clearly organised;</li> <li>■ Recognises and demonstrates basic understanding of the key principles, terms, concepts, theories and practices within the discipline/field.</li> </ul>	<p>Acceptable range of factual information largely accurately recounted;</p> <ul style="list-style-type: none"> <li>■ Mostly relevant information drawn from an adequate range of sources;</li> <li>■ Organisation of information is generally clear;</li> <li>■ Recognises the basic principles, terms, concepts, theories and practices within the subject/field.</li> </ul>	<p>Recounts a limited range of factual information with some inaccuracies/omissions;</p> <ul style="list-style-type: none"> <li>■ Information not always relevant and drawn from a limited range of sources;</li> <li>■ Some errors in organisation of information;</li> <li>■ Occasional errors/omissions/misrecognitions of the basic principles, terms, concepts, theories and practices within the subject/field.</li> </ul>	<p>Substantial inaccuracies/omissions in factual information;</p> <ul style="list-style-type: none"> <li>■ Range of information inadequate, often irrelevant and disorganised;</li> <li>■ Fails to recognise the basic principles, terms, concepts, theories and practices within the subject/field.</li> </ul>

<p><b>Cognitive Skills</b></p> <p>Ability to analyze problems and apply learned concepts into multidisciplinary areas</p>	<p>Selects appropriate methods from a range well beyond that given, and may adopt or refine a method to extend the analysis;</p> <ul style="list-style-type: none"> <li>■ Analysis of issues/problems, including some that are unpredictable or loosely defined is exceptional for this level;</li> <li>■ Demonstrates outstanding ability to apply learning in less familiar contexts/situations.</li> </ul>	<p>Selects from given methods appropriately, often going beyond the given, and applies these systematically to analyse issues/problems, several of which are not closely defined;</p> <ul style="list-style-type: none"> <li>■ Ability to apply learning in less familiar contexts/situations exceeds expectations for this level in some aspects.</li> </ul>	<p>Selects from given methods appropriately, occasionally going beyond the given, and applies these to analyse issues/problems, some of which are not closely defined;</p> <ul style="list-style-type: none"> <li>■ Evidences ability to apply learning in less familiar contexts/situations.</li> </ul>	<p>Selects appropriately from the range of given methods and applies them to generate satisfactory analyses of defined problems/issues;</p> <ul style="list-style-type: none"> <li>■ Applies learning to produce a satisfactory response to a less familiar context/ situation.</li> </ul>	<p>Selects a limited set of given methods from the available range;</p> <ul style="list-style-type: none"> <li>■ Application of method largely appropriate</li> <li>■ Analysis is adequate when dealing with well-defined issues/problems;</li> <li>■ Tendency to description and reliance on familiar approaches;</li> <li>■ Limited application of learning to address a less familiar context/situation.</li> </ul>	<p>Relies on restricted number of given methods;</p> <ul style="list-style-type: none"> <li>■ Application of method not always appropriate;</li> <li>■ Analysis partial when dealing with well-defined issues/problems, and marginally inadequate for this level;</li> <li>■ Overly descriptive and reliant on familiar approaches;</li> <li>■ Marginally fails to apply learning when dealing with a less familiar context/situation.</li> </ul>	<p>Fails to select an appropriate method from the given range;</p> <ul style="list-style-type: none"> <li>■ Application of method inappropriate/inaccurate;</li> <li>■ Analysis of defined problems/issues inadequate, inaccurate or absent, with reliance on description;</li> <li>■ Fails to apply learning in a less familiar context/situation.</li> </ul>
<p><b>Practical and Professional Skills</b></p> <p>Independence, capacity, creativity and initiative to provide practical solutions to the questions proposed.</p>	<p>Performance of set creative, practical, technical, work-related or scholarly tasks is exemplary, in many instances showing independence, capacity and initiative beyond expectations for this level.</p>	<p>Performance of set creative, practical, technical, work-related or scholarly tasks is excellent and shows independence, capacity and initiative beyond expectations for this level in several instances.</p>	<p>Performance of set creative, practical, technical, work-related or scholarly tasks is accurate and sometimes shows elements of independence and capacity beyond expectations for this level.</p>	<p>Accurately performs set creative, creative, practical, technical, work-related or scholarly tasks, under appropriate levels of supervision and guidance.</p>	<p>Performance of set creative, practical, technical, work-related or scholarly tasks generally accurate;</p> <ul style="list-style-type: none"> <li>■ Some tendency to rely on support, supervision and guidelines with few indications of independence.</li> </ul>	<p>Performance of set creative, practical, technical, work-related or scholarly tasks shows some inaccuracies and is marginally inadequate for this level;</p> <ul style="list-style-type: none"> <li>■ Tendency to rely on support, supervision and guidelines with little indication of independence.</li> </ul>	<p>Performance of set creative, practical, technical, work-related or scholarly tasks inaccurate and inadequate for this level;</p> <ul style="list-style-type: none"> <li>■ Reliant on support, supervision and guidance; lacks independence.</li> </ul>
<p><b>Transferrable and Key Skills</b></p> <p>Demonstrates outstanding skills in presenting information and results. Independent work abilities with minimal guidance will also be considered.</p>	<p>Presentation of information and data is outstanding in its clarity, accuracy, stylistic appropriateness and consistency of referencing, with evidence of ability/creativity beyond expectations for this level;</p> <ul style="list-style-type: none"> <li>■ Demonstrates exceptional ability in independent and group working, generating outstanding outcomes/contributions;</li> <li>■ Exercise of reflection and self-critical evaluation is exceptionally insightful and sustained and beyond expectations for this level.</li> </ul>	<p>Clarity, style and format of presentation of information and data is excellent, with consistently accurate referencing;</p> <ul style="list-style-type: none"> <li>■ Works independently with minimal guidance and support; group working excellent, with some contributions beyond expectations for this level;</li> <li>■ Exercises self-critical reflection to evaluation own strengths and weaknesses, generating many critical insights.</li> </ul>	<p>Presentation of information and data is consistently clear and appropriate in style and format, with accurate referencing;</p> <ul style="list-style-type: none"> <li>■ Works independently with occasional guidance and support; group working is responsible and effective;</li> <li>■ Identification of own strengths and weaknesses shows ability to respond to criteria and given evaluations/feedback, with some critical insights.</li> </ul>	<p>Presentation of information and data is clear, in a satisfactory format and style, with accurate referencing;</p> <ul style="list-style-type: none"> <li>■ Works independently with guidance and support and demonstrates satisfactory responsibility in group tasks;</li> <li>■ Identification of own strengths and weaknesses is satisfactory in response to given criteria and evaluations/feedback.</li> </ul>	<p>Presentation of information and data mostly clear and in an acceptable format, with occasional inconsistencies/ minor errors in style, format or referencing;</p> <ul style="list-style-type: none"> <li>■ Independent activity requires clear guidance and support;</li> <li>■ Participation/contribution to group tasks is adequate and evidences some responsibility;</li> <li>■ Identification of own strengths and weaknesses is acceptable when given very clear criteria and detailed evaluation/feedback.</li> </ul>	<p>Presentation of information and data sometimes unclear and not in an appropriate format, with some inconsistencies/ errors in style, format or referencing;</p> <ul style="list-style-type: none"> <li>■ Struggles to conduct activity independently despite clear guidance and support;</li> <li>■ Demonstrates limited responsibility in participation/contribution to group tasks</li> <li>■ Identification of own strengths and weaknesses is limited or partial, despite very clear criteria and detailed evaluation/feedback.</li> </ul>	<p>Presentation of information and data disorganised, inappropriate in format and with significant errors in style, format or referencing;</p> <ul style="list-style-type: none"> <li>■ Fails to carry out activity independently;</li> <li>■ Participation in or contribution to group tasks is minimal/absent with little/no evidence of responsibility;</li> <li>■ Identification of own strengths and weaknesses is deficient/absent and fails to consider given criteria or evaluations/feedback.</li> </ul>

