

## EDUC4013: PE Studies 6 - Physical Activity Behaviour

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

<b>Course Description</b>	This course provides students with an opportunity to gain knowledge, understanding and skills related to the determinants of physical activity among children and adolescents. It is focused on strategies and techniques that can be used by teachers and schools to increase students' leisure time physical activity and their activity levels in physical education, school sport and during break periods. The course includes an applied research component, whereby students are provided with an opportunity to develop their understanding of research methods and data analysis techniques relevant to physical activity, fitness and movement skills.
<b>Requisites</b>	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none"><li>- Three HSC band 5s (including one in English) or</li><li>- 80 units of UoN courses or</li><li>- Regulatory authority approved comparable pathways or</li><li>- Commencement in the program pre 2016</li></ul>
<b>Contact Hours</b>	<b>Callaghan</b> <b>Lecture</b> Face to Face On Campus 1 hour(s) per Week for 12 Weeks  <b>Tutorial</b> Face to Face On Campus 2 hour(s) per Week for 12 Weeks
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

**Course Coordinator**     **Callaghan**  
Dr Jordan Smith  
[Jordan.Smith@newcastle.edu.au](mailto:Jordan.Smith@newcastle.edu.au)  
(02) 4921 7704

Consultation: Office hours: Tues (2.30-4.00pm) and Thurs (2.30-4.00pm).  
Book a meeting via: [https://calendly.com/jordan\\_smith\\_appointments/30min](https://calendly.com/jordan_smith_appointments/30min)

**School Office**             **School of Education**  
VG30, V Building  
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[Education@newcastle.edu.au](mailto:Education@newcastle.edu.au)  
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# SYLLABUS

**Course Content**             This course provides students with an opportunity to gain knowledge, understanding and skills related to the determinants of physical activity among children and adolescents. It is focused on strategies and techniques that can be used by teachers and schools to increase students' leisure time physical activity and their activity levels in physical education, school sport and during break periods. The course includes an applied research component, whereby students are provided with an opportunity to develop their understanding of research methods and data analysis techniques relevant to physical activity, fitness and movement skills.

- Physical activity and sedentary behaviour patterns of Australian children and adolescents
- Correlates of physical activity in children and adolescents
- Physical activity and psychological well-being in youth
- Theories of physical activity behaviour change
- Behavioural strategies and skills for physical activity promotion
- Measuring physical activity, fitness and sedentary behaviour for research and teaching
- School-based physical activity interventions for children and adolescents
- Increasing students' physical activity levels in physical education
- Increasing student motivation and engagement in physical education
- Technology-based physical activity interventions for children and adolescents
- Sedentary behaviour in young people- prevalence, trends and determinants
- Home and community-based interventions to increase physical activity

**Course Learning Outcomes**     **On successful completion of this course, students will be able to:**

1. identify the modifiable and non-modifiable correlates of physical activity and sedentary behaviour;
2. demonstrate an applied understanding of health behaviour theory as it pertains to physical activity behaviour;
3. identify and develop appropriate strategies and interventions to increase physical activity and reduce sedentary behaviour among children and adolescents;
4. demonstrate knowledge and skills related to increasing motivation in physical education and school sport;
5. identify, interpret and critically evaluate relevant research;
6. demonstrate knowledge and skills related to research design and statistical analysis.

**Course Materials**             **Other Resources:**  
Resources will be made available on canvas.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to child and adolescent physical activity behaviour	The physical activity of school-aged youth in Australia, and introduction to descriptive statistics	
2	4 Mar	Correlates of physical activity in children and adolescents	Measuring psychosocial variables and conducting bivariate correlations	
3	11 Mar	Measuring physical activity, fitness and sedentary behaviour	Selecting and conducting fitness and physical activity assessments	Task 1 (Part A): Letter to Principal; Due by 11:59pm, Friday 15 <sup>th</sup> March
4	18 Mar	Physical activity promotion in schools: Opportunities and interventions	Strategies for increasing physical activity in PE	
5	25 Mar	Motivation and physical activity behaviour	Strategies for increasing students' motivation in PE	
6	1 Apr	Theories of physical activity behaviour change (Online)	No Tutorial (UoN concession day)	
7	8 Apr	IN-CLASS TEST	Designing a school-based intervention	Task 2 (Part A): In-class test 1; Due in class, Tuesday 9 <sup>th</sup> April
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
8	29 Apr	Benefits of vigorous physical activity for youth	Embedding vigorous physical activity within the school day: A place for High Intensity Interval Training (HIIT)?	
9	6 May	Physical activity as a habitual behaviour	Testing the effects of behavioural strategies on psychological and affective outcomes	
10	13 May	Physical activity and psychological well-being in youth	Testing the effects of exercise prescription on psychological outcomes	Task 1 (Part B): Designing a school-based intervention; Due by 11:59pm, Friday 17 <sup>th</sup> May
11	20 May	Interventions to reduce sedentary behaviour in young people	School-based strategies for reducing sedentary behaviour	
12	27 May	Engaging parents in physical activity promotion	Engaging parents in physical activity promotion	
13	3 Jun	IN-CLASS TEST	Future directions for youth physical activity and course review	Task 2 (Part B): In-class test 2; Due in class, Tuesday 4 <sup>th</sup> June
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has two assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case Scenario/PBL Exercises	Part A: Letter to Principal (20%) – 11:59pm, Friday Week 3 (15/03) Part B: Designing a school-based intervention (40%) – 11:59pm, Friday Week 10 (17/05)	Combination	60%	2, 3, 5, 6
2	Examination	Part A: In-class test 1 (20%) – 10:00am, Tuesday Week 7 (09/04) Part B: In-class test 2 (20%) – 10:00am, Tuesday Week 13 (04/06)	Individual	40%	1, 2, 3, 4, 5, 6

**Late Submissions** The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Case Scenario/PBL Exercises

**Assessment Type** Case Study / Problem Based Learning

**Purpose** The purpose of this task is for students to demonstrate: (i) an understanding of the benefits of physical activity for children and adolescents, and evidence regarding physical activity prevalence and trends; (ii) their ability to use frameworks and theory to design a school-based physical activity intervention, and (iii) aptitude in scholarly written communication.

**Description** Part A: Scenario. You are a HPE teacher at an Australian high school and you have noticed the students at your school are highly inactive and generally disengaged in school sport and Physical Education (PE). Draft a persuasive letter to the school Principal on behalf of the HPE faculty that aims to gain support for the delivery of a school-based physical activity (PA) intervention.

Working INDIVIDUALLY, you will draft a letter to the school Principal on behalf of a school HPE faculty. The letter will provide a persuasive, evidence-based, and academically referenced argument that aims to gain the support of the school Principal to pilot a school-wide program (i.e. an intervention) to increase students' PA participation within and beyond the school day (weighting = 20%).

At a minimum, your letter should: (i) outline the benefits of PA for school-aged youth, and (ii) describe the prevalence of physical inactivity among adolescents, and relevant information regarding long-term (i.e., historical) trends in PA/fitness. Your letter does NOT need to describe the intervention to be implemented. This will be done through PART B of the assessment task (due in Week 10).

Part B: Scenario. You are a HPE teacher at an Australian high school, and you have received support from the school Principal to pilot test a school-based intervention to increase students' PA over one school year. If this pilot program is successful, the Principal will support its ongoing delivery at the school. To evaluate the effectiveness of the PA intervention, you have enlisted the help of researchers from a local University.

Following on from PART A, your task now is to draft the proposal outlining the intervention to be delivered in your school for Principal sign-off.

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Working IN PAIRS, you will develop the proposal for a school-based intervention designed to increase students' PA participation. The intervention will be informed by a review of previous school-based interventions directed at adolescents, as well as intervention frameworks and theories of PA behaviour change. Specifically, the proposed intervention must apply the Comprehensive School Physical Activity Program (CSPAP) framework and you must align your selected intervention strategies to the PA promotion approaches outlined by Beets et al's (2016) Theory of Extended, Expanded and Enhanced (TEO) opportunities (weighting = 40%).

**Weighting** 60%

**Length** 3000 words

**Due Date** Part A: Letter to Principal – 11:59pm, Friday Week 3 (15<sup>th</sup> March)  
Part B: Designing a school-based intervention – 11:59pm, Friday Week 10 (17<sup>th</sup> May)

**Submission Method** Online. For Part B, only ONE assignment is to be submitted per pair.

**Assessment Criteria** PART A: Letter to Principal (maximum TWO A4 pages including reference list, completed INDIVIDUALLY)

Marks will be awarded for the intellectual quality, clarity, and persuasiveness of the arguments presented. Ensure thought is given to the target audience (i.e., school Principal), and consider what might be most convincing/compelling to this individual. To avoid loss of marks, any scientific/evidence-based claims presented in your letter MUST be supported by appropriately referenced sources.

PART B: Designing a school-based intervention (2500 words, completed IN PAIRS)  
This part is made up of the following sections (suggested word counts provided):

1) Review of previous school-based PA interventions targeting adolescents (1000 words) –

Select and review 4 previous school-based PA interventions targeting adolescents (NOT primary/elementary school children) from the published literature.

Your review should include: (i) An overview of each intervention that includes a description of the target population and the specific 'strategies' used to improve PA (i.e., intervention components). Using the article by Beets et al. (2016), which is provided on Canvas, you must align (where applicable) the intervention components from the reviewed articles with the components of the Beets et al. (2016) Theory of Expanded, Extended, and Enhanced Opportunities (TEO). Specifically, you must identify which intervention components are examples of 'Extension', 'Enhancement' or 'Expansion'. This theory will be covered in class prior to the task due date; (ii) A concise summary of the study findings for PA and any other relevant outcomes (e.g., BMI, well-being etc).

2) A detailed description of the proposed PA intervention to be delivered (1000 words) –

Using the Comprehensive Schools Physical Activity Program (CSPAP) framework (provided on Canvas and discussed in class), design a school-based intervention that includes strategies/components addressing all five CSPAP opportunities. Provide a detailed description of your intervention strategies (e.g., what you are planning to implement that will lead to improved PA participation). Where applicable, indicate whether/how each strategy aligns with the components of the Beets et al. (2016) Theory of Expanded, Extended, and Enhanced Opportunities (TEO). You may direct your intervention at all students, or a particular 'at-risk' group. However, if you choose to target a specific group you must justify your decision with relevant academic references.

3) Discuss any potential barriers to sustaining this type of intervention within the school (250 words). Outline likely barriers that would make it difficult for the school to adopt and sustain the intervention long-term. Provide some examples of implementation strategies that could be used to address these barriers, so that your program might have greater long-term sustainability.

4) A description of the proposed methods for evaluating the effectiveness of your intervention, including a justification for the method(s) used to measure PA (250 words). Describe the method(s) (i.e., research design) you will use to assess the impact of your intervention on students' PA (i.e., how and when your measurements will take place). Provide a clear justification for why you selected your chosen measure(s), with consideration for the specific components of PA that are relevant to your intervention (e.g., frequency, intensity, time, type), and any other considerations such as the feasibility, validity, and reliability of the measures. If more than one method will be used to assess PA, this must be explained and appropriately justified (i.e., what relevant information does the additional measure provide you with). Provide information for any other physical, psychological, social or cognitive outcomes that you would also like to measure to further convince your Principal of the holistic benefits of the PA intervention. You do NOT need to provide example questionnaires with your assignment, just describe what you would like to assess.

**Return Method** Online  
**Feedback Provided** Online

## Assessment 2 - Examination

**Assessment Type** Formal Examination

**Purpose** To assess learning of all course outcomes

**Description** Two in-class tests will be administered during your regularly scheduled lecture period. The first test will assess content knowledge from lectures and tutorials in weeks 1-6 (inclusive), and the second test will evaluate content knowledge from weeks 7-12 (inclusive). Each test will account for 20% of the overall course grade and will be made up of a combination of multiple choice and short/medium response questions.

**Weighting** 40%

**Length** 45 minutes each

**Due Date** In-class test 1 (20%) – 10:00am, Tuesday Week 7 (9<sup>th</sup> April)  
In-class test 2 (20%) – 10:00am, Tuesday Week 13 (4<sup>th</sup> June)

**Submission Method** In-class

**Assessment Criteria** Students will be assessed on their knowledge and understanding of all course content

**Return Method** Online  
**Feedback Provided** No Feedback

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Class roll marked)

A minimum attendance rate of 80% for tutorials and lectures is expected. Failure to satisfy attendance requirements will result in an additional assessment task prior to being allowed to complete the course.

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Students will receive communications via the posting of content or announcements on the canvas course site.

Please check the EDUC4013 canvas site and student email each week for updates and reminders regarding lectures, tutorials and assessments.

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

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**Academic Misconduct** All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

**Adverse Circumstances** The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

**Important Policy Information** The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL	Mark
<b>1. Content of letter (5 marks)</b>					
Includes an accurate and clearly articulated summary of the benefits of physical activity for youth. Describes physical activity prevalence among adolescents, and recent trends in detail and with clarity.	Includes an accurate summary of the benefits of physical activity for youth. Clearly describes physical activity prevalence among adolescents, and recent trends.	Includes an accurate summary of the benefits of physical activity for youth. Clearly describes physical activity prevalence among adolescents, or recent trends.	Describes some benefits of physical activity for youth but information may be vague/inaccurate. Mentions physical activity prevalence or trends, but information may be inaccurate or not focused on adolescents.	Summary of the benefits of physical activity for youth is inaccurate and/or no description of physical activity prevalence and trends is provided.	
<b>4.5 – 5 marks</b>	<b>4 marks</b>	<b>3.5 marks</b>	<b>2.5 – 3 marks</b>	<b>0 – 2 marks</b>	
<b>2. Academic justification for arguments presented (5 marks)</b>					
All claims made in the letter are well justified using extremely relevant academic references. In-text and bibliographic referencing is consistent and without mistakes.	Almost all claims made in the letter are appropriately justified using relevant academic references. In-text and bibliographic referencing is mostly consistent with minimal mistakes.	Claims made in the letter are usually justified using relevant academic references. In-text and bibliographic referencing is somewhat consistent but with some mistakes.	Claims made in the letter are sometimes justified using academic references and/or some references are not relevant. In-text and bibliographic referencing is inconsistent and contains mistakes.	Claims made in the letter are not justified using academic references. In-text and/or bibliographic referencing is either absent or contains numerous mistakes.	
<b>4.5 – 5 marks</b>	<b>4 marks</b>	<b>3.5 marks</b>	<b>2.5 – 3 marks</b>	<b>0 – 2 marks</b>	
<b>3. Quality and persuasiveness of writing (10 marks)</b>					
The quality of writing is excellent, presenting a logical and clear flow of ideas. The arguments made within the letter are concise, easy to understand, and persuasive. They would very likely appeal to a School Principal.	The quality of writing is very good, presenting a logical and clear flow of ideas. The arguments made within the letter are concise, easy to understand, persuasive and would appeal to a School Principal.	The quality of writing is good, presenting a clear flow of ideas. The arguments made within the letter are mostly easy to understand, and some might appeal to a School Principal.	The quality of writing is adequate, but at times unclear. The arguments made within the letter are mostly easy to understand, but are not particularly persuasive and may not always appeal to a School Principal.	The quality of writing is poor, presenting a disorganised and unclear flow of ideas. The arguments made within the letter are difficult to understand, unpersuasive, and would probably not appeal to a School Principal.	
<b>8.5 – 10 marks</b>	<b>7.5 – 8 marks</b>	<b>6.5 – 7 marks</b>	<b>5 – 6 marks</b>	<b>0 – 4.5 marks</b>	

HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL	Mark
<b>1. Review of previous school-based physical activity (PA) interventions targeting adolescents (approx. 1000 words)</b>					
Includes an accurate and clearly articulated summary of FOUR previous school-based interventions targeting adolescents. Includes a clear and well written description of the target population, intervention strategies (aligned to TEO components), and findings for PA and other relevant outcomes.	Includes an accurate summary of FOUR previous school-based interventions targeting adolescents. Includes a clear description of the target population, intervention strategies (aligned to TEO components), and findings for PA and other relevant outcomes.	Includes a summary of FOUR previous school-based interventions targeting adolescents. Summary includes most but not all of the following: target population, intervention strategies, findings for PA and other outcomes.  Summary may be incomplete.	Includes a summary of FOUR previous school-based interventions targeting adolescents. Summary includes some of the following: target population, intervention strategies, findings for PA and other outcomes. Summary is somewhat unclear.	Includes a summary of fewer than FOUR previous school-based interventions and/or interventions do not target adolescents. Summary includes some of the following: target population, intervention strategies, findings for PA and other outcomes. Summary is unclear, incomplete, and/or inaccurate.	
<b>8.5 – 10 marks</b>	<b>7.5 – 8 marks</b>	<b>6.5 – 7 marks</b>	<b>5 – 6 marks</b>	<b>0 – 4.5 marks</b>	
<b>2. Description of proposed intervention (approx. 1000 words)</b>					
Excellent description of proposed intervention, including all of the following: clear and justified description of target population, clearly defined strategies aligned to all 5 CSPAP opportunities, detailed description of intervention strategies that are correctly aligned with TEO components.	Very good description of proposed intervention, including most of the following: clear and justified description of target population, clearly defined strategies aligned to all 5 CSPAP opportunities, detailed description of intervention strategies that are correctly aligned with TEO components.	Good description of proposed intervention, including most of the following: clear description of target population, clearly defined strategies aligned to all 5 CSPAP opportunities, description of intervention strategies that are mostly correctly aligned with TEO components.	Adequate description of proposed intervention, including some of the following: clear description of target population, strategies aligned to 5 or fewer CSPAP opportunities, description of intervention strategies that may or may not be correctly aligned with TEO components.	Inadequate description of proposed intervention, including few of the following: clear description of target population, unclear selection of some CSPAP opportunities, description of intervention strategies that may or may not be correctly aligned with TEO components.	
<b>8.5 – 10 marks</b>	<b>7.5 – 8 marks</b>	<b>6.5 – 7 marks</b>	<b>5 – 6 marks</b>	<b>0 – 4.5 marks</b>	
<b>3. Discussion of potential barriers to sustainability (approx. 250 words)</b>					
Clear and well considered discussion of a number of likely barriers to intervention sustainability. Describes strategies to address barriers, which are very likely to be effective.	Clear and well considered discussion of some of the likely barriers to intervention sustainability. Describes strategies to address barriers, which are likely to be effective.	Clear discussion of some of the likely barriers to intervention sustainability. Describes strategies to address barriers, but it is unclear if these will be effective.	Discussion of some barriers to intervention sustainability. Description of strategies to address barriers absent or very unlikely to be effective.	Inadequate description of likely barriers to sustainability and description of strategies to address barriers absent or inadequate.	
<b>4.5 – 5 marks</b>	<b>4 marks</b>	<b>3.5 marks</b>	<b>2.5 – 3 marks</b>	<b>0 – 2 marks</b>	

4. Proposed methods of evaluation (approx. 250 words)					
Clear and detailed description of methods of evaluation including almost all of the following: clear, correct and justified description of PA measure(s), recognising validity, reliability, feasibility, and alignment with subcomponents of PA that are of interest in proposed intervention. Includes a description of how and when the evaluation will take place.	Clear and detailed description of methods of evaluation including most of the following: clear, correct and justified description of PA measure(s), recognising validity, reliability, feasibility, and alignment with subcomponents of PA that are of interest in proposed intervention. Includes a description of how and when the evaluation will take place.	Clear description of methods of evaluation including most of the following: clear description of PA measure(s), recognising validity, reliability, feasibility, and alignment with subcomponents of PA that are of interest in proposed intervention. May or may not include a description of how or when the evaluation will take place.	Provides a description of methods of evaluation, which includes: description of PA measure(s) that may or may not recognise validity, reliability, feasibility, or alignment with subcomponents of PA that are of interest in proposed intervention. Does not include a description of how or when the evaluation will take place.	Inadequate description of methods of evaluation. Does not describe or justify PA measure(s), does not recognise validity, reliability, feasibility, or alignment with subcomponents of PA that are of interest in proposed intervention. Does not include a description of how or when the evaluation will take place.	
<b>4.5 – 5 marks</b>	<b>4 marks</b>	<b>3.5 marks</b>	<b>2.5 – 3 marks</b>	<b>0 – 2 marks</b>	
5. Quality and clarity of writing, referencing, and assignment presentation					
Assignment demonstrates excellent academic quality: Excellent quality of writing, effective and accurate use of academic referencing, few to no grammatical and spelling errors, acceptable word count, formatting and presentation is excellent.	Assignment demonstrates very good academic quality: High quality of writing, effective and accurate use of academic referencing, few grammatical and spelling errors, acceptable word count, formatting and presentation is very good.	Assignment demonstrates good academic quality: quality of writing is generally good, mostly effective and accurate use of academic referencing, some grammatical and spelling errors, word count may be above/below acceptable limits, formatting and presentation is good but has some obvious areas for improvement.	Assignment demonstrates adequate academic quality: clarity and flow of writing is adequate but could be improved, use of academic referencing is sometimes incorrect, numerous grammatical and spelling errors, word count may be too high/low, formatting and presentation is adequate but could be improved significantly.	Assignment demonstrates poor academic quality: Quality of writing is inadequate, no or improper use of academic referencing, numerous grammatical and spelling errors, word count may be far too high or low, formatting and presentation is poor with many mistakes.	
<b>8.5 – 10 marks</b>	<b>7.5 – 8 marks</b>	<b>6.5 – 7 marks</b>	<b>5 – 6 marks</b>	<b>0 – 4.5 marks</b>	