HRM 201
Workplace Relations

Semester 1, 2012

Department of Marketing and Management
Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

This unit examines the broader macro issues related to managing people and managing change. The scope of inquiry extends to the macroeconomic environment including the economic, political, social, and institutional specific context for managing people. The unit explores the role of government and agencies that establish various frameworks for industrial awards, systems of conciliation and arbitration, collective bargaining, and conflict resolution in the workplace. Students also examine the role of unions, management and employer associations, and the impact of change and reform directions.

TEACHING STAFF

Convenor and Lecturer: Dr Nikola Balnave
Email: nikki.balnave@mq.edu.au
Office: E4A 524
Phone: 9850 7278

Other teaching staff: Details will be posted on the unit’s iLearn site.

CONTACTING STAFF

Consultation times: Dr Nikola Balnave

Monday: 14:30-16:30

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct consultations by email. You may, however, phone staff during their consultation hours. Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.
CLASSES

- The unit involves 3 hours face-to-face teaching per week consisting of a two hour lecture and one hour tutorial.

- The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

- **Students must attend at least 80% of tutorials.** A roll of tutorial attendance will be kept and students must sign this each tutorial.

- Students MUST attend the tutorial assigned unless given permission by Lecturer or Tutor in special circumstances

PRIZES

The **Suncorp Group** Employee Council Academic Prize

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

**Required Text:**


**E-Resources:**

*ABI/INFORM* – comprehensive business database.

*Business Source Complete* – business resources for undergraduate/postgraduate use, with extensive archive of articles. Access to industry reports, market research reports, country reports & company profiles.

*Emerald Fulltext* – scholarly research in management.

*Factiva* – full text business and company information from major Australian and international news sources.

**Related Databases:**

*AIMMAT: AIM Management & Training Database* – a source for Australian, New Zealand and South East Asian articles on management and training. Includes many case studies.

*Informit* – Australasian content on social, economic and political issues.

*Proquest ANZ Newsstand* – provides full text of Australian and New Zealand newspapers, except the AFR.
**Relevant Journals:**
Australian Bulletin of Labour  
Journal of Australian Political Economy  
British Journal of Industrial Relations  
Economic and Labor Relations Review  
HR Monthly  
International Journal of Employment Studies  
Journal of Industrial Relations  
Labour and Industry  
New Technology, Work and Society  
People Management  
Research and Practice in Human Resource Management  
Work and Occupations  
Work, Employment and Society  

**NOTE:** Wikipedia can be a great help with initial information on some topics, however in this unit Wikipedia articles should not be used in assessment tasks.

**TECHNOLOGY USED AND REQUIRED**
- Students are required to use iLearn

**UNIT WEB PAGE**
- Course material is available on the learning management system (iLearn)  
- The web page for this unit can be found at: [https://ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/)

**LEARNING OUTCOMES**
The learning outcomes of this unit are:

1. Understand and identify the different approaches to the study and practice of employment relations  
2. Identify internal and external stakeholders in the employment relationship and the goals and objectives of these stakeholders  
3. Analyse the way that these stakeholders act, together and separately, to shape employment relations processes  
4. Define and apply theory in key employment relations processes  
5. Relate the above to current issues in the field of employment relations
GRADUATE CAPABILITIES

Human resources graduates are expected to have achieved the following discipline specific knowledge and skills upon graduation. This unit contributes to this learning by helping student develop capability particularly in number 1, 2 and 6 below (italicised).

1. Understand the relevance of contemporary HR systems and functions to employment relationship and to organisational effectiveness

2. Critically evaluate the role and changing nature of government employers and employees and their representatives in the field of employment and industrial relations policy and practice.

3. An ability to enhance human capital through effective and sustainable recruitment and selection practices

4. An appreciation of key learning and cognition theories and how they link and inform effective human resources development practices

5. Critically analyse factors impacting on an organisation's capacity to successfully manage their human resources in a global context

6. Evaluation of key developments in contemporary HRM theory with the intention to inform practice and devise strategic HRM practices that enhance the operations of diverse organisations.

7. Understand different theoretical perspectives and key principles of managing change effectively and critically assess the phenomenon of sustainability in the context of organisational change

8. Recognise the pivotal role of managing diversity, ethics and sustainability in contemporary organisations

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University’s graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

1 Discipline Specific Knowledge and Skills (as above)
2 Critical, Analytical and Integrative Thinking
3 Problem Solving and Research Capability
4 Effective Communication

LEARNING AND TEACHING ACTIVITIES

Students are expected to read and research each topic in advance, participate in class /tutorial discussions and to maintain a strong interest in current issues and changes in workplace relations. The teaching program is set out on page 13 of this unit guide.
This unit uses research by Macquarie University researchers as well as from external sources. The unit gives you practice in applying research findings in your assignments.

**ASSESSMENTS**

**ASSESSMENT 1**

**Assignment**

Weighting: 15%
Due Date: Monday 19 March (Week 4)
Duration/Length: 800 Words

**Submission Details:**
All students must submit their assignments through Turnitin using the link on iLearn by 11.59pm on the due date.

Hard copies must be given to the tutor in the tutorial on the due date. Hard copies must be identical to the electronic version submitted.

Late assignments must also be submitted through Turnitin. Late hard copies can be submitted to the HRM 201 marked letterbox located at BESS.

**Description:**

This assessment task requires you to read a number of documents (posted on the unit’s iLearn site) and then answer a range of questions found below.


This decision concerns an application to Fair Work Australia (FWA) by the National Retail Association (NRA) to reduce the minimum shift requirements for casual workers who are secondary school students from three hours to one and a half hours on a school day. The document provides a summary of the evidence and arguments for and against shorter shifts presented at the FWA hearing. It also outlines the reasoning behind FWA Vice President Watson’s decision.

In addition to the FWA Decision document, you need to read the following sources which present a range of stakeholder perspectives on the reduction in the minimum shift requirement for secondary school students:

After reading these documents, address the following questions in a short report:

1. Why have employer associations in the retail industry pursued a reduction in the minimum shift for secondary school students to 1.5 hours?

2. If the shorter minimum shift is claimed to create more jobs for young people, why are unions opposed to it?

3. The Burke and Davey article presents the perspective of students at one workplace who are pleased with the change to minimum shift requirements. Do you think all school students would share their view?

4. After weighing up all the evidence and arguments, do you agree with the FWA decision? Explain your position.

**Aims and Objectives**

This exercise is designed to start students thinking about the range of perspectives held by various stakeholders on employment relations issues. When it comes to debates about employment relations matters, there is no black and white, no right or wrong. Employment relations stakeholders often have different and sometimes competing views, and expected alliances can often shift depending on the issue. Students are encouraged to approach any employment relations matter objectively, recognise that there will be a number of perspectives on the issue, and critically evaluate all viewpoints before arriving at a conclusion.

This assignment is also designed to assess your writing abilities in preparation for assessment 2.

*Please read the Marking Guide on page 18 of this Unit Guide. The marking guide sets out the criteria and standards against which your assignment will be marked.*

Students are responsible for attaching a marking guide to the assessment.
ASSessment 2

Essay

Weighting: 40%
Due Date: Monday 7 May (Week 9)
Duration/Length: 1500 Words
Submission Details:

All students must submit their essays through Turnitin using the link on iLearn by 11.59pm on the due date.

Hard copies must be given to the tutor in the tutorial on the due date. Hard copies must be identical to the electronic version submitted.

Late assignments must also be submitted through Turnitin. Late hard copies can be submitted to the HRM 201 marked letterbox located at BESS.

Question:

‘The growth in casual employment in Australia has benefited both businesses and workers.’ Critically discuss.

Guidelines for the essay:

- The essay should be no more than 1500 words.
- All essays must cite at least six academic sources.
- You must distinguish clearly between your own words and analysis and those of your sources. You must do this by providing appropriate citations using the Harvard method.
- Failure to provide appropriate citations is plagiarism. See the academic honesty policy. Your list of references should include only material cited in the essay.
- This is an individual assessment task – if a submitted essay is assessed as not being the work of a single author then academic honesty rules apply.
Aims and Objectives

This assessment encourages students to:

- Provide a critical perspective of the academic literature on a topic.
- Construct a sustained argument in response to the question.
- Utilise and conform to the principles of academic rigour in the production of an acceptable, formal response to the question.

Please read the Marking Guide on page 19 of this Unit Guide. The marking guide sets out the criteria and standards against which your essay will be marked.

Students are responsible for attaching a marking guide to the assessment.

ASSESSMENT 3

Final Examination

Weighting: 45%
Due Date: Formal Examination Period
Duration: 2 Hours

The final examination will be closed book. The exam will be of two hour duration. The exam will be held during the University Examination period and will include short answer and multiple choice questions. Further information regarding the structure and content of the examination will be provided in the week 13 lecture.

A final examination is included as an assessment task for this unit to provide assurance that:
   i) the product belongs to the student and
   ii) the student has attained the knowledge and skills tested in the exam.

The University Examination period in First Half Year 2012 is from 12 June - 1 July.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. [http://exams.mq.edu.au/](http://exams.mq.edu.au/)
The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University's policy on special consideration process is available at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

The Macquarie University examination policy details the principles and conduct of examinations at the University. The policy is available at: http://www.mq.edu.au/policy/docs/examination/policy.htm

Extension requests: The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

Late submissions: A student who submits a late assessment without approval for an extension will be penalised by 5% per day, i.e. marks equal to 5% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. For example, for an assignment that has a possible highest mark of 40, the student's awarded mark will have two marks deducted for each late day. Saturday and Sunday each count as one day. Assessments will not be accepted after the marked assessment task has been returned to students who submitted the task on time. Late assignments should be submitted to BESS in building E4B to be date stamped and forwarded to your tutor for marking. Note, electronic assignments will NOT be marked.

Attendance: You must attend at least 10 of the 12 tutorials. Failure to do this may affect your final mark.
## Relationship Between Assessment and Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title/Name</strong></td>
<td>Assignment</td>
<td>Essay</td>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>Description</strong></td>
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<td>1500 word essay</td>
<td>2 hour exam including multiple choice and short answer questions</td>
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<td><strong>Due date</strong></td>
<td>Week 4 - 19/3/12</td>
<td>Week 9 – 7/4/12</td>
<td>Formal exam period</td>
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<tr>
<td><strong>% Weighting</strong></td>
<td>15%</td>
<td>40%</td>
<td>45%</td>
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<tr>
<td><strong>Grading method</strong></td>
<td>See page 18 of the unit guide.</td>
<td>See page 19 of the unit guide.</td>
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<tr>
<td><strong>Submission method</strong></td>
<td>In tutorials or BESS</td>
<td>In tutorials or BESS</td>
<td>Attend exam</td>
</tr>
<tr>
<td><strong>Feedback (type, method, date)</strong></td>
<td>Individual written feedback within three weeks of submission</td>
<td>Individual written feedback within three weeks of submission</td>
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<td><strong>Estimated student workload (hours)</strong></td>
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<td><strong>Learning outcomes assessed</strong></td>
<td>1, 2 &amp; 3</td>
<td>1, 2, 3 &amp; 4</td>
<td>1, 2, 3, 4 &amp; 5</td>
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</table>
| **Graduate capabilities assessed** | 1. Discipline Specific Knowledge and Skills  
2. Critical, Analytical and Integrative Thinking  
3. Effective Communication | 1. Discipline Specific Knowledge and Skills  
2. Critical, Analytical and Integrative Thinking  
3. Problem Solving and Research Capability  
4. Effective Communication | 1. Discipline Specific Knowledge and Skills  
2. Critical, Analytical and Integrative Thinking  
3. Problem Solving and Research Capability  
4. Effective Communication |
ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:
http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals
**SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

**STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Support Services. Details of these and other services for students can be accessed at: [http://www.student.mq.edu.au](http://www.student.mq.edu.au)

**IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when using University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved units is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Weekly Study Topic</th>
<th>Text Chapter/s</th>
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<tbody>
<tr>
<td>1</td>
<td>27 Feb</td>
<td>What is employment relations?</td>
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<tr>
<td>2</td>
<td>5 March</td>
<td>Approaches to the study of employment relations</td>
<td>2 &amp; 3</td>
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<td>3</td>
<td>12 March</td>
<td>The changing context of Australian employment relations</td>
<td>4</td>
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<td>4</td>
<td>19 March</td>
<td>The state</td>
<td>5</td>
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<td>5</td>
<td>26 March</td>
<td>Management</td>
<td>6</td>
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<td>6</td>
<td>2 April</td>
<td>Employee representation: Trade unions</td>
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<td>9 – 20 April</td>
<td><strong>MID-SEMESTER BREAK</strong></td>
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<td>7</td>
<td>23 April</td>
<td>Employee representation: Non-union</td>
<td>8</td>
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<td>8</td>
<td>30 April</td>
<td>Statutory regulation</td>
<td>9</td>
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<td>9</td>
<td>7 May</td>
<td>Bargaining structures and processes</td>
<td>10</td>
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<td>10</td>
<td>14 May</td>
<td>Collective bargaining simulation</td>
<td>Additional readings on iLearn</td>
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<tr>
<td>11</td>
<td>21 May</td>
<td>Industrial conflict</td>
<td>11</td>
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<tr>
<td>12</td>
<td>28 May</td>
<td>Employment relations and performance</td>
<td>12</td>
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<tr>
<td>13</td>
<td>4 June</td>
<td>Unit review and exam briefing</td>
<td>All</td>
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</tbody>
</table>
### WEEKLY TUTORIAL ACTIVITIES

#### Week 1 – What is employment relations?

NO TUTORIALS

#### Week 2 – Approaches to the study of employment relations

Find a newspaper cutting concerning an ER issue or incident reported in the media.

- Identify the key stakeholders.
- What are the objectives and goals of each stakeholder?
- Identify any shared goals between the parties.
- Present the unitarist, pluralist and radical views about the cause of the incident/dispute and how it could be resolved.

#### Week 3 – The changing context of Australian employment relations

1. What is globalisation and why is it important to the study of employment relations?
2. What has been the impact of neoliberalism on employment relations?
3. Read the Work Story – *The decline in manufacturing employment* on p.103 of your text and consider the following:
   - Who are the major stakeholders discussed in the case study?
   - How do the interests or needs of the various stakeholders differ?
   - What is likely to be the social impact on a small regional town of losing 4000 jobs?
   - Is it feasible that all employees laid off in such a large steel works go into the services sector?
   - What are the implications for training providers like TAFE?
Week 4 – The state

1. Why should the state be regarded as an important actor in employment relations?

2. Outline the main elements of public sector reform in Australia.

3. Read the work story – The ‘new’ public sector management at Happy Valley Council on pp.158-159 of your text and consider the following:
   - What are the implications for employment relations? What retrenchments potentially could take place and what conflictual situations arise? How do these need to be handled?
   - Do you think the government’s expectations of more efficient work organisations will be achieved and if so, at what cost? Will the same level of service provided to the community?
   - Could you think of a better way to implement the necessary changes?

Week 5 – Management

Read the case studies – Cost minimisation at Qantas, parts I and II on pp.199 – 202 of your text. You should also conduct an internet search using the key words ‘Qantas Dispute’ to refresh your memory of events involving Qantas and a number of unions at the end of 2011. Then answer the ‘issues for debate’ questions on pp.200 and 202 of your text in light of the case studies and the more recent developments.

Week 6 – Employee representation: Trade unions

1. Why do employees join unions and what do they expect to achieve from their union membership?

2. Discuss the following: “Trade unions are industrial dinosaurs that have no relevance to the modern workplace”.

3. Are the objectives of trade unions and the objectives of management fundamentally different?
**Week 7 - Employee representation: Non-union**

*Role play: Union vs non-union representation in a large manufacturing organisation*

Students will be divided into four groups: union representatives; non-union employee representatives; management; and observers. The union and non-union employee groups are to each prepare a case for the potential benefits of their own form of representation. The management group will contrast the potential benefits of union representation, non-union representation, and no employee representation within the organisation. Each group will then present their case to the observers, who will weigh up the pros and cons of each case and comment on the relative merits of all cases presented.

Would the outcome have been different had the scenario involved a small business in the service sector?

**Week 8 – Statutory regulation**

1. Was WorkChoices the key reason for the defeat of the Howard Coalition Government in November 2007?

2. What impact has the *Fair Work Act 2009* (Cth) had on employment rights?

3. Discuss the following: ‘Employers should have the right to hire and fire as they see fit’.

**Week 9 – Bargaining structures and processes**

1. Read the case study – *Enterprise bargaining at Hydro, Kurri Kurri* on pp.367-368 of the text.
   - How does the relationship between the parties influence employment relations negotiations?

2. Read the work story – *Who makes change happen?* on p.334 of the text.
   - Why was Pam concerned about the introduction of new work rules?
   - Does a strong union necessarily mean that it will always influence changes in wages and working conditions?
   - Should changes in the rostering conditions or the budget available to effectively staff the ward be a matter for unilateral decision by management at a higher level?
   - Would better communications and relations at the workplace have an impact on the achievement of corporate goals and job satisfaction?
**Week 10 – Collective bargaining simulation**

1. What did you learn from the collective bargaining simulation conducted during the lecture period? Did you and/or your opposing party adopt an integrative, distributive or mutual gains approach to bargaining? What bargaining strategies did you use during the negotiation (e.g. trade-offs)? Did the factors of power, information asymmetries and time impact on the final outcome of your negotiation?

2. Consider a time when you participated in a negotiation for an issue that was important to you. How did you prepare? What sort of behaviour did you use in this negotiation? What did you learn from the situation?

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**Week 11 – Industrial conflict**

1. The ABS defines an industrial dispute as "a state of disagreement over an issue or group of issues between an employer and its employees, which results in employees ceasing work. Industrial disputes comprise strikes, which are a withdrawal from work by a group of employees; and lockouts, which are a refusal by an employer or group of employers to permit some or all of their employees to work".
   - If the ABS reports a record low number of industrial disputes, can we automatically assume that there has been a reduction in industrial conflict? Why/why not?

2. Read the case study – *Lockouts as a form of industrial conflict* on pp.397-398 of your text and answer the ‘issues for debate’ questions on p.399.

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**Week 12 – Employment relations and performance**

Read the work story – *Constructive relations at Top Trucking Company* on pp.417-418 of your text.

- What impact did a more cooperative employment relations climate have on productivity?
- How does this scenario lend weight to the argument that it is not so much unionism per se that influences productivity, but how well unions and management interact at the workplace?

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**Week 13 – Review**

This tutorial provides you the opportunity to ask questions and review any issues covered in the unit in preparation for the exam.
# Marking Guide: Assessment 1

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates little understanding of the purpose of the exercise.</td>
<td>Shows superficial understanding of the purpose of the exercise.</td>
<td>Displays acceptable recognition of the purpose of the exercise.</td>
<td>Demonstrates sound appreciation of the purpose of the exercise.</td>
<td>Displays thorough awareness of the purpose of the exercise.</td>
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<tr>
<td><strong>Structure and Analysis</strong></td>
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<td></td>
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</tr>
<tr>
<td>Disjointed structure. Absence of analysis.</td>
<td>Reasonable structure. Displays limited analysis.</td>
<td>Clear structure. Displays a more than satisfactory level of analysis, with some insights.</td>
<td>Clear structure. Displays a sound level of analysis, providing insightful and meaningful conclusions.</td>
<td>Clear structure. Is able to draw on research and learning to provide insightful conclusions and an exceptional level of critical analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of expression</strong></td>
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</tr>
<tr>
<td>Incomprehensible. Poor communication of ideas due to careless writing and lack of proof-reading. Unacceptable number of spelling and grammatical errors.</td>
<td>Some inconsistency in sentence structure. Clarity of expression could be enhanced by some revision. Many spelling errors and/or poor grammar</td>
<td>A satisfactory standard of expression. Few spelling and/or grammar errors.</td>
<td>Consistent expression. Few spelling and/or grammar errors.</td>
<td>Comprehension enhanced by excellent written expression and superior grammar and spelling skills.</td>
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<tr>
<td><strong>Referencing</strong></td>
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<tr>
<td>Little or no acknowledgment of sources used. Possible academic misconduct case.</td>
<td>Attempted Harvard referencing but displays poor grasp of academic convention.</td>
<td>Some inconsistencies in Harvard referencing with both the in-text citations and list of references.</td>
<td>Good understanding of the need to acknowledge the work of others. Mostly accurate Harvard referencing both with the in-text citations and list of references</td>
<td>Excellent understanding of acknowledgment of sources. Accurate Harvard referencing with both the in-text citations and list of references</td>
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**Comments:**
# Marking Guide: Assessment 2

**Student Name:**

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<tr>
<th>Criterion</th>
<th>Fail</th>
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<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
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<tbody>
<tr>
<td><strong>Understanding of the topic</strong></td>
<td>Little or no understanding of the topic under investigation. Misinterprets statements.</td>
<td>Demonstrates a basic understanding of the topic under investigation.</td>
<td>Demonstrates a good understanding of the topic under investigation.</td>
<td>Demonstrates a sound understanding of the topic under investigation.</td>
<td>Demonstrates an excellent understanding of the topic under investigation, showing reasoning, self-confidence and originality.</td>
</tr>
<tr>
<td><strong>Critical analysis</strong></td>
<td>Descriptive. Reproduces information from lectures and readings. Over-reliance on quotes and close paraphrasing. Fails to identify relevant counter-arguments.</td>
<td>Demonstrates an adequate level of integration of concepts and some consideration of alternate perspectives evident. Requires further development of concepts.</td>
<td>Able to identify relevant and contrasting arguments. Offers some analysis, but occasionally lacks consistency.</td>
<td>Able to accurately interpret evidence and statements. Offers analyses and evaluation of obvious alternative points of view.</td>
<td>Clearly demonstrates a high level of integration of readings and/or alternative perspectives into own writing. Critically analyses and evaluates major alternative points of view.</td>
</tr>
<tr>
<td><strong>Construction of a coherent and sustained argument</strong></td>
<td>Dis jointed, unfocussed, poorly structured argument. Disconnected paragraphs; no clear line of argument.</td>
<td>Basic line of argument is apparent, but a great deal of improvement is needed to create coherence.</td>
<td>Organisation of ideas is relatively clear, but some work still needed.</td>
<td>Able to construct a coherent line of argument throughout.</td>
<td>Able to construct a coherent line of argument throughout, and to effectively synthesise and integrate abstract ideas.</td>
</tr>
<tr>
<td><strong>Clarity of written expression</strong></td>
<td>Incomprehensible. Poor communication of ideas due to careless writing and lack of proof-reading. Unacceptable number of spelling and grammatical errors.</td>
<td>Some inconsistency in sentence structure. Clarity of expression could be enhanced by some revision. Many spelling errors and/or poor grammar</td>
<td>A satisfactory standard of expression. Few spelling and/or grammar errors.</td>
<td>Consistent expression. Few spelling and/or grammar errors.</td>
<td>Comprehension enhanced by excellent written expression and superior grammar and spelling skills. Work has a clear 'voice'.</td>
</tr>
<tr>
<td><strong>Referencing</strong></td>
<td>Little or no acknowledgment of sources used. Possible academic misconduct case.</td>
<td>Attempted Harvard referencing but displays poor grasp of academic convention.</td>
<td>Some inconsistencies in Harvard referencing with both the in-text citations and list of references.</td>
<td>Good understanding of the need to acknowledge the work of others. Mostly accurate Harvard referencing both with the in-text citations and list of references</td>
<td>Excellent understanding of acknowledgment of sources. Accurate Harvard referencing with both the in-text citations and list of references</td>
</tr>
</tbody>
</table>

**Comments:**