



RATING SCALE FOR WRITTEN EXAMINATION

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| Full awareness of a broad range of aspects | Awareness of many aspects | Awareness of some aspects | Aware of a very few aspects | Lack off awareness of aspects |
| High recognition of significance of aspects | Recognition of significance of aspects | Some recognition of significance of aspects | Little recognition of significance of aspects | Does not recognise significance of aspects in most of the important areas |
| Competence throughout evidence in reported behaviours | Competence evident in reported behaviour | Competence somewhat evident in reported behaviour | Competence barely evident in reported behaviour | Competence not evident in reported behaviour |
| Takes metaperspective and complexity into account | Takes some aspects of metaperspective and complexity into account | Takes aspects of metaperspective and complexity into account | Hardly any awareness of metaperspective and complexity | Does not take any aspects of metaperspective and complexity into account at all |
| Material well organised and coherent | Material organised and coherent | Scant organisation of material and/or deficient coherence of material | Organisation and coherence of material missing | No organisation and no coherence of material throughout |
| Ethical position clear and significant | Ethical position recognisable and acceptable | Ethical position somewhat recognisable and acceptable | Ethical position inadequate or questionable | Ethical position missing or unacceptable |

