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<td>☐ The creative/reflective writing communicate the goals of the project in a superior manner; superior analysis of the goals; superior composition and expression; superior aesthetic appeal; superior discussion of conclusions. In addition, the work is very creative and not just a review of established work</td>
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<td>4. Appropriate application of methodology—Creative Arts: Visual and Performance</td>
<td>The media (visual/performance) communicate the goals of the project in a superior manner; superior analysis of the goals; superior composition and expression; superior aesthetic appeal; superior discussion of conclusions; superior application of appropriate skills (e.g. photography, dark room, staging); in addition, the work is very creative and not just a review of established work</td>
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<td>Superior analysis of texts/laws/policies; arguments clear; counterarguments articulated; responses to counterarguments articulated; limitations of analysis acknowledged; gaps in knowledge identified; superior discussion of conclusions; appropriate skills applied (e.g. legal research). In addition, critical analysis is creative and not just a review of established work.</td>
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<td>Primary sources utilized; gaps in knowledge identified; superior analysis of sources; appropriate skills applied (e.g. locating primary sources); in addition, application of the methodology represents creative input from the student and not just a repeat of established work.</td>
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<td>Meets criteria plus superior discussion of overall results/conclusions; application of the methodology represents creative input from the student and not just a repeat of established work</td>
<td>Clearly focused question or case for review; criteria clearly identified for literature review; all relevant studies included; validity of studies clearly appraised as appropriate; relevant data extracted from studies; assessment of reproducibility as appropriate; appropriate quantitative analysis where applicable; overall results/conclusions clearly discussed</td>
<td>Inadequately focused question; inadequate inclusion criteria for articles; missing relevant studies; validity of studies inadequately appraised; inadequate extraction of relevant data – points missed or misinterpreted; bias in the assessment of studies; inadequate comparison of results from study to study; Overall results/conclusions not adequately discussed</td>
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<td>□ Meets criteria plus convincing number of documented observations (reached saturation point of focus groups, document analyses and interviews); insightful questions that mirror interesting research objectives; superior analysis of transcriptions leading to novel observations and conclusions; application of the methodology represents creative input from the student and not just a repeat of established work</td>
<td>□ Sufficient documentation of observations including focus groups, document analysis and interviews; appropriate questions which match research objectives; appropriate analysis of transcripts and/or field notes; limitations acknowledged; applied inductive reasoning and generated appropriate inferences; adequate checks for reliability of analyses and conclusions; appropriate skills applied</td>
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<td>Sufficient number/power to answer the question; adequately designed measures; adequate statistical analysis performed; valid results/conclusions; limitations acknowledged; experiments adequately designed and implemented to test hypotheses</td>
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