Assessment 2

by . Kashish

Assessment 1   22022708

Kashish

A Literature Review : The Effect of Racism and Poor socioeconomic status on Australian Aboriginal and Torrens Strait Islanders Peoples

Introduction

The traditional owners of Australia are the Aboriginal and Torres Strait Islanders, ~~who immigrated to Australia from Africa, Asia, and across the coastlines of India 65,000 years ago~~. They are a diverse group of hundreds of cultures or nations, with around 250 languages and 600 dialects (World Vision Australia 2023). The report according to the update released (Australian Bureau of Statistics ~~ABS~~,28 June 2022), declares the population status of Indigenous and Torres Strait Islanders, which is 812,728 , representing 3.2% of the total population, rest the population size keeps changes depending on demographic and non-demographic factors (ABS 2021). In NSW, ABS updated the census on 1 July , ~~2022 stating that there 278,000 , number of people who are Indigenous Australians in 2021 census of Population and Housing and comes out around 3.4% of NSW total population.~~ The literature review has been conducted to illustrate the interaction of racism and poor socio-economic status and for more understanding of the facts which are contributing towards the limited health outcomes for the respective population group.

The Health status of Aboriginal and Torres Strait Islanders

The wellbeing of an individual is affected by the restrictions he/ she faced physically or mentally or emotionally (AIHW 2021, Australia 2021 Health and Welfare Indicator). Restrictions can be

in ~~any form if talking in the context of the literature review for Aboriginal and Torres Strait Islanders , it can be~~ education ,income , racism , or access to health services . ~~The rate of mental illnesses, preventable disabilities due to disease, and chronic diseases are 2.3 times higher in Indigenous Australians (Department of Health and Age Care 2021 a).~~ the main cause of death in 2020 , among indigenous Australians were the cancer, heart disease a diabetes. ~~According to a~~ health survey, long-term health issues are to blame for the short life expectancy . 46% of the population had at least one chronic condition, which is the major health issue, 17% of people had anxiety, 13% had depression, 37% of people aged 15 and over smoked every day , 37% of children aged 2 to 14 were obese, and the statistics keep changing (~~ABS~~ Australian Bureau of Statistics 2018-2019). The pathway to good health status (socially , economically, culturally) is achieved via effective health care services , including the accessibility and acceptability (~~AIHW~~ Australian Institite of health and Wealthfare 2022). This suggests the need for regular monitoring of health of Indigenous Australians that may prevent the future health risks.

Social determinants and their influence on the health outcomes of Aboriginal and Torres Strait Islanders

 Racism

As Australia is a culturally diverse country , about one of the half are born overseas in different parts of the world which connects different origins of society . Racial tension occurs between friends , neighbours , workmates anywhere (Australian Human Rights Comission). Racism , bias or discrimination refers to the ideology that one racial group is superior to the other in any way (individual , community , skin color etc.) , that influences the health of an individual (NSW government). Racism can be interpersonal , systemic , internalized . It can reduce the

accessibility of various other social determinants of health like education , employment , housing , which in turn affects the health of an individual as they started to adopt the unhealthy lifestyles including increased smoking , or alcohol , and even give rise to anxiety and depression (Kairuz A.C. 2021).The first study done between racism and health outcomes among Indigenous Australians by The Australian National University focuses on the discrimination faced by the people which range from pain, mental distresss , depression , anxiety diabtes , high blood pressure , all has the negative impacts on the health   "The pervasiveness of discrimination, coupled with its strong and far-ranging links to wellbeing means that there is vast potential to improve health by eliminating discrimination" (Australian National University ,2021) From the statistics of education by ABS , 26% of people above 20 years of age , more than 35% of people aged 20-24 years wanted to study , but cannot . This approach fails to take because of Racism faced by individuals which affects the finances that become the barrier for the qualification of children (ABS 2018-2019).

Poor Socioeconomic status

  Various approaches can be used to define socioeconomic status   like education , social class, or income (Darin-Mattson , et al. 2017), as it can draw our attention to the social gradient , in which all the social determinants work dependently on each other and not in isolation . Socio-economic status is related to education, racism, income (Kairuz A.C. 2021). Money is the essential form of resource every individual needs to support their family (AIHW 2019), which contributes towards good health status. As cited by Howlett et al., the study reports says that Indigenous Australians had low income level than Non- Indigenous Australians , particularly in the labor category who are employed on a full time basis . the main cause for this are : low wages (

around 18% for Indigenous men) , poor access to resources , poor level of education (because of low income , not possible for every individual to afford their child for school (AIHW,NIAA 2.08 income). People who are in status of low income or socioeconomic status faces major challenges of burden of diseases (Vos et al. 2009). the people with low SES , mostly people from rural areas , has less accessibility to services (public health services), which directly impacts their poor health outcomes and increase the death rates for some disease (AIHW , 2022).

The interaction between racism and socioeconomic status and their impact on health status of Indigenous Australian

The pattern of the correlation between socioeconomic characteristics and health outcomes has primarily shown that those with higher social status tend to have better health status . As cited by Shepherd (2012), the pattern of association between social class (or status) and health is typically characterized by poor health for those at lower levels of social status .

Racism and socioeconomic status are the social determinants of health (SDOH). The non medical elements that affect health outcomes are known as (SDH) Social Determinants of Health . They consist of a larger group of factors and systems influencing the conditions of daily life, as well as the circumstances in which people are born, develop, work, live, and age (WHO) World Health Organization . All the social determinants of health are interrelated to each other. Focusing on the problems faced by Aboriginal population started during the transition of their lives from child to youth ,then to adults . At the first place because of low socioeconomic status , of people living in rural areas , have less accessibility of services .they do not have access to Right To Education(Department of Human Rights , n.d.) , as they will not be able to do jobs , because they are feeling marginalized , that all will affect the health status of the concerned

population as this will lead to increase in stress , self-harm , an increase in alcohol consumption , kidney failures , increase in death rate , this all acts on the social gradient theme (Kairuz. A.C. 2021) . Indirect Impacts were also seen on them during COVID-19, as there was disruption in health services to them, as doctors have temporarily shut down their doors for new patients . Tele-health was used widely during pandemic but for Indigenous population it was beyond access. The overall major impact was seen in the minority group of the Indigenous Australians affecting people with existing chronic conditions Follent .D.(2021)

Conclusion

 Conclusion based on the knowledge , that all the social determinants are dependent on each other .In order to decrease the differences or disparities in Indigenous and Non- Indigenous Australian youth population , our foremost concern is to understand and respect their status . As a fact , to involve ourselves in their culture , beliefs and languages which impact the Aboriginal and Torres Strait Islanders in a positive way that also give them a sense of protectiveness , so that they feel more secure (Gibson et al.2021).

Assessment 2

Policy Brief

Policy options and implications

Closing The Gap (2020)

 The strategy contains 17 socioeconomic objectives with the goal of enhancing housing, land use, digital inclusion, employment, and health. (Australian Indigenous HealthInfoNet,n.d.).

Overcoming disparities in life expectancy, health, and literacy is a crucial concern is a hurdle in achievement (Closing The Gap,2020). The political landscape of the policy is complicated, and requires long-term focus on reducing the detrimental effects of past Indigenous deprivation. The current National Agreement is highly complex, and targets will not be easily achieved (Parliament of Australia).

National Anti-Racism Framework (2021)

A plan has been launched by the Australian Human Rights Commission that protects the people from discrimination by understanding the nature of racism and creating anti-racism legal framework (Australian Human Rights Commission, 2021). The framework does not yet have the endorsement of all governmental organizations and communities, despite its goals of promoting cultural variety, Indigenous Australians reconciliation, and societal peace (Australian Human Rights Commission, 2015). The framework lacks the funding to accomplish (Australian Human Rights Commission, 2021).

Aboriginal Employment Strategy (2019-2025)

The strategy which focuses on safety of NSW public sector where Aboriginal employees feel respected valued and empowered. Thomas (2022 pp. 6-16) demonstrated that AES (Aboriginal Employment Strategy)was launched in 2019, mid-term review was done by Thirriwiri, led by Jason Ardler, in late 2021 and form 2022-2025 , a 3 year approach. Limitation and strategy is Participation of employees in order to form an inclusive workplace .The 2021 People Matter Employee Survey results showed that Aboriginal people report experiencing racism in workforce(NSW Public Service Commission).

Recommendations for action:

A national priority should be Gap Closure. Engage with Aboriginal and Torres Strait Islander people on the creation and implementation of policies, programmes, and initiatives that are meant to improve health and wellbeing (Maxwell,J. 2018).Increasing the skills of Indigenous people through education .Forming of macro- economies by Indigenous people . Respect, Relevance, Reciprocity, and Responsibility (4 R's) are things to keep in mind when working with or for Indigenous people (Markiewicz, A. (2012). Assisting IndigenousAustralian communities and programmes launching campaigns, listening to Aboriginal voices, and providing a safe forum will draw attention to the plight of Indigenous Australians (NSW Public Service Commission).

How these recommendations will address the issues faced by Indigenous Australians
Effective involvement of Aboriginal people in the formulation and execution of a policy will give the safe platform in which Indigenous communities share knowledge and accept the policies and diminish the fear of discrimination, which would help to overcome the barriers to health equity (AIHW2013). The involvement of government agencies in understanding the needs and rights of Indigenous and Torres Strait Islander people by supporting them will help to give a positive outcome of mutual respect that leads to growth and improves health outcomes (National Aboriginal and Torres Strait Islander Health Plan 2021–2031). Regular updates on the status of various anti-racism initiatives and employment strategies will help identify successes and problems, paving the way for future changes (Australian Commission on Safety and Quality In Health Care, 2020). The 2023 Commonwealth Closing the Gap Implementation Plan is a direct

response to the 2022 closing the Gap yearly report. The plan is divided into two sections. "Changing the Way We Work" is the first component. The second component of the plan, delivering on Outcomes and Targets, delves into each socioeconomic outcome outlined in the National Agreement. The implementation strategy outlines the funding, scheduling, and actions executed.

 To focus on the practical actions, new plan named Coalition of peaks Implementation Plan has been introduced which set the actions to build Closing The Gap Policy and programs delivery among the communities and organizations of Aboriginals People (Dudgeon, P., & Walker, R. (2022) .The initiative for anti- racism is to start it Stops with me campaign, which aims to empower individuals to identify racism and respond appropriately (Australian Human Rights Commission)

Academic integrity

For making this report I have followed University's Academic Honesty Rules and Regulations. In order to gain a thorough understanding of the subject, information was gathered from a number of government websites, including those of the NSW government, the World Health Organization, the Australian Institute of Health and Welfare, and the Australian Bureau of Statistics. For the understanding of policy options and plans for the Indigenous Australians I have thoroughly read the Closing the Gap policy ,Australian Human Rights Commission , Anti – Racism Framework, Aboriginal Employment Strategy, National Agreement on Closing the Gap Implementation Plan . Additionally, data and theory were obtained from the Department of Human Rights and peer reviewed journal articles with the intention of rephrasing them in light of

what I've learned. I have made this report by following the in text citation and referencing according to APA Referencing 7th edition guide.

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Assessment 2

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Assessment 2

FINAL GRADE

28 /35

GENERAL COMMENTS

Instructor

Hi Kashish

Well done!

See my brief comments in Recommendations.

Cheers

Amit

PAGE 1

(ETS) **Article Error** You may need to use an article before this word.

(ETS) **Article Error** You may need to use an article before this word. Consider using the article **the**.

(ETS) **Missing ","** You may need to place a comma after this word.

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(ETS) **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to remove this article.

Article Error You may need to remove this article.

Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

Article Error You may need to remove this article.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Missing "," You may need to place a comma after this word.

Article Error You may need to remove this article.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word.

Prep. You may be using the wrong preposition.

Article Error You may need to remove this article.

Sentence Cap. Remember to capitalize the first word of each sentence.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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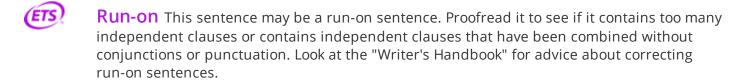**Article Error** You may need to use an article before this word.

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Comment 1

well done

Article Error You may need to use an article before this word.

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Hyph. You may need to add a hyphen between these two words.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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Comment 2

Some great recommendations but i want to know how will you do this in A3.

Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

Missing "," You may need to place a comma after this word.

Article Error You may need to remove this article.

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CRITERION 1   1.50 / 2.5

Class and Peer\nParticipation\n(Weeks 3,4,5,6,7) /2.5

FAIL (0)	Student is disruptive, disrespectful or rude. Easily distracted. AND Limited focus on the task. Comments are generally not scholarly or relevant to the discussion.
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FAIL (1)	Student is disruptive, disrespectful or rude. Easily distracted. AND Limited focus on the task. Comments are generally not scholarly or relevant to the discussion.
PASS (1.25)	Student interacts appropriately, respectfully and constructively with group members and the tutor. AND Contributions make some relevant points, although they are anecdotal with little use of literature/readings.
PASS (1.25)	Student interacts appropriately, respectfully and constructively with group members and the tutor. AND Contributions make some relevant points, although they are anecdotal with little use of literature/readings.
PASS **(1.50)**	**Student interacts appropriately, respectfully and constructively with group members and the tutor. AND Contributions make some relevant points, although they are anecdotal with little use of literature/readings.**
CREDIT (1.60)	Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. AND Contributions are informed by reading and reflection and not only personal opinion. Engages with others' views and contributes to the discussion in a constructive way.
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DISTINCTION (1.80)	Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. Is attentive to others and shows interest AND Contributions are thoughtful, informed by significant reading and reflection. Contributions extend the discussion.
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DISTINCTION (2)	Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. Is attentive to others and shows interest AND Contributions are thoughtful, informed by significant reading and reflection. Contributions extend the discussion.
HIGH DISTINCTION (2.10)	Student interacts and engages actively, respectfully, appropriately and constructively with peer group members and the tutor. Is attentive to others, shows interest, and acknowledges their contribution AND Contributions are informed by extensive reading and critical reflection. Contributions advance the discussion.
HIGH DISTINCTION (2.10)	Student interacts and engages actively, respectfully, appropriately and constructively with peer group members and the tutor. Is attentive to others, shows interest, and acknowledges their contribution AND Contributions are informed by extensive reading and critical reflection. Contributions advance the discussion.
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HIGH DISTINCTION (2.50)	Student interacts and engages actively, respectfully, appropriately and constructively with peer group members and the tutor. Is attentive to others, shows interest, and acknowledges their contribution AND Contributions are informed by extensive reading and critical reflection. Contributions advance the discussion.

FAIL (0)	The title does not reflect the Brief AND No or limited review of literature that misses most important information, OR no integration of feedback OR most information provided is irrelevant or missing
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PASS (1.25)	The title is appropriate, although too verbose or missing the main point AND Attempts to provide some review of literature and integrate feedback, though some information may be superficial or irrelevant
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CREDIT (1.70)	The title is appropriate AND A basic review of literature that incorporates feedback and covers some important and relevant information
DISTINCTION (1.80)	The title grabs readers' attention AND A detailed review of literature that incorporates feedback and covers important and relevant information and rationale for policy prioritisation/change
DISTINCTION (1.80)	The title grabs readers' attention AND A detailed review of literature that incorporates feedback and covers important and relevant information and rationale for policy prioritisation/change
DISTINCTION (2)	The title grabs readers' attention AND A detailed review of literature that incorporates feedback and covers important and relevant information and rationale for policy prioritisation/change

HIGH DISTINCTION (2.10)	The title is concise AND A clear and concise review of literature that incorporates feedback and covers all important and relevant information and provides a strong rationale for policy prioritisation/change
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CRITERION 3   18 / 20

Policy options and implications /20

FAIL (0)	No or limited attempt to provide policy options and implications
FAIL (3)	No or limited attempt to provide policy options and implications
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FAIL (7)	No or limited attempt to provide policy options and implications
PASS (10)	Attempts to provide some policy options, although some information is superficial or irrelevant, AND attempts to present some implications, but some of them are of very marginal significance or irrelevant
PASS (11)	Attempts to provide some policy options, although some information is superficial or irrelevant, AND attempts to present some implications, but some of them are of very marginal significance or irrelevant
PASS (12)	Attempts to provide some policy options, although some information is superficial or irrelevant, AND attempts to present some implications, but some of them are of very marginal significance or irrelevant
CREDIT (13)	Policy options are well presented, although some details are irrelevant, AND implications are relevant but their significance might not be as high
CREDIT (13)	Policy options are well presented, although some details are irrelevant, AND implications are relevant but their significance might not be as high
CREDIT (14)	Policy options are well presented, although some details are irrelevant, AND implications are relevant but their significance might not be as high
DISTINCTION (15)	Policy options are well articulated, with some evidence from local and international settings AND implications are all relevant and significant

DISTINCTION (15)	Policy options are well articulated, with some evidence from local and international settings AND implications are all relevant and significant
DISTINCTION (16)	Policy options are well articulated, with some evidence from local and international settings AND implications are all relevant and significant
HIGH DISTINCTION (17)	Policy options are clearly and concisely articulated, AND with an assessment of local and international policy responses AND implications are all relevant and significant
HIGH DISTINCTION (18)	**Policy options are clearly and concisely articulated, AND with an assessment of local and international policy responses AND implications are all relevant and significant**
HIGH DISTINCTION (19)	Policy options are clearly and concisely articulated, AND with an assessment of local and international policy responses AND implications are all relevant and significant
HIGH DISTINCTION (20)	Policy options are clearly and concisely articulated, AND with an assessment of local and international policy responses AND implications are all relevant and significant

CRITERION 4   23 / 30

Realistic recommendations for action based on firm evidence /30

FAIL (0)	No or limited attempt to provide recommendations OR recommendations are not relevant and not supported by evidence
FAIL (4)	No or limited attempt to provide recommendations OR recommendations are not relevant and not supported by evidence
FAIL (8)	No or limited attempt to provide recommendations OR recommendations are not relevant and not supported by evidence
FAIL (11)	No or limited attempt to provide recommendations OR recommendations are not relevant and not supported by evidence
PASS (15)	Provides recommendations but they are basic or some may be irrelevant, AND limited use of evidence to support recommendations
PASS (16)	Provides recommendations but they are basic or some may be irrelevant, AND limited use of evidence to support recommendations
PASS (17)	Provides recommendations but they are basic or some may be irrelevant, AND limited use of evidence to support recommendations
CREDIT (19.50)	Provides recommendations that are relevant to the health issue and the target population, although some links might not be clear, AND recommendations are all supported by sound evidence
CREDIT (20)	Provides recommendations that are relevant to the health issue and the target population, although some links might not be clear, AND recommendations are all supported by sound evidence

CREDIT (21)	Provides recommendations that are relevant to the health issue and the target population, although some links might not be clear, AND recommendations are all supported by sound evidence
DISTINCTION (22.50)	Provides recommendations that are well developed, and significant to the health issue and the target population, AND recommendations are all supported by sound evidence
DISTINCTION (23)	**Provides recommendations that are well developed, and significant to the health issue and the target population, AND recommendations are all supported by sound evidence**
DISTINCTION (24)	Provides recommendations that are well developed, and significant to the health issue and the target population, AND recommendations are all supported by sound evidence
HIGH DISTINCTION (25.50)	Provides recommendations that are well developed, achievable and significant to the health issue and the target population, AND recommendations are all supported up by sound evidence
HIGH DISTINCTION (27)	Provides recommendations that are well developed, achievable and significant to the health issue and the target population, AND recommendations are all supported up by sound evidence
HIGH DISTINCTION (28)	Provides recommendations that are well developed, achievable and significant to the health issue and the target population, AND recommendations are all supported up by sound evidence
HIGH DISTINCTION (30)	Provides recommendations that are well developed, achievable and significant to the health issue and the target population, AND recommendations are all supported up by sound evidence

CRITERION 5   23 / 30

Compelling argument /30

FAIL (0)	Argument is flawed
FAIL (4)	Argument is flawed
FAIL (8)	Argument is flawed
FAIL (11)	Argument is flawed
PASS (15)	Provides an adequate argument but with flaws that impact on stakeholders being fully convinced of the urgency for action
PASS (16)	Provides an adequate argument but with flaws that impact on stakeholders being fully convinced of the urgency for action

PASS (17)	Provides an adequate argument but with flaws that impact on stakeholders being fully convinced of the urgency for action
CREDIT (19.50)	Argument is strong, although not always compelling
CREDIT (20)	Argument is strong, although not always compelling
CREDIT (21)	Argument is strong, although not always compelling
DISTINCTION (22.50)	Argument is compelling but not always insightful, OR argument is insightful but not always compelling
DISTINCTION (23)	**Argument is compelling but not always insightful, OR argument is insightful but not always compelling**
DISTINCTION (24)	Argument is compelling but not always insightful, OR argument is insightful but not always compelling
HIGH DISTINCTION (25.50)	Argument is both compelling and insightful with a persuasive call to action
HIGH DISTINCTION (27)	Argument is both compelling and insightful with a persuasive call to action
HIGH DISTINCTION (28)	Argument is both compelling and insightful with a persuasive call to action
HIGH DISTINCTION (30)	Argument is both compelling and insightful with a persuasive call to action

CRITERION 6   8 / 10

Structure and writing /10

FAIL (0)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
FAIL (1)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
FAIL (2)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
FAIL (3)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
PASS (5)	Assignment is mostly well constructed AND conventional UK spelling, grammar and punctuation with some errors, AND professional presentation
PASS (5.50)	Assignment is mostly well constructed AND conventional UK spelling, grammar and punctuation with some errors, AND professional

	presentation
PASS (6)	Assignment is mostly well constructed AND conventional UK spelling, grammar and punctuation with some errors, AND professional presentation
CREDIT (6.50)	Assignment is mostly well constructed, AND conventional UK spelling, grammar and punctuation with some errors, AND good use of vocabulary and expressions, AND professional presentation
CREDIT (6.50)	Assignment is mostly well constructed, AND conventional UK spelling, grammar and punctuation with some errors, AND good use of vocabulary and expressions, AND professional presentation
CREDIT (7)	Assignment is mostly well constructed, AND conventional UK spelling, grammar and punctuation with some errors, AND good use of vocabulary and expressions, AND professional presentation
DISTINCTION (7.50)	Assignment is consistently well constructed, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
DISTINCTION (7.50)	Assignment is consistently well constructed, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
DISTINCTION (8)	**Assignment is consistently well constructed, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation**
HIGH DISTINCTION (8.50)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
HIGH DISTINCTION (9)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
HIGH DISTINCTION (9.50)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
HIGH DISTINCTION (10)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation

CRITERION 7

Referencing /2.5

2.50 / 2.5

FAIL (0)	Did not use APA style guide
FAIL (0.50)	Did not use APA style guide
FAIL (1)	Did not use APA style guide
FAIL (1)	Did not use APA style guide
PASS (1.25)	Referencing follows APA style with more than five minor errors
PASS (1.25)	Referencing follows APA style with more than five minor errors
PASS (1.50)	Referencing follows APA style with more than five minor errors
CREDIT (1.60)	Referencing follows APA style with more than three minor individual errors
CREDIT (1.60)	Referencing follows APA style with more than three minor individual errors
CREDIT (1.70)	Referencing follows APA style with more than three minor individual errors
DISTINCTION (1.80)	Referencing follows APA style with three or less minor individual errors
DISTINCTION (1.80)	Referencing follows APA style with three or less minor individual errors
DISTINCTION (2)	Referencing follows APA style with three or less minor individual errors
HIGH DISTINCTION (2.10)	Referencing consistently follows APA style, with no errors
HIGH DISTINCTION (2.10)	Referencing consistently follows APA style, with no errors
HIGH DISTINCTION (2.30)	Referencing consistently follows APA style, with no errors
HIGH DISTINCTION (2.50)	**Referencing consistently follows APA style, with no errors **

CRITERION 8   2.50 / 2.5

Revised Academic Honesty and Integrity from Assessment 1 /2.5

FAIL (0)	Academic Honesty and Integrity is missing entirely

FAIL (0.50)	Academic Honesty and Integrity is missing entirely
FAIL (1)	Academic Honesty and Integrity is missing entirely
FAIL (1)	Academic Honesty and Integrity is missing entirely
PASS (2.50)	Academic Honesty and Integrity is minimally addressed
PASS (1.25)	Academic Honesty and Integrity is minimally addressed
PASS (1.50)	Academic Honesty and Integrity is minimally addressed
CREDIT (1.60)	Academic Honesty and Integrity is discussed
CREDIT (1.60)	Academic Honesty and Integrity is discussed
CREDIT (1.70)	Academic Honesty and Integrity is discussed
DISTINCTION (1.80)	Academic Honesty and Integrity is discussed with clear examples
DISTINCTION (1.80)	Academic Honesty and Integrity is discussed with clear examples
DISTINCTION (2)	Academic Honesty and Integrity is discussed with clear examples
HIGH DISTINCTION (2.10)	Academic Honesty and Integrity is discussed comprehensively and with clear examples
HIGH DISTINCTION (2.10)	Academic Honesty and Integrity is discussed comprehensively and with clear examples
HIGH DISTINCTION (2.30)	Academic Honesty and Integrity is discussed comprehensively and with clear examples
HIGH DISTINCTION (2.50)	Academic Honesty and Integrity is discussed comprehensively and with clear examples