



# AHPG821

## Ptolemaic Egypt

S2 External 2015

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 504

Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAnchHist or MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

This unit covers Egypt in the last three centuries BCE, from its conquest by Alexander the Great to its incorporation into the Roman Empire. Proceeding from the foundation of the Ptolemaic dynasty by Alexander's general Ptolemy in the new city of Alexandria, it will examine both the internal history of Egypt, and its relationship with the other Hellenistic kingdoms and Rome. Areas of focus will include the developing interaction between the Greeks and Egyptians, and the place of the Egyptian religion and language in the Ptolemaic period.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.

Learn strategies to discuss and analyse not only what happened, but how and why

events occurred.

Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.

Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt

Be introduced to the use and analysis of documentary, in particular papyrological, material

Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them

Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

## General Assessment Information

### Submission

All assessment must be submitted though the turnitin system in iLearn.

### Assessment Tasks

| Name                                     | Weighting | Due                 |
|--|-----------|---------------------|
| <a href="#"><u>Online Discussion</u></a> | 20%       | Ongoing, weeks 2–13 |
| <a href="#"><u>Article Review</u></a>    | 10%       | 14.8.15             |
| <a href="#"><u>Document Study</u></a>    | 30%       | 11.9.15             |
| <a href="#"><u>Major Essay</u></a>       | 40%       | 30.10.15            |

### Online Discussion

Due: **Ongoing, weeks 2–13**

Weighting: **20%**

Students are expected to participate in the online Discussion forum on the Unit page on the basis of listening to the lecture and their weekly readings. This means they are required to post to the web discussion tool in reference to the weekly theme and the questions posted by the lecturer each week after the first which will be an introductory discussion. Students must contribute to at least 9 discussions to receive a mark for this assessment task. The mark for participation will be based on the following:

- 5% will be awarded for posting anything at all to 8 online tutorials without regard to the quality of the contribution, and can thus be very easily earned

- 15% will be based on the quality of the online postings, which will be evaluated according to the instructions below.

Discussion postings should have about 75-100 words. Try not to make them much longer. Please do not send them as an attachment to an e-mail, but e-mail directly to the discussions tools of the website. As well as addressing the weekly theme in general questions raised by the lecturer, you are also welcome to address other issues, as long as they have arisen from the week's reading. You do not have to wait for the lecturer to pose questions each week, but may start the discussion yourselves on the basis of the lecture and your readings. Strive to be clear and consistent in your thoughts, use standard spelling and punctuation (so as not to detract from the contents of your contribution), use paragraphs if necessary, and check one final time before hitting the "send" button.

NB: Contributions must be posted by the end of the Sunday following the week in question to count towards this assessment task. Please also note well that the online discussion forum participation will count for 20% of your total mark. Non-participation may result in a difference of an entire letter grade. If you have technical problems with participating in online discussion group, please let the convener know as early as possible.

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## Article Review

Due: **14.8.15**

Weighting: **10%**

Students are to submit a short (800 words) review of a major article in the field on Friday of Week 3. This will help familiarise students with the field, and will also function as a low risk diagnostic task which will be used to provide early feedback for students and enable the convener to identify potential learning challenges. The work to be reviewed (available on e-reserve) is: E.G. Turner, 'Ptolemaic Egypt', in Frank A. Walbank et al.(edd.), *The Cambridge Ancient History, Second Edition, Volume VII. Part 1* (Cambridge 1984) 118–174.

The review should start with the full bibliographical details of the work under review. Students should address the following:

- What is the main historical and chronological focus of the article?
- What are major types of sources used in the article? What issues related to them does the author raise?
- What are major historical issues raised? What does author consider to be the major issues in

the study of Ptolemaic Egypt?

- What is the author's overall view of Ptolemaic Egypt?
- How successful you think the article is as an overview of the period? What could have been done differently, and why?
- How well does it serve as an introduction? What else would you have wanted to know?

Despite the range of issues to be covered and the short word-length, students must stick to the word limit: this is an exercise in summarizing and writing to word length as well as assessing a work, and over-length essays will attract penalties as noted above.

On successful completion you will be able to:

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- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt

## Document Study

Due: **11.9.15**

Weighting: **30%**

The Document Study will be due on by 5 pm on the Friday of week 7. It must be 1000 words in length, and include a bibliography of primary sources and modern works, and footnotes (or an acceptable alternative form of referencing). All the documents will be available on E-Reserve or in Austin, The Hellenistic World (available electronically through the MU Library catalogue).

You must pick one of the following documents listed below and write a 1000-word study which explains the historical significance of the document(s) and relates it to other sources which bear on the questions or issues raised by the document. You must, among other things:

- set the document(s) in its historical context.
- explain who the principal historical figures are who composed and featured in it.
- explain why it is important and significant.
- explain what it tells us that we would not otherwise have known.

You should also assemble a modern bibliography on the text, and assess in brief modern opinion on it. In short, you should provide an historical commentary on the text: this should take the form of a close analysis, not a summary of its contents.

Chose one of the following documents:

1. Theocritus, Idyll 17, in Praise of Ptolemy II A. Verity, Theocritus, Idylls. (New York: Oxford University Press, 2002), pp. 54-58 (also Austin, The Hellenistic World, no. 255)
2. The 'Satrap Stele' Translation by Ritner in Simpson, Literature of Ancient Egypt. Earlier translation online at <http://reshafim.org.il/ad/egypt/texts/lagides.htm>

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- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt
- Be introduced to the use and analysis of documentary, in particular papyrological, material
- Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them
- Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

## Major Essay

Due: **30.10.15**

Weighting: **40%**

The Major Essay will be due on by 5 pm on the Friday of week 12. It must be 2500 words in length. Students should pick one of the following essay topics. Alternatively, you may devise a question related to the theme of the unit in which they are interested. It may be a focused analysis of a particular aspect of the course, or a broad thematic essay. It must, however, address a question (not just: 'write everything about X in 2500 words'). This question should be formulated and shown to the lecturer before you begin writing.

The topics are as follows:

- (a) Egyptian society was manifestly to some extent 'Hellenised' under the Ptolemies. To what extent was Greek society in Ptolemaic Egypt 'Egyptianised'? Discuss with reference either one or two of the following; that is, a detailed discussion of one area, or two shorter discussions. If the latter option is chosen, the results should be compared and general conclusions drawn. A: Language B: Religion C: Administration & Law D: Ideology of Rule E: Foreign Policy
- (b) How did relations with Rome affect the last decades of Ptolemaic Egypt? What agenda did

the last Ptolemaic rulers have in their contacts with Rome?

(c) To what extent were the revolts against the Ptolemies expressions of Egyptian nationalism? What other agendas, if any, were present?

(d) To what extent was Egypt under the Ptolemies a bilingual society? What roles did the Greek and Egyptian languages play in public and private life?

(e) To what extent did Ptolemy I Soter look back towards Alexander? How did he craft a new empire with its own identity?

(f) How important was the library of Alexandria and Alexandrian scholarship for the preservation and transmission of the Classical heritage of Greece? How has the activity of the Alexandrians affected our knowledge of the Archaic and Classical Greek world and its literature?

(h) To what extent is the account of the production of the Septuagint in the Letter of Aristeas believable? What were the likely reasons for the translation, and why does the writer of the letter of Aristeas present events the way he does?

(i) Was Ptolemaic Egypt a 'colonial' society? To what extent do modern perceptions and theoretical understandings of 'colonialism' help us understand Ptolemaic society?

It is important to base your essay on primary sources, and to compile your own list of up to date secondary reading. Do not hesitate to approach the convener for guidance on your essay at any stage. Essays must be accompanied by a bibliography of the primary sources and modern works used. They must be referenced according to one of the accepted conventions, that is, footnotes, endnotes, or 'in-text' referencing. In general, footnotes are the preferred and usual method for such work. Material downloaded or cited from the Web (other than the Website of this unit) should always be cited with reference to its full Web address. NB: Be very careful when using material from the web. Only use material from reputable websites set up by universities, museums/galleries, reputable scholars/associations etc. The use of material from unscholarly and uncritical websites will result in the deduction of marks.

On successful completion you will be able to:

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.
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- Be introduced to the use and analysis of documentary, in particular papyrological, material

- Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them
- Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

## Delivery and Resources

### Textbook and Readings

Weekly readings will be placed in the Macquarie University Library E-Reserve, or are available online through the MQ library catalogue (such items are noted where they occur, and are generally journal articles: search for the journal in the MQ Library catalogue, and follow the steps from there to the electronic version of the journal or book). Some items will also be placed on the unit iLearn site.

Only a certain amount of material can be placed in e-reserve due to copyright regulations. In the event that students have access to the Macquarie Library (or another library), a list of additional readings is provided, which are in the MQ library but are not on e-reserve, although some may be placed in Special Reserve. While all students must read the required 'Readings' each week, it is not compulsory to read items on the 'Additional Bibliography', which are for interest or those doing an essay on that topic.

The textbook for the subject is G. Hölbl, *A History of the Ptolemaic Empire*. Translated by T. Saavedra (London - New York, Routledge, 2001), available through the Macquarie University Co-Op Bookstore.

The following books are not stocked by the bookshop, and are not required to be purchased, but will prove very useful if students acquire them.

- R.S. Bagnall and Peter Derow, *The Hellenistic Period : historical sources in translation* (Oxford : Blackwell, 2003): an invaluable guide to life in the Hellenistic world; weekly readings from this book will be put on e-reserve.
- M.M. Austin, *The Hellenistic world from Alexander to the Roman conquest: a selection of ancient sources in translation* (2nd ed. Cambridge; New York: Cambridge University Press, 2006); some readings will also be taken from this; it can be accessed in electronic form through the MU Library catalogue.
- N. Lewis, *Greeks in Ptolemaic Egypt: Case Studies in the Social History of the Hellenistic World* (Oxford: Oxford University Press, 1986; repr. Oakville, Connecticut: American Society of Papyrologists, 2001).

### Technology Used and Required

This unit uses the iLearn, echo360, and e-reserve systems to deliver lecture content and readings.



## Changes since Last time the unit ran

None.

## Unit Schedule

| Week | Lecture                                     | Theme  |
|------|---|--|
| 1    | Introduction                                | Methodologies; Sources and approaches; Hellenistic and Egyptian cultures                                       |
| 2    | Background                                  | The Greeks in Egypt down to the foundation of Alexandria   |
| 3    | Ptolemy I and the Foundation of the Dynasty | Character & writings of Ptolemy I; goals & aspirations of Ptolemy I and II; Ptolemy as Pharaoh                 |
| 4    | Egypt and the Mediterranean world I         | The foundation of Alexandria; Egypt among the Successor States; First Contact with Rome                        |
| 5    | Ptolemaic Administration                    | Continuities and changes; communication between centre and periphery; new hierarchies; taxation and monopolies |
| 6    | Language and Literature 1: Greek            | The spread of Greek language and culture; the library at Alexandria  |
| 7    | No Lecture                                  |  |

### Mid-Semester Break 14/9–25/9

|    |                                     |   |
|----|-------------------------------------|---|
| 8  | Language and Literature 2: Egyptian | The uses of Egyptian; bilingualism in administrative, priestly, and everyday life.                                |
| 9  | Egyptian Resistance to Greek rule   | Egyptian self-identity in the Ptolemaic period. Rebellions and propaganda; Greek and Demotic anti-Imperial texts. |
| 10 | Religion I: Egyptian Religion       | The Egyptian Priesthood and Temples.  |
| 11 | Religion II: Hellenism and Judaism  | Sarapis; syncretism; the Jews in Egypt & Alexandria; the LXX  |
| 12 | Graeco-Egyptian Society             | Living alongside one another; Inter-marriage; onomastics.   |
| 13 | Overview & Wrap-up                  |   |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Extensions

Extensions will be granted only in documented cases of misadventure or illness. Assessment submitted after the due date without a medical certificate or reasonable explanation will attract a penalty of 2% of their mark for every day they are late. Requests for extensions must be made before the due date in writing. (Note the last point: requests for extensions will not be granted over the phone or in person).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Assessment tasks

- Online Discussion
- Article Review
- Document Study
- Major Essay

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.
- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Learn how to treat different types of documents and discourses, in order to identify their

technical or genre-based aspects and aims and functions, and to extract data from them

## Assessment tasks

- Online Discussion
- Article Review
- Document Study
- Major Essay

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.
- Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

## Assessment tasks

- Article Review
- Document Study
- Major Essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt
- Be introduced to the use and analysis of documentary, in particular papyrological,

material

## Assessment tasks

- Online Discussion
- Document Study
- Major Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Assessment tasks

- Online Discussion
- Article Review
- Document Study
- Major Essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Assessment task

- Online Discussion

## Requirements and Expectations

### SATISFACTORY COMPLETION OF UNIT

To compete the unit satisfactorily, students must listen to the lectures and reflect on them, do the set weekly reading(s), and participate in the online discussion in a manner which demonstrates they have done these things. They must **submit all items of assessment**, and hand in work which is formatted in accordance with Department of Ancient History guidelines (available [here](#)), spell-checked, written in good English, and which demonstrates an understanding of the material in the lectures and readings, and independent reflection on the subject of the assessment. Assessments must demonstrate the generic skills below, which will be assessed according to the

listed criteria and levels of achievements.

| <b>KNOWLEDGE APPROACH &amp; ARGUMENT</b>            | <b>HIGH DISTINCTION</b>   | <b>DISTINCTION</b>   | <b>CREDIT</b>   | <b>PASS</b>   | <b>FAIL</b>  |
|---|---|--|---|---|--|
| Knowledge of relevant subject matter                | Extensive knowledge of relevant subject matter                                    | Thorough knowledge of relevant subject matter                  | Substantial knowledge of relevant subject matter  | Sound knowledge of relevant subject matter  | Little or no knowledge of relevant subject matter                              |
| Mastery of appropriate techniques and methodologies | Mastery of appropriate techniques and methodologies                               | Thorough application of techniques and methodologies           | Substantial evidence of knowledge of appropriate techniques and methodologies                     | Some evidence of knowledge of appropriate techniques and methodologies                        | Little or no evidence of knowledge of appropriate techniques and methodologies |
| Your argument                                       | Consistent evidence of deep and critical thinking; substantial originality        | Clear evidence of deep and critical thinking                   | Some evidence of deep and critical thinking   | Sufficient evidence of some critical thinking   | Little or no evidence of critical thinking                                     |
| Competing arguments                                 | Competing arguments mastered; some success in attempting to go beyond scholarship | Competing arguments mastered; attempt to go beyond scholarship | Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed | Some evidence of knowledge of competing arguments, but this not integrated into your argument | No evidence of knowledge of competing arguments                                |
| <b>SOURCES &amp; THEIR USE</b>                      | <b>HIGH DISTINCTION</b>   | <b>DISTINCTION</b>   | <b>CREDIT</b>   | <b>PASS</b>   | <b>FAIL</b>  |
| Use of ancient sources                              | Extensive and critical use of ancient sources                                     | Thorough and critical use of ancient sources                   | Substantial use of ancient sources; some uncritical use   | Sufficient use of ancient sources; substantial uncritical use                                 | Very little or no use of ancient sources                                       |
| Use of modern scholarship                           | Extensive and critical use of modern scholarship                                  | Thorough and critical use of modern scholarship                | Substantial use of modern scholarship; some uncritical use  | Sufficient use of modern scholarship; substantial uncritical use                              | Little or no use of modern scholarship; uncritical use                         |
| Citation of sources                                 | Approved system used consistently   | Approved system used consistently                              | Approved system used consistently   | Approved system used, but not used consistently   | No attempt to use approved system or no citation [plagiarism]                  |
| <b>STYLE, PRESENTATION AND LANGUAGE</b>             | <b>HIGH DISTINCTION</b>   | <b>DISTINCTION</b>   | <b>CREDIT</b>   | <b>PASS</b>   | <b>FAIL</b>  |
| English language: Grammar                           | Excellent use of English language throughout                                      | Excellent use of English language throughout                   | Proficient use of English; some minor errors eg in use of apostrophe                              | Generally sound use of English; consistent minor errors                                       | Substantial inappropriate or ungrammatical use of English                      |

|                               |                                       |                                       |   |   |  |
|-------------------------------|---------------------------------------|---------------------------------------|---|---|--|
| English language:<br>Spelling | Spelling correct throughout           | Spelling correct throughout           | Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English | Minor spelling mistakes but otherwise sound | Spelling poor                                      |
| Structure of argument         | Argument structure excellent          | Argument well structured              | Argument has proficient structure   | Argument has clear structure                | Little or no structure to argument                 |
| Length of paper               | Within limits set for this assignment | Within limits set for this assignment | Within limits set for this assignment   | Within limits set for this assignment       | Not within limits set for this assignment          |
| Presentation                  | Well presented                        | Well presented                        | Well presented  | Well presented                              | Poor presentation: eg untidy and difficult to read |