

EXAMPLES OF ACADEMIC WRITING
(LEVEL 1)

<p><i>Pass</i> > 50%</p>	<p>Training policies have change a lot over the last few years. These changes were created by politicians and were to help with market forces like supply and demand (Pickersgill, 2001). Employers are not happy with the system and want to be more involved when new policies are created. They think that skill is really important and should be based on what they want and not what the politicians want.</p> <p>Comment:</p> <p>This is mostly descriptive with little evidence of argument or an understanding of the relevant issues. It is simplistic and contains grammatical and referencing errors</p>
<p><i>Credit</i> 65% -74%</p>	<p>In recent times, training polices have changed significantly as a result of political pressures. These changes were introduced to shift the system from a supply-side (government funded) to a demand-side (employer driven). This has created a 'training market' (Buchanan <i>et al</i>, 2004:192). Importantly, these changes impact on each of the stakeholders in employment relations. Lafer (2004:118) argues that now skill can be defined as 'what employers want' and therefore, workers, unions, management and governments are all affected.</p> <p>Comment:</p> <p>While this is descriptive, it attempts to include critical analysis and uses more than one source to support the overall argument. It contains few grammatical or referencing errors.</p>

<p><i>Distinction</i></p> <p>75%-84%</p>	<p>During the last two decades, policies that affect training and development have undergone a significant number of changes. Buchanan <i>et al</i> (2004:192) suggest that these changes have created a 'training market' whereby the allocation of public resources has moved from the supply-side to the demand-side, which means that employers are now in control of the Vocational Education and Training system. As a result, skill formation is not determined by governments, but rather has become an organisational concern known as 'strategic training' (Hampson, 2004:87).</p> <p>Comment:</p> <p>This is analytical and demonstrates a clear understanding of the relevant issues. It could be improved with further research and original insight. It contains no grammatical or referencing errors</p>
<p><i>High Distinction</i></p> <p>>85%</p>	<p>Throughout the 1980s and 1990s, skill, education and training policy settings were restructured and 'modernised' in a series of waves that reflected the trajectory of broader political changes (Buchanan, Watson and Briggs, 2004:192) creating a 'training market' along the lines of a neo-liberal political agenda (ibid p193). Pickersgill (2001:130) argued that the most important shift from a policy perspective was the shift in the allocation of public resources from the supply to the demand side in Vocational Education and Training (VET). This focus on an employer-led 'training market' has created a system where skill means nothing more than 'what employers want' (Lafer, 2004:118) and skill formation has transformed into the notion of 'strategic training' (Hampson, 2004:87).</p> <p>Comment:</p> <p>This is concise, analytical and demonstrates original synthesis of relevant resources. The paragraph has a clear 'voice' and is highly argumentative.</p>