

Annex 3

Marking Criteria

The following tables provide guidance in terms of criteria appropriate to the ranges of marks and classes. Obviously, this guidance is in very general terms and will need to be interpreted in the light of:

the combination of knowledge, understanding, skills, techniques, scholarship and vocational achievement required by the subject;

the kind of assessment – the marking conventions and guidance will need to be interpreted in terms of what can reasonably be expected from the piece of work being marked – there will be different expectations for an assignment based on one month's writing time (say) than for an answer in a written examination;

the recognition that no guidelines at this level can cover every eventuality, and markers should reward creativity, originality, insight, maturity of scholarship or technical application and work of particular merit however presented.

70-100 Excellent to outstanding work
First class Based on a thorough to full understanding of the problem or issue to hand

Top of range (85-100)	Criteria	Bottom of range (70-84)
Totally	Relevance;	Almost wholly
Complete mastery of the full range	Standard literature and/or methods and techniques;	Strong grasp of a wide range
Good	Evidence of study beyond the standard material;	Some
Excellent	Selection of sources, ideas, methods or techniques brought to bear with insight;	Well judged
Full	Integration of theory and evidence well organised to address the issue or problem;	Strong
Excellent and with flair	Scholarship;	Very good
Mature	Clear evidence of high analytic and problem solving skills or of evaluation and critical thought in analysis;	Very good
Excellent	Well justified and full conclusions;	Very good
Completely, or almost completely	Accurate;	Highly
With lucidity of expression as appropriate to the subject	Fluently written;	With clarity of expression as appropriate to the subject, excellent
	{ Originality in argument or problem	}
	{ solving;	}
	{ Lateral thinking;	}
Contains elements of all	{ Significant critical insight;	} Contains elements of all
or almost all of the	{ Reasoned discourse involving critique and	} or almost all of the
listed items which are	{ counter critique;	} listed items which are
appropriate to the subject	{ Reasoned questioning of assumptions;	} appropriate to the subject
	{ Reasoned reflection on methodology;	}
	{ Incidences of independent judgement;	}
	{ Successfully applying knowledge and	}
	{ understanding in unfamiliar situations.	}

60-69 Good to very good work
Second class Based on a sound to clear understanding of the problem or issue to hand
Division 1

Top of range (65-69)	Criteria	Bottom of range (60-64)
Largely relevant	Relevance;	Generally relevant
Good and secure grasp of a wide part	Standard literature and/or methods and techniques;	A solid grasp of a range
A good selection	Sources, ideas, methods or techniques brought to bear;	An appropriate selection
Good integration and well organised	Integration of theory and evidence organised to address the issue or problem;	Clear argument backed by evidence soundly organised
Some significant elements	Elements of good scholarship;	Some
Very clear	Clarity of argument;	Clear
Good	Evidence of analytic and problem solving skills or of evaluation and critical thought in analysis;	Sound
Well justified	Justified conclusions stemming from balanced argument;	Soundly justified
To a good standard	Accurate;	Mostly
For the most part	Fluently written;	In large part
May contain some	Originality in argument or problem solving;	May contain some
May contain some	Reasoned reflection on methodology or questioning of assumptions;	May contain some
May contains some of the listed items which are appropriate to the subject	{ Some study beyond the standard; { Lateral thinking; { Significant insight; { Reasoned discourse involving critique and counter critique; { Incidences of independent judgement; { Application of knowledge and understanding in unfamiliar situations.	May contain some

50-59 Competent to sound work
Second class Based on addressing the problem or issue using standard material and approaches
Division 2

Top of range (55-59)	Criteria	Bottom of range (50-54)
Relevant for the most part	Relevance;	May contain some irrelevant digressions
Most of the standard literature and/or methods	A familiarity with the standard literature and/or methods;	Much of the standard literature and/or methods
More successfully than not	Use of relevant sources, ideas, methods or techniques normally applied to the problem or issue;	With some success
Sound	Evidence of appropriate study;	Competent
Sound	Sufficient problem solving skills to arrive at a solution or argument to reach a conclusion;	Some success in problem solving or argument to reach a conclusion although it may not be fully developed
Soundly	Adequately written;	Competently
May be present	Evidence of some critical judgement applied either to analysis or the application of standard ideas and/or methods of solving problems.	May be present
<i>But may also show the following:</i>		<i>But may also show the following:</i>
Some imbalance between knowledge and argument or discussion		More reliance on knowledge than on argument, analysis or discussion
Some minor difficulties with the organisation of the material or full understanding of the problem or issue		Some difficulties with organisation of the material or full understanding of the problem or issue
Some technical or factual flaws and inaccuracies		A limit to the range of the standard sources, ideas, methods or techniques deployed;
		Some technical or factual flaws and inaccuracies

40-49 Basic work at or just above threshold for honours to satisfactory but limited work
Third class Based on a reasonable attempt to address the problem or issue using the more obvious standard material and approaches.

Top of range (45-49)	Criteria	Bottom of range (40-44)
Limited	Familiarity with the standard literature and/or methods;	Very limited
Satisfactory	Evidence of appropriate study;	Sufficient study but no indication of more
Satisfactory	Some deployment of standard sources, ideas, methods or techniques normally applied to the problem or issue;	Only some standard sources, ideas, methods or techniques normally applied to the problem or issue used
Satisfactory	Some success in solving problems or marshalling an argument to reach a conclusion although it may only be partially realised;	An attempt to solve a problem or marshal an argument to reach a conclusion but poorly realised
In large part	Adequately written;	Although in parts may only be barely so
May be present	Successful conclusions to parts of the problem or to elements of the issue.	Some indications of successful conclusions to parts of the problem or to elements of the issue may be present
<i>But may also show the following:</i> Some superficiality in understanding and/or use of material An over reliance on limited knowledge at the expense of development of argument, analysis or discussion Weak or limited selection of material and/or method Some incorrect selection of the material Technical or factual flaws and inaccuracies Some irrelevance		<i>But may also show the following:</i> Marked superficiality in understanding and/or use of material Heavy reliance on limited knowledge at the expense of development of argument, analysis or discussion Poor or very limited selection of material and/or method Some markedly incorrect selection of the material Significant technical or factual flaws and inaccuracies A noticeable degree of irrelevance

Mark range and descriptor	Criteria
35-39 Work just below threshold for honours but showing some evidence of study	<p><i>Either</i></p> <p>Based on evidence of effort and some study and an attempt to construct an argument or discussion which demonstrates some awareness of the issue and that although not reaching the standard of an honours degree because of error, poor or incorrect use of material and/or technique the candidate has benefited from the course and gained some useful knowledge;</p> <p><i>Or</i></p> <p>For answers which while substantially unfinished or otherwise incomplete or in large part irrelevant, nonetheless provide evidence that the candidate has the basis for a sound response to the problem or issue</p>
30-34 Work which is not satisfactory but contains elements indicating some work or effort	Based on the display of some very limited knowledge gained from study and an attempt to construct an argument or discussion but significantly flawed by the inclusion of irrelevant content and/or use of inappropriate method.
15-29 Clearly failing work	Deserving of some recognition only for making an effort and showing a little knowledge has been gained and a minimally coherent presentation of material or argument has been attempted
1-14 Seriously failing work	Only isolated knowledge displayed
0 No work or work disqualified for lateness or on disciplinary grounds	