

Assessment criteria and marking scheme – First Year

In your first year, we expect you to develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specified contexts, to achieve specified outcomes.

	Top Class First: 80-100%	First: 70-80%	Upper Second (2.1): 60-69%	Lower Second (2.2): 50-59%	Third: 40-49%	Bare Fail: 30-39%	Poor Fail: 20-29%	Very Poor Fail: 0-19%
SOURCES	Rigorous use of sources and initiative in locating material.	Displays initiative. Includes full basic information.	Provides substantial basic information and displays solid basic knowledge	Provides a reasonable quantity of accurate basic information.	Provides a limited quantity of basic information with some accuracy.	Unacceptable quantity or accuracy of basic knowledge displayed.	Very little of relevance; fundamental mistakes; poorly sourced material.	Almost no basic knowledge shown; inadequate sourcing
ANALYSIS	Exceptional insight into the basic material and its significance.	Exhibits special insight into the basic material and its significance.	Has a clear understanding of the basic material and its significance.	Has a competent (if dependent or incomplete) understanding of the basic material	Has some limited understanding of the basic material	Has no real sense of what the basic material means	Basic flaws in the interpretation of the material.	No effort to interpret or analyse material
ARGUMENT	Perceptive and sophisticated handling of the basic material.	Exhibits independence and sophistication in handling the basic material	Argues in an orderly way, with clear development.	Presents the general outline of a basic argument	Presents elements of a basic argument.	Presents practically no basic argument.	Argument does not respond to the question or material	Very little sense of an argument at all
RELEVANCE	Exemplary in its coherence and focus on the basic question. Appreciation of the topic's implications.	Keeps clear focus, and shows a fine grasp of issues at stake	Displays a firm sense of relevance of the material	Displays a general sense of relevance though this sometimes wavers	Displays some limited sense of relevance to the basic question.	Displays no adequate sense of relevance.	Inadequate approach to basic question. Structure, where it exists, is inappropriate	Fails to address the question at all. Basic No sense of structure.
WRITING STYLE	Exemplary basic use of grammar, spelling and language.	Exhibits excellence and sophistication in basic use of language	Exhibits a high level of competence with occasional lapses communication	Exhibits a general competence but contains a wide range of elementary errors	Achieves limited communication despite numerous and varied errors	Barely able to achieve communication due to wide-ranging errors	Basic communication achieved in some parts	Even basic communication not achieved
PRESENTATION	Displays perfect use of referencing conventions and highly effective presentation	Displays full and appropriate referencing conventions and effective presentation	Displays a thorough grasp of referencing conventions and effective presentation	Displays a general grasp of referencing conventions and adequate presentation	Displays some limited attention to referencing conventions and presentation	Displays an inadequate grasp of referencing conventions and presentation	Inappropriate use of referencing conventions and /or presentation	Negligible attempt to implement most basic principles

Assessment criteria and marking scheme – Second Year

By your second year, we expect you to generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; develop the capacity for significant judgment across a broad range of functions; and accept responsibility for determining personal and/or group outcomes.

	Top Class First: 80-100%	First: 70-80%	Upper Second (2.1): 60-69%	Lower Second (2.2): 50-59%	Third: 40-49%	Bare Fail: 30-39%	Poor Fail: 20-29%	Very Poor Fail: 0-19%
SOURCES	Highly rigorous use of sources. Impressive initiative shown in locating abstract material.	Displays initiative. Includes unusual and extremely full abstract/conceptual material.	Provides substantial information, including abstract /conceptual material	Provides a reasonable quantity of accurate abstract/ conceptual information.	Provides a limited quantity of conceptual information with some accuracy.	Is lacking in quantity or accuracy of conceptual material	Very little of relevance; fundamental mistakes; almost no effort to source material.	Almost no knowledge of relevance to question; inadequate sourcing
ANALYSIS	Exceptional, highly subtle insight into the material and its conceptual significance.	Exhibits special, distinctive insight into abstract/ conceptual material and its significance.	Has a clear understanding of abstract/conceptual material and its significance.	Has a competent understanding of abstract/conceptual material.	Has some limited understanding of abstract/conceptual material.	Has no real sense of what abstract/conceptual material means	Basic flaws in the interpretation of the concepts or issues.	No effort to interpret or analyse material
ARGUMENT	Highly perceptive and sophisticated handling of theoretical material.	Exhibits independence, cogency, nuance, and a powerful grasp on argument	Argues in orderly way, with clear development.	Presents the general outline of an appropriate argument	Presents elements of an appropriate argument.	Presents practically no appropriate argument.	Argument is inappropriate to the question or material	Little sense of an argument at all
RELEVANCE	Excellent focus on the question. Nuanced appreciation of the topic's implications.	Keeps a clear and confident focus, and shows a fine grasp of issues	Displays a strong sense of relevance of the material to the argument	Displays a sound general sense of relevance though sometimes wavering and unreflective.	Displays some limited sense of relevance to the question and argument.	Displays no adequate sense of relevance, despite occasional good points.	Inadequate as a response to the question. Structure is inappropriate	Fails to address the question at all. No sense of structure.
WRITING STYLE	Exemplary use of grammar, spelling and language.	Exhibits excellence and sophistication in language proficiency	Exhibits a level of proficiency but may contain significant errors	Exhibits a general competence but errors impact on communication	Achieves limited communication despite numerous and varied errors	Barely able to communicate due to wide-ranging errors	Basic communication breaks down in several parts	Even basic communication not achieved
PRESENTATION	Displays perfect use of referencing conventions and highly effective presentation	Displays exceptionally full and appropriate referencing conventions and especially effective presentation	Displays a thorough grasp of referencing conventions and effective presentation	Displays a general grasp of referencing conventions and adequate presentation	Displays some limited care and competence in referencing conventions and presentation	Displays an inadequate grasp of referencing and presentation	Inappropriate use of referencing conventions and/or presentation	Negligible attempt to implement referencing conventions and/or principles of presentation

Assessment criteria and marking scheme – Final Year

In your final year, we expect you to be able to critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations; and accept responsibility for determining and achieving personal and/or group outcomes.

	Top Class First: 80-100%	First: 70-80%	Upper Second (2.1): 60-69%	Lower Second (2.2): 50-59%	Third: 40-49%	Bare Fail: 30-39%	Poor Fail: 20-29%	Very Poor Fail: 0-19%
SOURCES	Highly rigorous sourcing and impressive initiative in comprehensive material located.	Displays special initiative. Includes unusual or extremely full and coherent information.	Provides systematic information, displays a solid knowledge of material	Provides reasonably systematic and accurate information.	Provides a limited quantity of information with some accuracy but little coherence.	Fails to display quantity, accuracy or coherence of material gathered.	Very little coherence of material; fundamental mistakes; inadequate sourcing.	Almost nothing of relevance to question; inadequate sourcing
ANALYSIS	Exceptional, ground-breaking critical insight into the conceptual material and its significance.	Exhibits distinctive or powerful critical insight into the abstract/conceptual material and its significance.	Has a clear and critical understanding of the body of material and its significance.	Has a competent (if dependent or incomplete) critical understanding of the body of material and its significance.	Has some limited critical understanding of the body of material and its significance.	Has no real sense of what criticism of the material means	Basic flaws in the critical interpretation of abstract concepts or issues.	No effort to interpret or analyse material; serious, deep and basic errors of interpretation
ARGUMENT	Highly perceptive and incisive. Deft handling of challenging material.	Exhibits: independence, cogency, nuance, sophistication, and a powerful grasp of argument	Argues in an assured and orderly way, with clear development..	Presents the general outline of an appropriately sophisticated argument	Presents some elements of an appropriate argument at this level.	Presents practically no appropriate argument at this level.	Argument is inappropriate to the question or material	Very little sense of an argument at all
RELEVANCE	Exemplary coherence and critical focus on the question. Nuanced and deep perception of the topic's implications.	Keeps an unusually clear, systematic and confident focus, and shows a fine critical grasp of issues and of their nuances	Displays a secure sense of relevance of the material to the chosen critical method of argument	Displays a sound sense of relevance though with occasional lapses.	Displays some limited sense of relevance to the argument.	Generally inadequate sense of relevance, though with occasional relevant points.	Inadequate or erroneous approach to question. Structure is lacking or inappropriate	Fails to address the question at all. No sense of structure.
WRITING STYLE	Exemplary use of sophisticated grammar, spelling and language.	Exhibits excellence and sophistication across many elements of language proficiency	Exhibits competence but may contain a significant number of errors	Demonstrates reasonable level but errors have a significant impact on communication	Achieves limited communication despite numerous and varied errors	Barely able to achieve communication due to wide-ranging errors	Basic communication breaks down in numerous parts	Even basic communication not achieved
PRESENTATION	Displays perfect use of referencing conventions and highly effective presentation	Displays exceptionally full and appropriate referencing conventions and especially effective presentation	Displays a thorough grasp of referencing conventions and effective presentation	Displays a general grasp of referencing conventions and adequate presentation	Displays some limited care and competence in referencing conventions and presentation	Displays an inadequate grasp of referencing conventions and presentation	Inappropriate use of referencing conventions and / or presentation	Negligible attempt to implement referencing conventions and / or principles of presentation