

GLOBAL STUDIES UNDERGRADUATE ASSESSMENT CRITERIA: CONCEPT NOTE

Descriptor	Grade Band	Mark Range	Typical Mark	Description
Outstanding (85-100)	1 st – Highest	93-100	93 or 100	Outstanding attainment of module and/or course learning outcomes. A concept note in this category clearly and consistently surpasses normal expectations, in terms of scholarship, for the relevant level of study. Work in this category typically meets the expectations of ‘excellent’ work and also: introduces original ideas and insights; is comprehensive (relative to the level of study) in its identification of relevant (in terms of breadth or depth) literature; is uniquely perceptive at evaluating the strengths and weaknesses of its sources; integrates the student’s own approach within wider scholarly frameworks; offers a particularly innovative assessment, or points to new questions regarding the concept; is exceptionally well written; is referenced to a professional standard.
	1 st – Outstanding	85-92	88	
Excellent (70-84)	1 st – High	80-84	82	Excellent attainment of module and/or course learning outcomes. A concept note in this category typically: demonstrates a highly academically informed and nuanced understanding of the concept; includes all major academically accepted definitions of the concept; provides a sophisticated sketch of the concept’s historical evolution, scope, utility and key scholars; identifies important debates around the concept and demonstrates an excellent ability to assess the concept’s explanatory utility and engage with broader empirical and/or theoretical aspects of the concept; contains very few referencing errors; follows all presentation requirements; is clearly and fluently written.
	1 st – Mid	75-79	77	
	1 st – Low	70-74	72	
Good to Very Good (60-69)	2.1 – High	67-69	68	Good to very good attainment of module and/or course learning outcomes. A concept note in this category typically: demonstrates an academically informed and thorough understanding of the concept; includes all major academically accepted definitions of the concept; provides a coherent sketch of the concept’s historical evolution, scope, utility and key scholars; identifies important debates around the concept; demonstrates an ability to assess the concept’s explanatory utility and engage with broader empirical and/or theoretical aspects of the concept; contains few referencing errors; follows all presentation requirements; is written clearly in a comprehensible way.
	2.1 – Mid	64-66	65	
	2.1 – Low	60-63	62	
Satisfactory (50-59)	2.2 – High	57-59	58	Satisfactory attainment of module and/or course learning outcomes. A concept note in this category typically: display an academically informed understanding of the concept and includes widely accepted definition(s) of the concept; discuss its historical evolution, explanatory scope, contemporary use, and key scholars, although this may be under-developed or over-simplified; may demonstrate a more limited ability to engage with broader empirical and/or theoretical aspects of the concept; makes an attempt to structure and organise the material (which may be more effective at the higher end of the grade band and less effective at the lower end); shows knowledge of appropriate referencing practice but this may be inconsistently applied; follows most presentation requirements; is written in a generally comprehensible way, though may contain writing errors.
	2.2 – Mid	54-56	55	
	2.2 – Low	50-53	52	
Weak (40-49)	3 rd – High	47-49	48	Weak attainment of module and/or course learning outcomes. A concept note in this category typically: demonstrates basic knowledge and understanding of the concept; includes an acceptable definition of the concept; may lack academically informed description; may contain insufficient discussion of the concept’s historical evolution, explanatory scope, or key scholars; has weak structure and organisation of material; contains weak analysis and reasoning; shows some knowledge of appropriate referencing practice; follows some presentation requirements; may be unclearly written.
	3 rd – Mid	44-46	45	
	3 rd – Low	40-43	42	

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Poor (20-39)	Borderline Fail	35-39	37	Poor attainment of module and/or course learning outcomes. A concept note in this category typically: demonstrates little evidence of knowledge and understanding of the concept; may display descriptions that are not academically informed and/or concentrate on an uncommon definition or inappropriate interpretation; may lack discussion of the concept's historical evolution, explanatory scope, or key scholars; is poorly structured and organised; may contain a significant amount of irrelevant material; may show limited knowledge of appropriate referencing practice; may be deficient in length against the word count to an extent that noticeably undermines its scholarly quality; may be extremely unclearly written and/or presented.
	Fail	20-34	30	
Very Poor (1-19)	Bad Fail	1-19	15	Very poor attainment of module and/or course learning outcomes. A concept note in this category typically: demonstrates no evidence of knowledge and understanding of the concept; may display descriptions that are not academically informed and/or concentrate on an uncommon definition or inappropriate interpretation; may lack discussion of the concept's historical evolution, explanatory scope, or key scholars; is very poorly structured and organised; may contain a significant amount of irrelevant material; may show very limited knowledge of appropriate referencing practice; may be deficient in length against the word count to an extent that significantly undermines its scholarly quality; may be extremely unclearly written and/or presented.
Absence of Positive Qualities (0)	Zero	0	0	No demonstrable attainment of module and/or course learning outcomes. A concept note in this category typically: has not been submitted; is not the coursework that has been assigned; has been submitted after the late-penalty period has elapsed; and/or has had a penalty applied for major academic misconduct.