

GLOBAL STUDIES UNDERGRADUATE ASSESSMENT CRITERIA: PRESENTATIONS

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 presentation 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; draws on an exceptional range (or depth) of detailed examples or case studies, integrates the student’s own approach within wider scholarly frameworks; demonstrates outstanding presentation and/or speaking skills, including outstanding use of visual aids (if relevant to/required for the assessment).
	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 presentation in this category typically: has excellent direct focus on the topic, theme or question required; engages directly and in-depth with relevant themes from the module/course; has excellent structure and organisation of material; reflects superior analytical and reasoning skills; makes a clear and convincing argument of the student’s own; identifies and accurately discusses the most relevant literature; convincingly evaluates the strengths and weaknesses of its sources; makes excellent use of appropriate, detailed examples or case studies; may feature excellent presentation and/or speaking skills and is very well supported by use of visual aids (if relevant to/required for the assessment).
	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 presentation in this category typically: has good direct focus on the topic, theme or question required; engages directly with relevant themes from the module/course; has good structure and organisation of material; reflects good analytical and reasoning skills; makes a clear argument of the student’s own; identifies and accurately discusses a good range of relevant literature; successfully evaluates the strengths and weaknesses of its sources; arguments are illustrated with reference to detailed and relevant examples or case studies; may feature good presentation and/or speaking skills and is well supported by use of visual aids (if relevant to/required for the assessment).
	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 presentation in this category typically: engages directly with the topic, theme or question required; reflects knowledge of relevant themes from the module/course; 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); directly or indirectly suggests an argument; contains satisfactory analysis and reasoning; contains accurate discussion of some relevant literature, which may or may not include reflection on strengths and weaknesses; identifies some appropriate examples or case studies, but these may not be fully detailed; may feature satisfactory presentation and/or speaking skills and is satisfactorily supported by use of visual aids (if relevant to/required for the assessment).
	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 presentation in this category typically: engages directly or indirectly with the topic, theme or question required; reflects limited knowledge of relevant themes from the module/course; has weak structure and organisation of material; does not build a clear argument in a successful way; contains weak analysis and reasoning; identifies some relevant literature/sources, though there may be errors in accuracy; is limited in its evaluation of the strengths and weaknesses of sources; identifies examples or case studies,
	3 rd – Mid	44-46	45	
	3 rd – Low	40-43	42	

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				which may have limited relevance and/or be weakly developed; may feature weak presentation and/or speaking skills and is weakly supported by use of visual aids (if relevant to/required for the assessment).
Poor (20-39)	Borderline Fail	35-39	37	Poor attainment of module and/or course learning outcomes. A presentation in this category typically: does not engage with the topic, theme or question required, though it may attempt to engage a different one; reflects very limited knowledge of relevant themes from the module/course; is poorly structured and organised; does not build a clear argument; contains poor (or little) analysis and reasoning; shows little awareness of relevant examples or case studies; identifies and discusses few relevant sources (and/or contains significant errors in accuracy and understanding); may contain a significant amount of irrelevant material; may be so brief that this noticeably undermines its scholarly quality; may feature poor presentation and/or speaking skills and is poorly supported by use of visual aids (if relevant to/required for the assessment).
	Fail	20-34	30	
Very Poor (1-19)	Bad Fail	1-19	15	Very poor attainment of module and/or course learning outcomes. A presentation in this category typically: does not engage with the topic, theme or question required; reflects almost no knowledge of relevant themes from the module/course; is very poorly structured and organised; contains no argumentation, analysis or reasoning; shows very poor awareness of relevant examples or case studies; identifies and discusses no relevant sources (and/or contains no significant evidence of accuracy and understanding); may contain a significant amount of irrelevant material; may be so brief that this significantly undermines its scholarly quality; features very poor presentation and/or speaking skills and is very poorly supported by use of visual aids (if relevant to/required for the assessment).
Absence of Positive Qualities (0)	Zero	0	0	No demonstrable attainment of module and/or course learning outcomes. A presentation in this category typically: is not conducted due to unnotified absence; and/or has had a penalty applied for major academic misconduct.