

Assessment Criteria

Work that is currently well-below expectations for the current level, and requires significant improvement to reach an acceptable standard.Work that is of an acceptable standard for the current level.Work that is of a acceptable standard for the current level.Work that is of a satisfactory to very satisfactory to very sa		0-29	30-39	40-49	50-59	60-69	70-84	85-100
expectations for the current level, and requires significant improvement to reach an acceptable standard.current level, but approaching an acceptable standard.the current level.satisfactory standard for the current level.current level.current level.Demonstrates a generally thorough understanding of assigned material, with areas of significant understanding of assigned material, with limitation, but sufficient to understanding of assigned material, with little evidence of relevant knowledge.the current level.satisfactory standard for the current level.current level.Demonstrates a generally sound, but sometimes straightforward and basic, response to a given task.current level.Demonstrates a generally sound, but sometimes assigned material, with areas of significant understanding of assigned material, with little evidence of relevant knowledge.current level.Demonstrates a generally sound, but sometimes at aconsistent, a dequate response to a given task.the current level.Demonstrates a generally sound, but sometimes assigned material, with areas significant understanding of assigned material, with little evidence of relevant knowledge.the current level.Demonstrates a generally assigned material, with adecstanding of factual errors / omissions and/or maior comprehend subject material, although a significant number of factual errors / omissions a digner material, although a significant number of factual errors / omissions and/or minor confusions.current level.Demonstrates a generally thorough understanding of assigned material, with a descriptive and/or factual evidenced. The piece incudes a signi	١	Work that is currently	•			•	Work that is of an excellent	-
errors / omissions and/or major confusions.contexts relevant to subject material. When addressed it is with a generalized understanding.Limited awareness of contexts relevant to subject material is demonstrated.contexts relevant to subject material is demonstrated.contexts relevant to subject material. When addressed it is with a generalized understanding.Limited awareness of contexts relevant to subject material, often with a generalized understanding.contexts relevant to subject material, often with a generalized understanding.contexts relevant to subject material, often with a generalized understanding.contexts relevant to subject material, often with a generalized understanding.subject material, often with a generalized understanding.contexts relevant to subject material.subject material, and able to insightfully discuss a broad range of relevant connections with assigned material.contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material.contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material.contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material.contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material.contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material.contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material.contexts relevant to subject material, and able to dis	VOWLEDGE AND UNDERSTANDING	Work that is currently well-below expectations for the current level, and requires significant improvement to reach an acceptable standard. Demonstrates an insufficient understanding of assigned material, with little evidence of relevant knowledge. There is little or no comprehension of subject material evidenced. The piece includes a significant number of factual errors / omissions and/or major confusions. No awareness of contexts relevant to subject material is	Work that is currently below expectations for the current level, but approaching an acceptable standard. Demonstrates an insufficient understanding of assigned material, with some significant gaps in knowledge that prevent an adequate response to a given task. Comprehension of subject material is inconsistent, and includes a significant number of factual errors / omissions and/or major confusions. Limited or no awareness of contexts relevant to subject material. When addressed it is with a generalized understanding. Very little or no evidence of either wider reading (tutor suggested) or independent	Work that is of an acceptable standard for the current level. Demonstrates a generally basic understanding of assigned material, with areas of significant limitation, but sufficient to frame a supportable response to a given task. Relevant knowledge evidenced, but patchy and at a consistently descriptive and/or factual level. Ability to comprehend a majority of subject material, although a significant number of factual errors / omissions and/or minor confusions. Limited awareness of contexts relevant to subject material, often with a generalized understanding. Little or no evidence of	Work that is of a satisfactory to very satisfactory standard for the current level. Demonstrates a generally sound, but sometimes straightforward and basic, understanding of assigned material. Relevant knowledge evidenced, but often at a descriptive and/or factual level. Ability to comprehend subject material, although some factual errors / omissions and/or minor confusions. Some awareness of contexts relevant to subject material, and able to identify some relevant connections with assigned material. Limited evidence of either wider reading (tutor suggested) or independent	Work that is of a good to very good standard for the current level. Demonstrates a generally thorough understanding of assigned material. Relevant knowledge evidenced, occasionally at a descriptive and/or factual level, but with awareness of its significance / implications. Ability to comprehend subject material, with clarity and moments of insight, and few factual errors / omissions and/or minor confusions. A good awareness of contexts relevant to subject material, and able to discuss a range of relevant connections with assigned material. Some awareness of different perspectives or	Work that is of an excellent standard and exceeds expectations for the current level. Demonstrates a broad and thorough understanding of assigned material. Relevant knowledge deployed perceptively, with clear awareness of its significance / implications. Ability to comprehend subject material with clarity and insight, and very few or no factual errors / omissions and/or minor confusions. A thorough awareness of contexts relevant to subject material, and able to discuss a broad range of relevant connections with assigned material. Good awareness of different perspectives or	Outstanding work that well- exceeds expectations for the current level. Demonstrates an assured and thorough understanding of assigned material. Relevant knowledge deployed perceptively, with clear awareness of its significance / implications. Ability to comprehend subject material with flair, clarity and insight. No factual errors / omissions and/or confusions. An informed awareness of contexts relevant to subject material, and able to insightfully discuss a broad range of relevant connections with assigned material. Good awareness of different perspectives or approaches, including their

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	There is no sense of	There is little sense of	An argument is beginning	A line of argument is	A line of argument is	A persuasive line of	A persuasive and
	argument. Focus on	argument, and digression	to emerge, but may be	partially established,	clearly established, with	argument is clearly	engaging line of argument
	the question is very	is common over the course	patchy and disparate, with	although there may be	little digression over the	established, with very little	is clearly established, with
	weak, with frequent	of the piece. Focus on the	digression over the course	some digression over the	course of the piece. Focus	digression over the course	no digression. Focus on
	digression and largely	question tends to be	of the piece. Focus on the	course of the piece. Focus	on the question is	of the piece. Focus on the	the question is very strong,
	irrelevant	inconsistent, with	question is straightforward,	on the question is	generally consistent, with	question is strong, with	with a nuanced
	content/discussion.	significant irrelevant	with some inconsistency	straightforward, but	some appreciation for its	good appreciation for its	appreciation for its
	Analysis of material,	content/discussion.	and irrelevant	generally consistent and	complexity and little	complexity and very little	complexity and no
	when attempted, is	Analysis of material is	content/discussion.	some irrelevant	irrelevant	irrelevant	irrelevant content /
	generally incoherent.	often incoherent, and	Analysis of material is	content/discussion.	content/discussion.	content/discussion.	discussion.
	Analytic procedures	coherent moments are	generally coherent,	Analysis of material is	Analysis of material is	Analysis of material is	Analysis of material is
	and/or techniques are	often formulaic. Analytic	although is often formulaic.	generally coherent,	coherent, and rarely	coherent, and sometimes	insightful and exhibits
S	rarely used, and if they	procedures and/or	Analytic procedures and/or	although may sometimes	seems formulaic. Analytic	insightful. Analytic	creativity. Analytic
S.	are it is with very little	techniques are rarely used,	techniques are used with	be formulaic. Analytic	procedures and/or	procedures and/or	procedures and/or
Ň	success.	and if they are it is with	mixed success.	procedures and/or	techniques are used	techniques are used	techniques are used and
ANALYSIS	3000033.	limited success.		techniques are used	proficiently.	proficiently, with some	adapted, proficiently.
\geq	Interpretations are	innited Success.	Interpretations are often	efficiently.	proncientity.	adaptation.	adapted, proficiently.
A	unsupported, with little	Interpretations are rarely	supported with relevant	chicientry.	Interpretations are		Interpretations are
$\hat{\mathbf{O}}$	or no reference to	supported with relevant	evidence, although there	Interpretations are	consistently supported with	Interpretations are	consistently supported with
AND	relevant evidence, and	evidence, and are often	may be some errors in	generally supported with	relevant evidence, and	consistently supported with	relevant evidence,
A	are generally based on	based on significant errors	reasoning, and provide a	relevant evidence, and	provide a sound response	relevant evidence,	providing a critically
2	significant errors in	in reasoning. Response to	basic response to the task	provide a sound but	to the task, including	providing a critically	engaged and astute
Õ	reasoning. Response	the task is insufficient (with	within defined boundaries	straightforward response	occasional independence	engaged and astute	response to the task,
Ē	to the task is	potential misreading of	(e.g. by the tutor, course,	to the task within defined	of thought, within defined	response to the task,	including significant
A	insufficient (with little or	guidelines).	and/or a simple reading of	boundaries (e.g. by the	boundaries (e.g. by the	including some	independence of thought.
2	no sense of awareness	Critique and evaluation of	the task).	tutor, course, and/or a	tutor, course, and/or a	independence of thought.	The work will often go
7	of task aims or	alternative perspectives	Critique and evaluation of	simple reading of the task).	proficient reading of the	The work will go beyond,	beyond, and/or reflect
APPLICATION	guidelines).	are absent (or highly	alternative perspectives	Critique and evaluation of	task).	and/or reflect upon, the	upon, the defined
4F	Critique and evaluation	misrepresentative).	are rare, and if present	alternative perspectives	Critique and evaluation of	defined boundaries of the	boundaries of the task.
	of alternative	misrepresentative).	show basic responses.	are limited, and where	alternative perspectives	task.	Critique and evaluation of
	perspectives are	Quantitative work will	show basic responses.	present tend to be	are fairly common, and	Critique and evaluation of	alternative perspectives
	absent (or highly	contain significant errors,	Quantitative work will be	relatively basic.	tend to be simple but	alternative perspectives	are common, and
	misrepresentative).	and it will often be unclear	mostly correct, with some	Telatively basic.	•	are common, and are often	consistently perceptive and
	misrepresentative).	how conclusions have	minor errors, and it may	Quantitative work will be	convincing.	perceptive and convincing.	
	Quantitative work will	been reached.	not always be clear how	largely correct, with few	Quantitative work will be	perceptive and convincing.	convincing.
	contain significant		conclusions have been	minor errors, and	correct, and conclusions	Quantitative work will be	Quantitative work will be
	errors, incorrect		reached.	conclusions generally	generally evidenced /	correct and conclusions	correct and conclusions
	conclusions, and little			evidenced / explained	explained appropriately.	clearly evidenced /	clearly evidenced /
	or no evidence of how			appropriately.		explained.	explained.
	conclusions have been						
	reached.						

	Little or no structure	A simple structure can be	Written work has a simple	Written work has a simple	Written work has a clear	Written work has a clear	Written work has a clear
SSION	can be discerned in	discerned in written work,	structure that occasionally	structure, but is efficiently	structure, and is well-	structure, and is very well-	structure, with astute
	written work.	but it often becomes	becomes disorganized. It	organized. It allows	organized with an	organized with a good	organization of material
	Arguments and ideas	disorganized. Arguments	mostly allows arguments	arguments and ideas to be	emerging sense of flow. It	sense of flow. It supports	combined with a
	can be followed only	and ideas can be followed	and ideas to be followed,	followed, although	allows arguments and	the development of	compelling sense of flow. It
	with significant	only with difficulty	although sometimes with	sometimes with a little	ideas to be followed,	arguments and ideas, with	supports the development
	difficulty, and often not	(sometimes significant).	difficulty (occasionally	difficulty.	although there may be	little or no confusion.	of arguments and ideas,
	at all.	Standard of language is	significant).	Standard of language is	occasional confusion.	Standard of language is	enabling points to be made
	Standard of language	very basic with some	Standard of language is	basic but competent, with	Standard of language is	very good, with a range of	in stronger ways, with no
	is poor with significant	confusion. There is little or	basic but generally	some technical	good, with some	appropriate technical	signs of confusion.
	confusion. There is	no technical terminology	competent, with little	terminology generally used	appropriate technical	terminology used	Standard of language is
	little or no technical	(which, when used, is often	technical terminology	appropriately. There may	terminology used	consistently. There are	excellent, with a good
EXPRE	terminology (which,	used incorrectly). There	(which, when used, is	be some minor errors in	consistently. There may be	very few or no minor errors	range of appropriate
Ĥ	when used, is	may be a large number of	mostly appropriate). There	composition. Spelling,	an occasional minor error	in composition. Spelling,	technical terminology used
ω	generally used	errors in composition.	may be a number of minor	punctuation and grammar	in composition. Spelling,	punctuation and grammar	consistently and signs of
-	incorrectly). There are	Spelling, punctuation and	errors in composition.	are generally correct, with	punctuation and grammar	are almost entirely correct.	an emerging rhetorical
AND	a large number of	grammar are often	Spelling, punctuation and	some minor errors	are almost entirely correct,	Meaning is clear, with very	and/or descriptive flair.
A	errors in composition.	incorrect, with a number of	grammar are mostly	(including, potentially,	with few minor errors.	few moments of	There are very few or no
Ш	Spelling, punctuation	minor errors (including	correct, with a number of	some consistent errors).	Meaning is almost always	inconsistency or	minor errors in
R	and grammar are often	consistent errors).	minor errors (including	Meaning is generally clear,	clear, with few moments of	vagueness.	composition. Spelling,
TURE	incorrect, with a	Meaning is often unclear,	some consistent errors).	with some moments of	inconsistency or	vagueness.	punctuation and grammar
5	number of errors	with several instances of	Meaning is mostly clear,	inconsistency or	vagueness.	Presentation is of a very	are almost entirely correct.
ž	(including consistent	inconsistency or	with several instances of	vagueness.	5	good standard and clarity.	Meaning is consistently
STRUC	errors).	vagueness.	inconsistency or	vagaonoco.	Presentation is of a good	Referencing is generally	clear, with little sense of
	Meaning is often	-	vagueness.	Presentation is of an	standard and clarity.	correct for the relevant	vagueness or imprecision.
-	unclear, with many	Presentation is of a	-	acceptable standard and	Referencing is mostly	system, with only very	
Ц М	instances of	borderline unacceptable	Presentation is of a barely	clarity. Referencing is	correct for the relevant	occasional minor errors.	Presentation is of an
E	vagueness.	standard and clarity. Little	acceptable standard and	generally correct for the	system, with occasional		exemplary standard and
R	-	or no attempt is made at	clarity. An attempt at	relevant system, with some	minor errors (including,		clarity. Referencing is
CLARITY,	Presentation is of an	using a single referencing	referencing using a single	minor errors (including,	potentially, some		consistently correct for the
	unacceptable standard	system, and where it is	system is made, although	potentially, some	consistent errors and/or		relevant system.
_	and clarity. Little or no	there are a large number	this has a number of minor	consistent errors and/or	occasional confusion		
	attempt is made at	of errors (including	errors (including,	occasional confusion	between systems).		
	referencing, and where	consistent errors and/or	potentially, some	between systems).			
	it is there are a large	confusion between	consistent errors and/or				
	number of errors.	systems).	confusion between				
			systems).				