

Marking criteria

	0-39	40-49	50-59	60-69	70-74	75-79	80-85	86-100
ARGUMENT & ANALYSIS	Very limited textual analysis; no argument or incoherent argument; fails to focus on topic(s) addressed; below the standard required at the current level of course.	An elementary or incomplete analysis; no argument or incoherent argument; some attempt to focus on topic(s) addressed, but prone to stray from point or lose focus.	In general, analysis demonstrates adequate interpretation of the material, although there may be some lapses; fairly coherent argument; in general, maintains focus on topic(s) addressed, although there may be some lapses.	Sound analysis of the material, with some awareness of the complexity of the issues discussed; argument is clear, focused and scholarly.	Advances a well-considered analysis or interpretation; argument is clear, focused and scholarly; presents an original approach to the material that questions established views.	Advances a well-developed and striking analysis or interpretation; argument is clear, focused and scholarly; presents a fresh and original approach to the material that questions established views.	Advances an outstandingly bold analysis or interpretation; argument is clear, focused and scholarly; presents a fresh and original approach to the material that questions established views.	As for 70-85; analysis and argument transcend the expectation of the level of the assessment.
KNOWLEDGE & RESEARCH	Very limited use of primary and secondary reading; very limited awareness of relevant contexts; poor textual comprehension; below the standard required at the current level of the course.	Limited use of primary and secondary reading; inadequate awareness of relevant contexts; poor textual comprehension.	Some use of primary and secondary reading; some awareness of relevant contexts; adequate textual comprehension but there may be some limitations or lapses.	Strong engagement with primary and secondary texts; good awareness of relevant contexts; good textual comprehension.	Wide use of and close engagement with primary and secondary reading; evidence of independent research; detailed knowledge of relevant contexts; excellent textual comprehension.	Wide and penetrating use of primary and secondary reading; evidence of independent research; detailed knowledge and sophisticated use of relevant contexts; excellent textual comprehension.	Wide and highly sophisticated use of primary and secondary reading; evidence of independent research; detailed knowledge and highly sophisticated use of relevant contexts; excellent textual comprehension.	As for 70-85; use and treatment of primary and secondary reading and knowledge and use of relevant contexts transcends the expectation of the level of the assessment.

	0-39	40-49	50-59	60-69	70-74	75-79	80-85	86-100
WRITING & PRESENTATION	Writing that is poorly structured and organised, with inadequate expression and frequent errors in grammar, spelling, and punctuation; presentation and citation/ referencing does not follow guidelines; below the standard required at the current level of the course.	Writing that is sometimes poorly structured and organised, with some inadequate expression and some errors in grammar, spelling and punctuation; presentation and citation/ referencing does not follow guidelines.	Writing that shows a basic but limited command of structure, organisation, and expression; few errors in grammar, spelling, and punctuation; presentation and citation/ referencing mostly follows guidelines, with some lapses.	Writing that is well organised and structured and shows a sure command of expression; strong grammar, spelling, and punctuation, although there may be a small number of minor errors; presentation and citation/ referencing in line with guidelines.	Writing that is extremely well organised and structured and shows a sophisticated command of expression; with excellent grammar, spelling, and punctuation; presentation and citation/ referencing in line with guidelines.	As for 70-74; overall, writing shows a high degree of sophistication and assurance.	As for 70-79; overall, writing is distinguished by nuance, sophistication, complexity and regard for style.	As for 70-85; writing is distinguished by a command of style and exposition that transcends the expectation of the level of the assessment.