

## Marking Criteria for Coursework Reviews

Categorical Marks	Classification	Coursework Reviews
95	Exceptional 1 <sup>st</sup>	Marks in this category represent a first class piece of work of truly exceptional quality, equivalent to a critical review in a high quality Psychology journal. The review shows a commanding knowledge and understanding of the topic, and has considerable critical originality and insight.
82, 88	Outstanding 1 <sup>st</sup>	In addition to meeting criterion for a Clear 1st, marks in this category reflect an outstanding answer, with an impressive level of depth, clarity and originality.
72, 75, 78	Clear 1 <sup>st</sup>	Students will have read widely around the topic, make extensive use of primary sources and show a thorough understanding, appreciation and critical appraisal of the material. The review has a clear structure and develops a coherent argument, including some evidence of original or critical thought. The standard of English should be good with minimal errors of spelling or grammar, and the essay should be well presented and properly referenced. Reviews in this band of marks will be exciting to read. Students may have taken a risk and gone out on a limb to make a point about the topic or to challenge some accepted position, but they must be able to back up their argument with sound resort to evidence or to theoretical sources. The defining feature of reviews marked in this band is that they show originality and flair.
62, 65, 68	2.1	Students should show a clear understanding of the issues raised by their reading. The review should be well structured, clearly written and well presented. It should show evidence that the student has thought critically about the topic and has not simply reproduced standard arguments or evidence. Particularly in marks at the higher end of this band, review will show confidence in interpreting evidence. The standard of English should be good, and spelling and grammar should be reasonable. At this level of marking, the student should seem at ease in handling relevant theoretical ideas. All sources should be properly cited.
52, 55, 58	2.2	Reviews should show evidence that the student has read the basic material for the topic and has a reasonable understanding of it, but there may be little insight or grasp of wider issues. There may be some signs of weakness, such as confusion about debates and arguments or misinterpretation of some evidence, but overall the grasp of the topic should be sound. The review should be reasonably well structured and the material should be coherently presented. Reviews marked in this band probably will be reasonably competent but somewhat predictable and lacking in originality. The standard of English should be reasonably competent.
42, 45, 48	3rd	Students probably will have done only basic reading and will show little or no appreciation of the different interpretations that might be drawn from particular evidence. The review will indicate a very basic understanding of the topic or target article, but will not have gone beyond this, and there may well be signs of confusion, poor organisation and/or limited scope.
35, 38	Marginal Fail	An incomplete, inaccurate and poorly argued review. Reviews are likely to be very poorly organised, and any arguments given will be largely unsubstantiated.
0, 10, 20, 30	Absolute Fail	The review will contain no appropriate material, or disconnected and mostly irrelevant fragments. There will be no evidence of information beyond the level expected from a lay person.

**Note:** These criteria are interpreted more generously for students in earlier stages of their degree course, in the sense that first- and second-year students are not expected to display the breadth of knowledge or maturity of judgement expected of finalists.