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|  | FAIL | PASS | 3H | 2H2 | 2H1 | 1H |
| 0–25 | 25–39 | 40–44 | 45–49 | 50–59 | 60–69 | 70–79 | 80–100 |
| Argument and analysis | Irrelevant or almost irrelevant to the task and/or fundamental misunderstanding of key concepts; extremely poor textual and contextual comprehension | Largely irrelevant to the task and/or considerable misunderstanding of key concepts; failure to synthesise ideas; very limited textual analysis; no argument or incoherent argument | Some basic understanding of the question and of key concepts but lacking in synthesis of ideas; largely descriptive rather than analytical | Limited understanding of question/key concepts; lacking in synthesis of ideas; tendency to description rather than analysis | Fair understanding of key concepts; maintains focus on topics addressed but there may be some lapses; some weaknesses of understanding and knowledge | Good synthesis of ideas; goodunderstanding of key concepts; sound analysis of the material, with some awareness of the complexity of the issues discussed; argument is clear and focused | Coherent and original synthesis of ideas; fresh approach to the material; critical and thorough understanding of key concepts; well-developed analysis; argument is clear, focused and scholarly | 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 |
| Knowledge and research  | Extremely limited to no awareness of relevant contexts; extremely limited to no evidence of technical and formal knowledge of the medium  | Very limited awareness of relevant contexts; very limited evidence of technical and formal knowledge of the medium | Limited awareness of relevant contexts; limited evidence of technical / formal knowledge of the medium | Restricted range of sources consulted; only basic understanding of relevant contexts; evidence of basic technical and formal knowledge of the medium | Some use of secondary reading; some awareness of relevant contexts; some careful assessment of evidence; some evidence of ability to use formal and technical knowledge of the medium | Well-selected range of sources consulted; generally careful assessment of evidence; good understanding of contexts and good use of examples. Good formal and technical knowledge of the medium. | A wide range of sources consulted; sources used with discrimination; sound analysis of evidence; clear understanding of contexts; excellent formal and technical knowledge of the medium | A very wide range of sources consulted, demonstrating excellent to outstanding research and analytical skills; independence of judgement; outstanding formal and technical knowledge of the medium |
| Presentation, organisation and creativity | Very poorly structured and organised; inadequate expression and frequent errors in grammar, spelling, and punctuation;no citations/ bibliography; conventional/derivative approach. | Poor presentation; significant grammatical errors; little or no citation/bibliography; insufficient evidence of independent approach and creativity | Barely adequate presentation; basic vocabulary; some errors in spelling and punctuation; faulty paragraph structure; very limited evidence of creativity and originality | Considerable number of grammatical errors; limited vocabulary; inaccurate citation and bibliography; occasional evidence of originality and creativity | Fair expression with few serious errors of grammar; inconsistent citation and bibliography with significant omissions; some but inconsistent evidence of originality and creativity | Good expression with few errors of grammar; some structural inconsistencies; accurate and full citation and bibliography; some creativity and innovation in style and approach  | Lucid expression; wide and well-deployed vocabulary; very few to no errors of grammar; excellent citation practice according to guidelines; evidence of originality and innovation | Elegance in expression; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to guidelines; outstanding inventiveness and innovation |

**Please note that honours are not formally awarded to first- and second-year students, and that grade bandings for these students are intended as a guide only**