

## Mark Bands and Grade Descriptors

**MARKS BANDS FOR THE COLLEGE OF MEDICINE & HEALTH,  
AS APPROVED BY ACADEMIC BOARD ON 11<sup>TH</sup> JULY 2012 & 16<sup>TH</sup> NOVEMBER 2011**

**As applied by School of Therapies and School of Nursing & Midwifery, UCC**

The following marks bands apply to all years of all programmes in the School of Therapies and the School of Nursing & Midwifery

	<b>MARKS BANDS</b>
<b>1<sup>st</sup> CLASS HONOURS</b>	<b>70% and above</b>
<b>2<sup>ND</sup> CLASS HONOURS (Grade 1)</b>	<b>60% and above but less than 70%</b>
<b>2<sup>ND</sup> CLASS HONOURS (Grade 2)</b>	<b>55% and above but less than 60%</b>
<b>PASS</b>	<b>50% and above but less than 55%</b>
<b>Pass by Compensation</b>	<b>45% and above but less than 50%</b>



<b>PASS</b>	<b>50 and above but less than 55</b>	<p><u>Satisfactory</u> performance – intellectually adequate answer with evidence of some familiarity with the relevant literature and techniques</p> <ul style="list-style-type: none"> <li>• basic grasp of subject matter, but somewhat lacking in focus and structure</li> <li>• main points covered in answer, but lacking detail</li> <li>• some effort to engage, but only a basic understanding of the topic portrayed</li> <li>• some development of argument</li> <li>• limited critical awareness displayed</li> <li>• limited evidence or relevant citation supplied</li> <li>• appearance of several minor errors or one major error</li> <li>• limited evidence of capacity for original and logical thinking</li> </ul>
	<b>45 and above but less than 50</b>	<p><u>Unacceptable</u> performance, with</p> <ul style="list-style-type: none"> <li>• limited understanding of question displayed</li> <li>• failure to address the question resulting in a largely incomplete, irrelevant or underdeveloped answer</li> <li>• answer not planned sufficiently or structure left somewhat incomplete for lack of time</li> <li>• a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer</li> <li>• poor analytical skills, with an absence of argument</li> <li>• random and undisciplined development – limited structure</li> <li>• lack of clarity, poor spelling/syntax</li> <li>• material of marginal relevance</li> </ul> <p>Predominating <i>See note on 'Pass by Compensation' below</i></p>
<b>FAIL</b>	<b>Less than 45</b>	<p><u>Wholly unacceptable</u> performance, with</p> <ul style="list-style-type: none"> <li>• deficient understanding of the question displayed</li> <li>• complete failure to address the question resulting in an irrelevant answer</li> <li>• inadequate knowledge displayed relative to the question posed</li> <li>• or answer left incomplete for lack of time</li> <li>• very poor analytical skills, with an absence of argument</li> <li>• random and undisciplined development – poorly structured answer</li> <li>• confused expression, poor spelling/syntax</li> <li>• irrelevant material predominating</li> </ul>

**Note on Fail \* - 'Pass by Compensation'**

Traditionally, under Marks and Standards, provision has been made for a student failing in one or more subjects in an examination, to pass the examination by compensation, where he/she has double the deficiency of marks available in another subject or in other subjects. It is recommended that provision for 'pass by compensation' be continued, in accordance with such conditions as may be set out in Marks and Standards by Faculties. The application of the provision should be facilitated by the above descriptions with particular reference to the Descriptor for the \*Fail (45-49) Marks Band (College of Medicine and Health).

The following **words and phrases** may help to link your ideas together to make sentences and paragraphs in your academic writing. **And:**

<b>Listing</b> cataloguing	First, another, finally, one, two, three, etc. First(ly), second(ly), third(ly), etc. Above all, last but not least, furthermore First and foremost, first and most important(ly) To begin /start with, in the second place, moreover, And to conclude, next then, afterward, lastly/finally
<b>Reinforcing</b> Adding to what has gone before	Also, moreover, furthermore, again, further, what is more, then, in addition, besides, above all, too, as well (as) Either, neither, nor, not only... but also, neither...nor
<b>Equating</b> Adding to what has gone before	Equally, too, likewise, similarly, correspondingly, in the same way, indeed, actually, in (actual) fact, really, in reality
<b>Changing</b> To a new stage or sequence	As for/ as to, now, with reference/ respect/regard to regarding
<b>Summing up</b> What has gone before	In short, in conclusion, to conclude, in all, on the whole, to summarise, to sum up briefly, in brief, altogether, overall, then, therefore, thus
<b>Referring</b> Backwards or forwards to similar ideas or references	That is to say, for example, namely, in other words, or/ or rather/ or better, and, as follows, for instance, say, such as, including, included, especially, particularly, in particular, notably, chiefly, mainly, mostly (of)
Expressing <b>Results</b> or <b>consequences</b>	So, therefore, accordingly, as a result/consequence, the result/consequence, resulting from this, consequently, now, then, because of this/that, thus, hence, for this/ that reason, owing to (the fact that), due to(the fact that), this suggests that..., it follows that
<b>Inferring</b> from a previous statement	In other words, otherwise, in that case, else, then, if so/not, that implies, my conclusion is

**Or:**

Expressing in a <b>different</b> but <b>similar</b> way	Rather, or, better, in other words, in that case, to put it (more) simply, in view of this, with this in mind
Expressing an <b>Alternative</b>	On the other hand, alternatively, again, rather, better/worse(still), the alternative is, another possibility would be

**But:**

<b>Contrasting</b> and <b>Contradicting</b>	By (way of) contrast, on the one hand..., on the other hand..., instead, conversely, then, in comparison, on the contrary, in fact, though
<b>Conceding</b>	Besides, (or) else, however, never the less, none the less, not withstanding, only, still, while, (al)though, yet, in any case, at any rate, for all that, in spite of/despite that, after all, at the same time, on the other hand, all the same, even if/ though