Mark Bands and Grade Descriptors

MARKS BANDS FOR THE COLLEGE OF MEDICINE & HEALTH, AS APPROVED BY ACADEMIC BOARD ON 11TH JULY 2012 & 16TH 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

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

Grude De	Grade Descriptors for Classification of Primary Degrees adopted by the School of Nursing & Midwifery and School of Therapies		
GRADE	Marks Range %	GRADE DESCRIPTORS	
1 st CLASS HONS	90-100	 <u>Supreme</u> performance, engaging profoundly, systematically and comprehensively with question set, brilliantly demonstrating a superlative mastery of the subject matter, richly supported by evidence and citation, reflecting deep and broad knowledge and understanding as well as extensive reading an outstanding ability to organise, analyse and express ideas and arguments in an original, sophisticated and discriminating manner an optimal capacity for critical analysis the display of rare penetrative insight, originality and creativity 	
	80 and above but less than 90	 Exceptional performance, engaging deeply and systematically with the question set, with consistently impressive demonstration of a comprehensive mastery of the subject matter; amply supported by evidence and citation, reflecting deep and broad knowledge and critical insight as well as extensive reading an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis a highly-developed capacity for original, creative and logical thinking; 	
	70 and above but less than 80	 Excellent performance, engaging closely and systematically with the question set, with consistently strong evidence of a comprehensive mastery of the subject matter, ably supported by evidence and relevant citation excellent ability to organise, analyse and express arguments fluently and lucidly with a high level of critical analysis a highly-developed capacity for original, creative and logical thinking 	
2 nd CLASS HONS (Grade 1)	60 and above but less than 70	 <u>Very Good</u> performance, engaging substantially with the question set, demonstrating strong grasp of the subject matter well supported by evidence and relevant citation well-developed capacity to analyse issues, organise material, very clear and cogent presentation of arguments very good original insights and capacity for creative and logical thinking 	
2 nd CLASS HONS (Grade 2)	55 and above but less than 60	 <u>Good</u> performance - intellectually competent answer (i.e. factually sound) with evidence of a reasonable familiarity with the relevant literature and techniques acceptable grasp of the subject material ideas require greater development and support by evidence and relevant citation writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary omission of parts of the subject in question or the appearance of several mino errors good critical awareness and analytical qualities good evidence of capacity for original and logical thinking 	

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PASS	50 and	Satisfactory performance – intellectually adequate answer with evidence of some
	above but	familiarity with the relevant literature and techniques
	less than	 basic grasp of subject matter, but somewhat
	55	lacking in focus and structure
		 main points covered in answer, but lacking
		detail
		 some effort to engage, but only a basic
		understanding of the topic portrayed
		some development of argument
		Iimited critical awareness displayed
		limited evidence or relevant citation supplied
		appearance of several minor errors or one
		major error
		limited evidence of capacity for original and
		logical thinking
	45 and	Unacceptable performance, with
	above but	 limited understanding of question displayed
	less than	• failure to address the question resulting in a largely incomplete, irrelevant or
	50	underdeveloped answer
		answer not planned sufficiently or structure
		left somewhat incomplete for lack of time
		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
		 poor analytical skills, with an absence of argument
		 random and undisciplined development –
		limited structure
		lack of clarity, poor spelling/syntax
		material of marginal relevance
		Predominating
		See note on 'Pass by Compensation' below
FAIL	Less than	Wholly unacceptable performance, with
	45	
		 deficient understanding of the question displayed
		complete failure to address the question
		resulting in an irrelevant answer
		 inadequate knowledge displayed relative to
		the question posed
		or answer left incomplete for lack of time
		 very poor analytical skills, with an absence of argument
		 random and undisciplined development –
		poorly structured answer
		confused expression, poor spelling/syntax
		irrelevant material predominating

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:**

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

Or:

Expressing in a different but similar 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 Alternative	On the other hand, alternatively, again, rather, better/worse(still), the alternative is, another possibility would be

But:

Contrasting and Contradicting	By (way of) contrast, on the one hand, on the other hand, instead, conversely, then, in comparison, on the contrary, in fact, though
0	Besides, (or) else, however, never the less, none the less, not
Conceding	
	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