

## Undergraduate Marking Criteria 2012/13

The guidelines below are applicable to all levels of study within an undergraduate degree programme.

	Written Examinations	Practical Work & Oral Examinations	Reports & Essays
<p><b>FIRST CLASS</b></p> <p><b>A++</b></p> <p><b>&gt;90%</b></p>	<p><b>Understanding:</b> Able to analyse critically, with arguments soundly based, and fully supported by relevant facts. Able to apply correct methods to complex problem-solving tasks and to reach an essentially complete answer. Exceptional evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately and with insight, demonstrating a comprehensive knowledge of the topic and an outstanding mastery of relevant skills.</p> <p><b>Structure and presentation:</b> Logical and well-organised flow of content, clearly expressed.</p>	<p>Exceptionally well prepared, displaying a systematic and carefully planned approach with a comprehensive understanding of the material and methodology.</p> <p>Able to work independently, or to take a leading role in a group.</p> <p>Outstanding presentational skills showing an accurate and fluent analysis of the topic or problem.</p> <p>Answers questions thoughtfully and accurately with independent ideas.</p> <p>Able to reach valid/relevant/perceptive conclusions and to suggest logical and original extensions of the work.</p>	<p>A complete systematic and accurate account of the assignment; exceptionally well organised and clearly presented.</p> <p>An outstanding record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out thoroughly, correctly and with evidence of originality.</p> <p>Critical, comparative and constructive comments on all observations, with no 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p>Considerable evidence of extended reading and original or innovative thinking.</p>
<p><b>FIRST CLASS</b></p> <p><b>A+</b></p> <p><b>80-89%</b></p>	<p><b>Understanding:</b> Able to analyse critically, with arguments soundly based, and very well supported by relevant facts. Able to apply correct methods to complex problem-solving tasks and obtain a largely correct answer. Strong evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately and with insight, demonstrating a thorough knowledge of the topic and a clear mastery of relevant skills.</p> <p><b>Structure and presentation:</b> Logical and well-organised flow of content, clearly expressed.</p>	<p>Excellently prepared, displaying a systematic and carefully planned approach with a thorough understanding of the material and methodology.</p> <p>Able to work independently or to participate effectively in a group.</p> <p>Excellent presentational skills showing an accurate and fluent analysis of the topic or problem.</p> <p>Answers questions thoughtfully and accurately with independent ideas.</p> <p>Able to reach valid/relevant/perceptive conclusions and to suggest logical and appropriate extensions of the work.</p>	<p>A comprehensive systematic and accurate account of the assignment; exceptionally well organised and clearly presented.</p> <p>An excellent record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out thoroughly, correctly and with insight.</p> <p>Critical and comparative comments on all observations, with no 'loose ends'.</p> <p>Considerable evidence of extended reading and some original or innovative thinking.</p>
<p><b>FIRST CLASS</b></p> <p><b>A</b></p> <p><b>70-79%</b></p>	<p><b>Understanding:</b> Able to analyse critically, with arguments soundly based and well supported by relevant facts. Able to apply correct methods to problem-solving tasks. Evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately and with insight, demonstrating a well-informed knowledge of the topic and a mastery of relevant skills.</p> <p><b>Structure and presentation:</b> Logical and well-organised flow of content, clearly expressed.</p>	<p>Very well prepared, displaying a systematic and carefully planned approach with a clear understanding of the material and methodology.</p> <p>Able to work independently or to participate constructively in a group.</p> <p>Very good presentational skills showing an accurate and fluent analysis of the topic or problem.</p> <p>Answers questions thoughtfully and accurately with independent ideas.</p> <p>Able to reach valid/relevant conclusions and to suggest logical extensions of the work.</p>	<p>A wide-ranging systematic and accurate account of the assignment; exceptionally well organised and clearly presented.</p> <p>A very clear record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out thoroughly and correctly.</p> <p>Critical comments on all observations, with no 'loose ends'.</p> <p>Evidence of extended reading and original or innovative thinking.</p>

<p><b>UPPER SECOND CLASS B+ (65-69)</b> <b>B (60-64)</b> <b>60–69%</b></p>	<p><b>Understanding:</b> Able to analyse critically, with sound arguments, supported by relevant facts. Able to apply correct methods to problem-solving tasks. Some evidence of an original or creative approach. <b>Selection and coverage of material:</b> Questions answered largely correctly, demonstrating an informed knowledge of the topic and good facility with the relevant skills. <b>Structure and presentation:</b> Logical flow of content, clearly expressed.</p>	<p>Well prepared, displaying a systematic approach and a good understanding of the material and methodology. Able to work independently or to participate actively in a group. Good presentational skills showing a fluent analysis of the topic or problem. Answers questions thoughtfully with some independent ideas. Able to reach valid/relevant conclusions and to suggest some logical extensions of the work.</p>	<p>A systematic and largely accurate account of the assignment; well organised and presented. A clear record of the aims and methods of the work. Data manipulation and analysis carried out correctly. Reasonable comments on all observations, and only a few 'loose ends' Evidence of some extended reading and some original or innovative thinking.</p>
<p><b>LOWER SECOND CLASS C</b> <b>50–59%</b></p>	<p><b>Understanding:</b> Attempts to analyse critically, with arguments supported by some relevant facts. Familiar with the correct methods needed for problem-solving tasks but with some difficulties in their use. Little evidence of an original or creative approach. <b>Selection and coverage of material:</b> Questions answered incompletely, but demonstrating some knowledge of the topic and some capability with the relevant skills. <b>Structure and presentation:</b> Logical flow of content with reasonable clarity of expression.</p>	<p>Adequately prepared, displaying a reasonably systematic approach and some understanding of the material and methodology. Able to work independently or to participate in a group. Adequate presentational skills showing a credible analysis of the topic or problem. Answers questions with some wider understanding of the key ideas. Able to reach valid conclusions and to suggest extensions of the work.</p>	<p>A systematic account of the assignment, reasonably presented. An adequate record of the aims and methods of the work. Data manipulation and analysis contains few inaccuracies or omissions. Comments on most observations, mainly reasonable, but with several 'loose ends'. Little evidence of extended reading or of any original or innovative thinking.</p>
<p><b>THIRD CLASS D</b> <b>40–49%</b></p>	<p><b>Understanding:</b> Some capacity to analyse critically, but arguments not always supported by relevant facts. Familiar with some of the methods needed for problem-solving tasks but unable to apply them routinely. No evidence of an original or creative approach. <b>Selection and coverage of material:</b> Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills. <b>Structure and presentation:</b> Logical flow of content but with poor clarity of expression.</p>	<p>Disorganised preparation, displaying an unsystematic approach, and only partial understanding of the material and methodology. Has difficulty in working independently or participates only passively in a group. Inadequate presentational skills showing a confused analysis of the topic or problem. Answers to questions show limited understanding of the key ideas. Able to reach some valid conclusions but unable to suggest appropriate extensions of the work.</p>	<p>An unsystematic account of the assignment/task. An incomplete record of the aims and methods of the work. Data manipulation and analysis contains some inaccuracies or omissions. Few comments on the observations with many 'loose ends'. No evidence of extended reading.</p>

<p><b>FAIL</b></p> <p><b>F</b></p> <p><b>30-39%</b></p>	<p><b>Understanding:</b> Some attempts to analyse critically, with unconvincing arguments unsupported by relevant facts. Familiar with only a few methods needed for problem-solving tasks but unable to apply them routinely. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered incompletely, demonstrating neither breadth nor depth of knowledge. Answers with key skills rarely deployed when tackling problems.</p> <p><b>Structure and presentation:</b> Disorganised flow of content with poor clarity of expression.</p>	<p>Poor preparation, displaying an unsystematic approach and very limited understanding of the material and methodology.</p> <p>Has difficulty in working independently or participates ineffectively in a group.</p> <p>Poor presentational skills showing a confused analysis of the topic or problem.</p> <p>Answers to questions show little understanding of the key ideas.</p> <p>Unable to reach valid conclusions or to suggest appropriate extensions of the work.</p>	<p>An unsystematic or incomplete account of the assignment.</p> <p>A sketchy record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains significant inaccuracies or omissions.</p> <p>Very few comments on the observations with many 'loose ends'.</p> <p>No evidence of further reading.</p>
<p><b>FAIL</b></p> <p><b>F</b></p> <p><b>20-29%</b></p>	<p><b>Understanding:</b> Limited attempts to analyse critically, with suspect arguments unsupported by relevant facts. Unfamiliar with most methods needed for problem-solving tasks and unable to apply them routinely. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered incompletely, demonstrating neither breadth nor depth of knowledge. Answers often irrelevant, with key skills inappropriately deployed when tackling problems.</p> <p><b>Structure and presentation:</b> Disorganised flow of content, with poor clarity of expression.</p>	<p>Limited preparation, displaying an unsystematic approach and little understanding of the material and methodology.</p> <p>Has difficulty in working independently or participates ineffectively in a group.</p> <p>Very poor presentational skills showing a very confused analysis of the topic or problem.</p> <p>Answers to questions show very little understanding of the key ideas.</p> <p>Unable to reach valid conclusions or to suggest appropriate extensions of the work.</p>	<p>An unsystematic, incomplete and inaccurate account of the assignment.</p> <p>A sketchy record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains numerous inaccuracies or omissions.</p> <p>Very few comments on the observations with many 'loose ends'.</p> <p>No evidence of further reading.</p>
<p><b>FAIL</b></p> <p><b>F</b></p> <p><b>10-19%</b></p>	<p><b>Understanding:</b> Almost no attempt to analyse critically, with unsound arguments unsupported by relevant facts. Unfamiliar with basic methods needed for problem-solving tasks and unable to apply them routinely. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Inadequate attempt to answer the question asked with largely irrelevant or unacceptably brief material.</p> <p><b>Structure and presentation:</b> Totally disorganised flow of content with no clarity of expression.</p>	<p>Very limited preparation with no understanding of the material and methodology.</p> <p>Has great difficulty in working independently or unable to work in a group.</p> <p>Almost no presentational skills with no analysis of the topic or problem.</p> <p>Answers to questions show almost no understanding of the subject.</p> <p>Unable to reach any relevant conclusions.</p>	<p>An unsystematic, incomplete and inaccurate account of the assignment.</p> <p>No record of the aims and methods of the work.</p> <p>Almost no evidence of data manipulation and analysis.</p> <p>No comments on the observations.</p> <p>No evidence of further reading.</p>
<p><b>FAIL</b></p> <p><b>F</b></p> <p><b>&lt; 10%</b></p>	<p><b>Understanding:</b> No attempt to analyse critically, with no relevant arguments. No awareness of problem-solving methods. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> No serious attempt to answer the question asked.</p> <p><b>Structure and presentation:</b> No discernible structure.</p>	<p>No effective preparation.</p> <p>Cannot work independently or in a group.</p> <p>Absence of presentational skills.</p> <p>Unable to answer questions on the subject.</p>	<p>No meaningful account provided.</p>