

## APPENDIX A: GUIDE TO ASSESSMENT

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## ASSESSMENT

Assessment is used to test and evaluate your skills and knowledge of circus arts and performance – to ensure you are meeting the intended learning outcomes of each module, and of the Course as a whole. It offers a formal opportunity to feedback on your progress and details of assessment are given in the module specifications that accompany each module of work you will do on the course.

There are two modes of assessment used on the Higher Education Course at the National Centre for Circus Arts: continuous assessment and designated assessment. In continuous assessment, all of your work in class and your progression over a period of time is taken into consideration when forming judgement; designated assessments take a variety of forms, but are concerned with assessing you at a given time and allow you to prepare in advance. Modes of designated assessment include written assignments, presentations and performances.

Assessments differ from module to module and are conceived in order to best test the skills and knowledge gained during each module – each assessment is designed to evaluate the learning aims and outcomes of each module, which in turn evaluates the ability of each student in fulfilling the aims of the Course.

Following each assessment you are given a grade, based on the grading criteria you will find later in this document, and written feedback from the assessor. For assessments completed at the end of term, you will receive your feedback at the start of the following term. For assessments completed at the start or midway through a term, we aim to return your feedback as soon as possible after assessment (usually within 4 weeks).

The comments should be read attentively as they allow you to gauge your tutor's opinions about the various aspects of your assessment and can serve as a basis for meeting discussions. Comments also provide important information on areas of weakness that you need to target, and your strengths that need to be maintained.

The Staff of the Higher Education Course are entitled, in conjunction with external assessors and examiners, to make academic judgements about your level of achievement and all grades on a feedback sheet are provisional until confirmed by the Exam Board at the end of the year.

## PROGRESS & PROGRESSION

### THE STUDENT PROGRESS MEETING

The Student Progress Meeting (SPM) is the main committee for formally monitoring your work as you progress through the Course. The committee meets at the end of each term, and every student is discussed, regarding all aspects of their studies, at each meeting.

The SPM comprises of:

- Year Managers
- Discipline Teachers
- Other regular teachers (e.g. movement)

The Head of Circus Delivery chairs the meeting and ensures that processes are followed and decisions are reached fairly and in line with the policies of the National Centre and the University of Kent. Prior to this meeting, participating members of the Degree Administration team will have collated information and feedback from the various Visiting Lecturers you would have had in the previous term, and this information also goes forward to the SPM.

As a result of the discussions in the SPM, a member of the Higher Education Team may ask to speak to you to discuss any issues which have been raised.

### EXAM BOARD AND EXTERNAL EXAMINERS

At the end of each academic year all module grades and degree outcomes are confirmed at an exam board convened with members of staff from the University of Kent and our external examiner.

Our current external examiner for both the Foundation Degree and BA Courses is Michelle Man MA, FHEA. Who is the Senior Lecturer in Dance at Edge Hill University.

**IMPORTANT: Under no circumstances should students contact External Examiners directly**

The external examiner is expected to make informed, independent assessment of our Courses and marking procedures. They ensure that all students are treated fairly and that our standards are in line with other degree Courses in the country. The external examiner has access to all assessed work, is

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invited to see performances, is asked for advice concerning learning, teaching and assessment on the Course, attends the annual exam board and writes an annual report for the National Centre and the University of Kent. Occasionally the External Examiner asks to meet a group of students to discuss their work. External Examiner reports are considered at Student Staff Learning and Teaching Committees and made available on TEAMS

## MODES OF ASSESSMENT

### CONTINUOUS ASSESSMENT

Continuous assessment takes place throughout your time on the Higher Education Course. Areas of your learning subject to continuous assessment include your discipline, theatre and movement work, and the process elements of production/performance modules. Continuous assessment is undertaken by your main tutors, or the director of a production/performance module, who will observe and measure your progress throughout the duration of a particular module of work. These observations are then consolidated in a mark and feedback comments at the end of the module – but remember that Year Managers will also be continuously giving you feedback throughout the module, which you should reflect upon and respond to as you go. It is important to note that continuous assessment marks your progress, rather than your effort. This progress will be set within the overall context of your standard when determining a final mark. You may request a meeting at any time if you need advice on your progress.

Remember that forms of language used in class may not be reflected in the written feedback you receive. For example, if following an exercise a tutor says “Very Good” or “Excellent”, this may refer to your effort or your achievement relative to the situation you are in, or your normal level of work and concentration. These comments are used as a way to encourage you to do better. The written feedback you receive will indicate your level of achievement, and it is important that you do not confuse this with your standard of effort, or comments designed to give you encouragement.

### DESIGNATED ASSESSMENTS

Dates of all designated assessments are listed on TEAMS. Below are some of the designated assessments that you will be involved with during the course:

- **Essays**

Essays and other written work must be written according to the *Essay Writing Guidelines* found in the Academic Writing Guide available on TEAMS, and be uploaded via Turn-It-In. Essays will vary in length as you advance through the course and word counts must be adhered to (with an accepted variation of +/- 10%). You may include appendices with any written assignment to provide further evidence to support your work, but these should not be included in the word count. Bibliographies should not be included in the word count either.

- **Seminar Presentations**

Seminars are oral presentations that you will give in front of your fellow students, tutors or members of The Higher Education Course or National Centre staff.

You will be assigned topics for seminar presentation, as well as the required duration of the presentation. The duration of the presentation must be respected (with an accepted variation of +/- 10%). Seminar presentations need to be accompanied by appropriate visual aids (handouts, slides, video, etc.) and every presentation is followed by a “question and answer” period.

- **Performances**

These are scheduled performances that are the culmination of specific modules of work. These will include ensemble performances (where you are an acting member of a performance company) and performances where you will be expected to devise and perform your own personal creations.

- **Other Tasks**

Tasks may include a range of exercises such as developing and running a warm-up session for the group, creating a website or completing a risk assessment.

## ASSESSMENT PROCESSES

The following describes how assessment works in practice. The key principles that frame assessment are:

- Assessments are either marked by a team of tutors, marked independently by two tutors, or sample second marked and moderated. The National Centre for Circus Arts is obliged by the University of Kent to ensure that at least 80% of all assessments comply with this.
- Marking tutors fill in feedback sheets that detail a mark and comments. This sheet can then form the basis for discussions.
- Assessment criteria reflect the criteria for the course and are described in Module Specifications.
- We aim to return feedback as soon as possible. This is normally with 4 weeks of the completion of a module of work.
- The External Examiner has access to all work that contributes to the Degree award, and has the right to recommend that marks are adjusted if they believe they are too high or low (this is undertaken at Board of Examiners meetings at the end of the academic year).
- Students have the right to appeal against decisions made by the Board of Examiners on the grounds of administrative error or consideration of concessions, but cannot challenge the academic judgement of an assessor.

## HOW TO QUERY AN ASSESSMENT COMMENT OR MARK

If you feel that assessment comments are incorrect or unfair, you may query this to seek clarification.

In the first instance, you should arrange a meeting with your Year Managers or the marking tutor, where the issue can be explained. You may, if you wish, ask a friend to come to this meeting for support and to help you listen (your friend must remain passive in this meeting).

The academic assessment of the tutor is final. However, you may feel that there were specific circumstances that have affected your performance that have not been taken into consideration, and you should refer to the Concessions Procedures section later in this guide. Claims that academic performance was adversely affected by factors such as ill health must be supported by contemporaneous, independent, medical or other evidence.

## GRADING

Marks for all modules and module components on the National Centre for Circus Arts Degree Courses are given as a grade between 0 and 100. An assessor reaches a decision about a grade by consulting the grading criteria on pages 10-13 and using one of the 22 grades available in the left hand column. You should always refer to the criteria for a greater understanding of the standard of your work following assessment.

For most modules on the Course, the overall module grade will be reached through averaging or aggregating marks. The method by which the final module grade is reached will be outlined in each individual module Specification, along with the assessment methods for that module.

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## AVERAGING GRADES

The grade for some modules is reached through averaging two or more grades.

On discipline\* assessment sheets, there are currently two elements graded by each teacher ('Progress and Technique' and 'Professional Practice'). A student may have up to three separate discipline assessors, so the overall mark for discipline is an average taken from two, four or six grades, depending on the student/ discipline.

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## AGGREGATING GRADES

Some modules will contain separate components which are weighted - meaning they represent a particular percentage of the overall grade. In these cases the grade for each element is multiplied by its corresponding weighting. These outcomes are then added together and divided by 100 to reach the module grade.

For example, where Component A of a module is 30% and Component B is 70%:  $\text{Module grade} = ((A \times 30) + (B \times 70)) / 100$

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## ROUNDING OF MARKS

If the averaged grade or the outcome of an aggregated grade is not a whole number, it is rounded to the nearest whole number.

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The exception to this is when an overall averaged or aggregated mark for the whole module falls within one mark of the boundary for a higher classification or grade category (e.g. 39, 49, 59, 69) - in this case the mark is always rounded **up** to the next whole number.

For further information about the grading system and credit framework, you can visit the University of Kent's website: <http://www.kent.ac.uk/teaching/qa/credit-framework/index.html>

\*'Discipline' is the term used for the specialist circus discipline chosen by each student in FD Year 1 in consultation and agreement with the Higher Education teaching staff. Or in the case of direct entry students, 'discipline' refers to the specialist circus discipline that was outlined in your original offer letter. The chosen discipline forms the core of students' training on the Degree Courses, and a student may only choose and be assessed in one discipline. The discipline grades are awarded as components of Modules CA102 (1<sup>st</sup> Year, Summer Term only), CA211 (2<sup>nd</sup> Year) and CA310 (BA).

## ATTENDANCE

Due to practical nature of the Circus Arts Higher Education Course, attendance has an impact on assessment. For further details of this please refer to The Attendance Policy.

## DEGREE OUTCOMES

### FOUNDATION DEGREE – PASS OR FAIL (NO CLASSIFICATION)

**Year 1:** All module and module component marks in Year 1 of the Foundation Degree are given as grades. In order to pass the year students must have successfully completed all modules on the Foundation Degree, which means receiving marks of 40 or above for all aggregated module grades.

**Year 2:** All module and module component marks in Year 2 of the Foundation Degree are given as grades. However, the final degree outcome will be expressed as 'Pass' or 'Fail'. In order to pass the Foundation Degree students must have successfully completed all modules during years 1 and 2, which means receiving marks of 40 or above for all aggregated module grades.

### BA (HONS) CLASSIFICATIONS

The outcome of the BA Honours in Circus Arts will be awarded as a First, Upper Second, Lower Second or Third Class Degree. The classification of the BA will be based on the overall grade point equivalent of the year, as follows:

Grades	Classification BA
70 and above	First Class (1 <sup>st</sup> )

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60 – 69.4	Upper Second (2:1)
50 – 59.4	Lower Second (2:2)
40 – 49.4	Third (3 <sup>rd</sup> )
Below 40	Fail

Students on the BA Course whose overall average is lower than 40 fail the degree.

### BA CLASSIFICATION METHODS

BA degree classifications are calculated in two ways, with the highest outcome awarded.

1. Averaging: the average grade across all credits (a calculation based on module grades and the credit weighting of each module). Where the overall average mark falls within 0.5 of the boundary for a higher classification (e.g. 39.5, 49.5, 59.5, 69.5) the mark is always rounded **up** to the nearest integer.
2. Preponderance: if a student has a percentage of credits in a grade band and an average grade over a specified number, they will be awarded the higher classification.

Classification of BA awards using preponderance:

- For a 1st the student needs 50% of the credit graded as 70 or above, plus an average grade of 67 or over.
- For a 2:1 the student needs 50% of the credit graded as 60 or above, plus an average grade of 57 or over.
- For a 2:2 the student needs 50% of the credit graded as 50 or above, plus an average grade of 47 or over.
- For a Third (BA only) the student needs 100% of the credit graded as 40 or above.

### ESSAY WRITING, REFERENCING AND ACADEMIC MISCONDUCT (E.G. PLAGIARISM)

Please refer to the separate Academic Writing Guide available on TEAMS for information regarding:

- Tips for essay writing
- Guidelines for quoting and referencing
- Instructions for word processing of work for submission
- Plagiarism, duplication and academic misconduct

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All written assignments submitted via TEAMS are uploaded to a website called 'Turn-it-in'. This website checks written work for evidence of plagiarism.

## DEADLINES AND SUBMISSION OF WORK

Assignments and tasks on the course are subject to deadlines. These are the dates and times that, for example, an essay must be handed in or a specific task completed. Deadlines are to be respected at all times - failure to submit or present your work at the required time without an agreed extension will lead to you being awarded a '0' for that element of the module.

A timetable of deadlines for the year can be found in the Assessment – Marking and Feedback channel on TEAMS.

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## PROCEDURES FOR THE SUBMISSION OF WORK

### WRITTEN SUBMISSIONS:

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- All Written work should be submitted via Turn-it-in by or before the stipulated time. The exception to this is the Business Plan for module CA306, which should be submitted to the Higher Education office by the stipulated time.
- For all essays submitted via Turn-it-in (so excluding risk assessments, the grant application), please ensure you include a title page with your assignment which states:
  - Your name
  - The module code and title
  - The assignment title
  - The date of submission
  - The word count of the assignment
- You must always keep a copy of your work for your own reference.
- Please note that written submissions which do not fall within +/- 10% of the stipulated word count will be marked as a fail.

### PRACTICAL WORK:

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- Your teacher will set out the time and place allocated for practical presentations. For continuously assessed practical work, assessment periods rather than specific dates are given (e.g. 'Autumn Term'). These periods will be set out in module specifications, available on TEAMS.

### LATE/ NON-SUBMISSION OF WORK

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- Late submission of any required element of a module (without approved concessionary circumstances) will be recorded as '0' for that element and the final module mark will be calculated in the normal manner.
- All elements of a module must be submitted, even if they are submitted incomplete or are submitted late. Late submissions should be emailed directly to the HE Records Officer, as you will not be able to submit an assignment on Turn-it-in after the agreed deadline unless an extension has been agreed.

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- Where the work is submitted incomplete or late and a concessionary plea is made (i.e. there are significant and out of the ordinary circumstances which prevented you from being able to submit the work on time), a Concessions Panel shall decide whether a concessionary case exists and if so the outcome of the module will be considered in light of this.
- Students will have two opportunities to retrieve failed modules. Modules passed through retrieval will be capped at the pass mark (40) – retrievals are confirmed at exam board at the end of each academic year.

## CONCESSIONS PROCEDURES (INCLUDING EXTENSION REQUESTS)

### EXTENSION REQUESTS (I.E. CONCESSIONS APPLICATIONS PRIOR TO COMPLETING AN ASSIGNMENT)

Should you need an extension on a deadline, you will need to complete an Extension Request Form which can be found on TEAMS. Requesting an extension is a type of 'concession application'.

This form must include information about the assessed work you are requesting an extension for, the reasons for the request and a proposed length of the extension.

Extensions work differently for different types of assessment:

- Written or Project Work – A new deadline will be arranged.
- Seminar Presentations – A new date for the presentation will be agreed with you.
- Individual Performances or Technical Assessments – If in exceptional circumstance you are unable to present work in an individual performance or technical assessment, a new time will be agreed with you. If this is impractical, the matter will be referred to the Concessions Panel and Exam Board
- Ensemble Performances – If in exceptional circumstance you are unable to present work in an ensemble performance, either a new date for the performance will be arranged or a new project will be set. If either of these is impractical, the matter will be referred to the Concessions Panel and Exam Board.

The types of circumstance which would be considered legitimate for an extension can be found on page 11.

You must apply for an extension in advance of the deadline: an extension will never be granted if it is requested on the day of the deadline or after the deadline for submitting the work has passed. Please note that teachers may need to discuss your application before approving/ not approving your request. If you do not submit an extension request prior to the deadline but your ability to complete the assignment was affected by circumstances which significantly affected your ability to complete the assignment, you may apply for your case to be considered at concessions panel (see below).

### CONCESSIONS APPLICATIONS FOLLOWING ASSESSMENT

A 'concession' is when the school takes into account circumstances which may have impacted assessment and in response may decide to adjust one or more assessment outcomes. If you have failed a piece of work for assessment (including a fail based on attendance or an assignment you have not been able to submit on time) or not done as well as you should have, and there is evidence of

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illness or other misfortune which has caused exceptional interference with academic performance over and above the normal difficulties experienced in life, you can apply to be considered at the concessions panel, held once a year prior to exam board.

The panel will consider applications and determine whether or not adjustments to assessment outcomes are appropriate, and if so what kind. The panel will need to be satisfied that the student in question has met all the intended learning outcomes of the module the assessment is related to, evidenced by their work in other modules or other elements of assessment.

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## HOW TO APPLY FOR CONCESSIONS

A student who wants to be considered at concessions panel in June/July should contact the HE Records Officer to confirm this is the case. Please note:

- You must ensure that you specify which element of assessment you wish the concessions application to apply to
- You then need to submit suitable evidence to the HE Records officer in the Higher Education office
- If you have discussed the issues which have affected your assessment in detail with another member of staff you can state that you have done so, and ask that the member of staff reports to the concessions panel as part of your evidence

Please be aware that the evidence will be seen by all members of the panel, and that some details may need to be shared with relevant colleagues at the University of Kent as part of exam board procedures.

For more information about concessionary procedures, please visit the University of Kent website: [cf2020-annex9-mitigation.pdf \(kent.ac.uk\)](https://www.kent.ac.uk/cf2020-annex9-mitigation.pdf)

See below for the types of circumstance which would be considered legitimate to be considered for concessions.

## CATEGORIES OF CIRCUMSTANCES THAT WOULD BE CONSIDERED FOR CONCESSIONS:

Reasons for requesting an extension or applying to be considered at Concessions Panel that are normally considered legitimate:

- Family or personal problems
- Burglary or Theft (if accompanied by a Crime Report)
- Hospital Tests (if claim approved prior to the assessment/ submission)
- Long standing health problems (of claim approved prior to assessment/ submission)
- Operations (if claim approved prior to the assessment/ submission OR an emergency)
- Significant accidents or injuries, acute ailments or conditions which coincide with assessments/ submission deadlines
- Taken ill on day of assessment
- Train or bus delayed more than one hour (corroborative evidence required)
- Bereavement involving a close relative or friend
- Religious observance on the day of assessment (subject to verification)

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In the case of severe or prolonged circumstances beyond your control, which seriously affect your ability to engage with your Course of study, the School would not allow you to be put forward for assessment. Examples include:

- Major injury
- Chronic illness

Reasons for requesting an extension that are NOT considered legitimate:

- Computer or printer problems
- Alarm clock did not go off
- Books not available in the Library
- Left at home/on the bus, stolen or forgotten to bring in
- Someone else was supposed to bring it in for you
- Child care problems that could be anticipated
- A minor cough, cold, upper respiratory tract infection or throat infection
- Assessment nerves
- Holidays
- House move
- Time management problems
- Train, bus other public transport delays of less than one hour
- Weather conditions (unless exceptional or severe)
- Anything else that could be imagined

## GRADE DESCRIPTORS FOR PRACTICAL WORK

Assessors may only award one of the grades listed in the grade column below.

Grade	Standard	Grade Descriptors for Practical Work
100 95 85	<b>Outstanding</b>	<p><b>First Class Work</b></p> <p>Work in this category will be exceptional. It will demonstrate all of the characteristics of excellent standard work (detailed below), but with an additional level of creativity and innovation.</p> <p>It will represent the highest level one could expect of a student at this stage in their training in regards to autonomy, technical ability and artistic merit.</p>
78 75 72	<b>Excellent</b>	<p><b>First Class Work</b></p> <p>First class work should be excellent in all respects. It should show a clear understanding of the specific requests of the task. In respect to circus technique, or performance abilities, first class work would show a clear understanding of the specific principles of the student's technique and or the nature of the performance. In addition to this the student should show a parallel understanding of, and a responsibility for, their own unique physicality which will allow them to do justice to their own technique or the performance they are involved in.</p> <p>First class work should be physically eloquent and clear, showing originality and attention to detail in the use of their specialisation. They should also possess the physical requirements that their discipline demands.</p> <p>If a student's work is of first class standard they will be able to respond quickly to instruction and will show self-confidence in dealing with familiar and unfamiliar situations. They should be able to show exceptional levels of focus. To achieve this, a student must also show initiative and evidence the fact that they manage their time and effort in practice outside of regular class time. A student with this level of mark shows that they take responsibility for their own development.</p>
68 65 62	<b>Very good</b>	<p><b>Upper Second Class Work</b></p> <p>Work in this category should show many of the features distinguishing first class work, including a clear understanding of the specific principles of the specialist circus technique or of the tasks in question. But other factors, such as lack of sufficient strength for certain technical elements, may prevent the student from responding to more complex or demanding requests. However, the work that the student does produce will have integrity and simplicity and the intention to be specific will be clear.</p> <p>Work in this category may be consistently well executed and reliable across the range of demands made by a particular technique, or it may compensate for weaknesses in certain areas by demonstrating considerable strengths in others.</p>

<p>58</p> <p>55</p> <p>52</p>	<p><b>Good</b></p>	<p><b>Lower Second Class Work</b></p> <p>Work in this category demonstrates a good technical level with many of the features of upper 2<sup>nd</sup> class work, without possessing the deeper understanding that allows the student to apply this into their specific circus technique or the task in question. Other factors, such as lack of sufficient strength or flexibility for example, for certain technical elements prevent the student from responding to more complex or demanding requests.</p> <p>Such work, despite a good technical level, will show a lack of understanding as to how different elements of the course interact and complement each other.</p> <p>A student's work will fall into this category if they are not able to apply information from a tutor quickly, regularly or consistently, or if they are able to execute demands in the presence of a tutor but show limited ability in retaining information.</p>
<p>48</p> <p>45</p> <p>42</p>	<p><b>Satisfactory</b></p>	<p><b>Third Class Work</b></p> <p>Third class work will reveal an adequate, though limited grasp of the class content, or of tasks set. There may be evidence of work and commitment to the process, but little concrete evidence of understanding or of physical ability in a specific discipline. Alternatively, the student's potential to receive a higher mark may be diminished by a lack of physical commitment, focus or concentration. Work in this category tends to be weak, and with few redeeming features. Work at the lower end of this category has only just avoided failing.</p>
<p>38</p> <p>35</p> <p>32</p> <p>25</p>	<p><b>Unsatisfactory</b></p>	<p><b>Fail</b></p> <p>Work in this category will demonstrate minimal understanding of the subject, and insufficient development and application of relevant skills. The student may fail aspects of the course because they are either physically or mentally unable to fulfil the demands of that module of work. The work they present may bear minimal relation to what they have been asked to do, revealing the most superficial acquaintance with the principles of the module, or discipline, in question. Alternatively, there may be evidence of serious study but an inability to translate that into practical work.</p>
<p>20</p> <p>10</p> <p>0</p>	<p><b>Poor</b></p>	<p><b>Fail</b></p> <p>Work in this category demonstrates a serious lack of understanding of the subject and tasks. The development and application of relevant skills is not evident. The student may evidence minimal personal or professional etiquette.</p> <p>Work which is not presented without concession or mitigating circumstances will also fall into this category, as will assessment for modules from which a student has been removed due to disciplinary issues.</p>

## GRADE DESCRIPTORS FOR ESSAYS

Assessors may only award one of the grades listed in the grade column below.

Grade	Standard	Grade Descriptors for Essays
100 95 85	<b>Outstanding</b>	<p><b>First Class Work</b> Work in this category will be exceptional. It will demonstrate all of the characteristics of excellent standard work (detailed below), but is likely to be distinguished by daring, original and creative thought.</p> <p>It will represent the highest level one could expect of a student at this stage in the Course.</p>
78 75 72	<b>Excellent</b>	<p><b>First Class Work</b> First class work should be excellent in all respects. It should show an informed and assured grasp of the subject in question and should conduct a sustained, coherent argument in a style that is confident and fluent. It should demonstrate a thorough knowledge of all the appropriate texts and any theoretical perspectives.</p> <p>Where the essay is offered in support of practical or creative work it should show a firm command of the relevant technical vocabulary and a secure understanding of the general principles of the discipline, or art form, in question, whether it be movement, theatre or the student's specific circus discipline. A first class essay should also demonstrate good skills in gathering appropriate evidence and professionalism in the presentation of the work, including proper page lay-out, accurate and complete references and a comprehensive bibliography.</p> <p>Work in the higher end of this category may be outstanding and characterised by conspicuous merits over and beyond the general excellence of the work. Work in the lower end of this category will be accomplished in all respects but may shine more variably.</p>
68 65 62	<b>Very good</b>	<p><b>Upper Second Class Work</b></p> <p>An upper second class essay should possess many of the features distinguishing a first class piece of writing. All such essays should manifest a good writing style, a solid command of the subject under discussion, evidence of independent research and care in presentation. Unusual breadth or depth of treatment could compensate for some weaknesses in style, or some unevenness in the clarity of argument.</p> <p>Alternatively a well-written and thoughtful essay with a sustained argument could compensate for a narrowness in the range of issues addressed or a lack of comprehensiveness in the literature surveyed. Essays in this category should contain little or no irrelevant material and should generally be well constructed.</p>

<p>58</p> <p>55</p> <p>52</p>	<p><b>Good</b></p>	<p><b>Lower Second Class Work</b>  A lower second class essay provides evidence that the most important aspects of the subject in question have been recognised, and to a reasonable extent, addressed. Recognition of the issues involved may be incomplete, analysis and discussion may be limited, and there may be a tendency to paraphrase and/or rely too heavily on quotations from source material. Evidence may be unbalanced or of dubious relevance, and there may be a propensity to generalise excessively or to make unsupported assertions of a subjective nature. Essays in this category may be competent and unimaginative, or they may represent a rushed and ill-researched effort, which nonetheless communicates some flashes of insight and an intelligent engagement with the subject. This category is also appropriate where the content of the essay, the ideas and information present there, seems worthy of a higher mark, but where poor organisation, syntax, or presentation skills obscure the argument and/or its supporting evidence.</p>
<p>48</p> <p>45</p> <p>42</p>	<p><b>Satisfactory</b></p>	<p><b>Third Class Work</b>  A third class essay makes an attempt to address the subject in question, without fully understanding the issues involved, and without any intimation of depth or range in the treatment. There may be insufficient knowledge of or reference to the relevant literature on the subject, or inadequate use of evidence in support of the arguments put forward. Essays in this category are likely to be largely descriptive and may be brief, derivative, repetitive or superficial. There may be excessive generalisation, and repeated errors in the use of English. Such essays will however be expected to show some acquaintance with the broad field of study and some ability to construct a response to an essay question or comment on a chosen aspect of the subject in question. The essay should also have adequate structure and at least minimal attention to matters of presentation. Work at the lower end of this category has only just avoided failing.</p>
<p>38</p> <p>35</p> <p>32</p> <p>25</p>	<p><b>Unsatisfactory</b></p>	<p><b>Fail</b>  This category covers those essays which have failed to address the subject in question, and have not shown sufficient evidence of degree level writing skills to merit a pass. Essays may demonstrate some superficial acquaintance with the area of study, but without showing any evidence of independent research or thought, and without presenting any coherent response or developed argument. Such essays are also likely to lack sophistication in the critical vocabulary employed, and to be weak in structure and writing style.</p>
<p>20</p> <p>10</p> <p>0</p>	<p><b>Poor</b></p>	<p><b>Fail</b>  Work in this category shows little or no understanding of the subject, task or learning objectives of the module.  In the lower end of this category essays are likely to be awarded a fail grade where only a few lines of work have been submitted, where the extremely poor command of English renders it incomprehensible, or where there is no evidence of study and only a flippant approach to the subject is shown.  Work which is not submitted without concession or mitigating circumstances will also fall into this category, as will work for which there is evidence of academic misconduct.</p>