

ULIP UG Marking Criteria for Assessed Essays and Commentaries

In each successive year of study, students are expected to demonstrate increased mastery of the core skills required in the production of good quality written work.

	BA1 – at this level students are expected to demonstrate:	BA2 – at this level students are expected to demonstrate:	BA3 – at this level students are expected to demonstrate:
90-100%: Outstanding work of publishable quality	<ul style="list-style-type: none"> • Basic factual and conceptual knowledge related to the primary text or cultural product • Basic awareness of relevant historical and cultural context • Evidence of research using secondary texts from the given Bibliography • Capacity for analysis and contextualisation of key themes highlighted in the task set • Basic ability to organise ideas into a logical and coherent argument that fulfils the brief of the assignment • Capacity to communicate ideas clearly? in language that is grammatically and syntactically correct and comprehensible to a native speaker of the language in which the assignment is written • Capacity to use relevant terminology and register of language appropriate to a formal academic exercise • Ability to reference sources correctly and consistently throughout. 	<ul style="list-style-type: none"> • Detailed factual and conceptual knowledge related to the primary text or cultural product • Developed awareness of broader historical and cultural context • Evidence of broad exploration of secondary texts from the course Bibliography, and capacity to undertake basic research beyond course Bibliographies, with tutorial support • Capacity for precise and accurate description and analysis and contextualisation of varied documents from the domain of study (e.g. literary, historical, visual) • Capacity for analysis and contextualisation in relation to major theories / critical framework of the domain of study (e.g. literary, historical, visual) • Capacity to distinguish between different theoretical / critical frameworks • Capacity to challenge ideas and to begin to develop own criteria and judgement • Enhanced ability to present ideas in a logical and coherent argument that fulfils the brief of the assignment • Capacity to communicate ideas in language that is not just grammatically and syntactically correct, but also reads clearly and fluently to a native speaker of the language in which the assignment is written • Capacity to use relevant terminology and register of language appropriate to a formal academic exercise • Ability to reference sources correctly and consistently throughout. 	<ul style="list-style-type: none"> • Detailed and comprehensive factual and conceptual knowledge of discipline(s), and areas of specialisation • Evidence of broad exploration of secondary texts from the course Bibliography, and ability to identify and apply appropriate, relevant secondary sources from beyond the course Bibliography • Capacity to develop precise and accurate description of features from a range of texts or cultural products, using appropriate historical, theoretical and critical approaches from the discipline(s), to inform the development of an argument • Capacity to analyse abstract concepts and texts or cultural products, using a range of historical, theoretical and critical approaches appropriate to the discipline(s) • Ability to identify and address complexities and conflicts inherent in the tasks set • Ability to challenge ideas and formulate own judgements • Capacity to engage effectively in debate and to present work in a correctly and appropriately formatted form • Highly developed ability to present ideas in a logical and coherent argument that fulfils the brief of the assignment • Capacity to communicate ideas in language that is not just grammatically and syntactically correct but which shows awareness of nuance and idiom to a native speaker of the language in which the work is written • Accurate use of relevant terminology and register of language appropriate to a formal academic exercise • Ability to reference sources correctly and consistently throughout.
80-89%: Outstanding work displaying an exceptional degree of originality, creativity and expression			
70-79%: Excellent work displaying comprehensive subject knowledge, a high capacity for critical enquiry and very good levels of expression			
60-69%: Very good work, showing high capacity for analysis, interpretation, organisation and communication of ideas			
50-59%: Satisfactory knowledge and understanding of essential points with ability to communicate ideas in a logically structured fashion			
40-49%: Sufficient basic knowledge and understanding of topic and communicative capacity to merit a pass grade.			
30-39%: Marginal fail, showing just insufficient knowledge of and/or engagement with topic and/or communicative ability, to warrant a pass grade.			
20-29%: Conclusive fail, definitively lacking adequate knowledge of and/or engagement with topic and/or communicative ability, to warrant a pass grade.			
0-19%: Incomplete work – overall failure to effectively address the topic, with work typically excessively short, unfinished, or submitted in draft form.			