

FIRST	A**	100 98 95 92	Outstanding. Strong engagement with audience. Very clearly delivered and organised – the impression is polished and professional – with a strong argument. Very well supported with relevant additional materials as for A*. Demonstrates mastery of relevant historical literature through elucidation of concepts/themes as well as core knowledge. To time. Presenter may make use of notes/cards but no reading from script.
	A*	88 85 82	Excellent. Strong engagement with audience. Clearly delivered and well organised, with a strong argument. Well supported with relevant additional materials which show creativity and/or independence of thought (where required by module). Demonstrates understanding of relevant historical literature through discussion of concepts/themes as well as core knowledge. To time. Presenter may make use of notes/cards but no reading from script.
	A+ A A-	78 75 72	Very good. Some engagement of audience –i.e. maintaining and directing their attention through use of voice (including changes in tone/volume/pace), or elements of audience participation, or controlling use supporting material to shift focus. This could also include generating good questions, and evidence for ‘engagement’ could be drawn from the discussion that follows a more formal presentation. Clearly delivered and well organised, with a strong argument. Well supported with relevant additional materials for example slides/images/handouts/av (where required by module). Refers to relevant secondary material with criticisms or context where appropriate. Within two minutes of set time. Portions may be read out but the majority should be from notes/slideshow, with eye contact with audience maintained.
2.1	B+ B B-	68 65 62	Good. Some attempts to engage audience, though presenter may occasionally ‘lose’ them through content/delivery. Mostly clearly delivered and overall structure sound, though transitions between sections may be abrupt or disjointed. The argument can be discerned but may not be sustained throughout. Supported by materials that are largely relevant to the topic at hand* (where required by module). Some reference to historiography, though there may be more focus on narrative and/or minor errors in interpretation or judgement. Within two minute of set time.
2.2	C+ C C-	58 55 52	Fair. Limited attempts to engage audience, whose attention may wander as a result. Comprehensible in whole though parts may lack clarity in structure or in delivery, for example by speaking too quickly or quietly, mumbling or awkward pauses. Any argument is not backed up. There are supporting materials though they may not be wholly helpful/relevant* (where required by module). No reference to historiography. There may be errors in interpretation and judgement, or significant gaps in content. Within two minutes of set time.
THIRD	D+ D D-	48 45 42	Poor. Very limited attempts to engage audience who may often appear distracted. Lacks clarity in delivery or structure. Supporting materials, if provided, are irrelevant * (where required by module). No reference to historiography and errors in interpretation/judgement. Significant gaps in content or failures to address the set topic. Substantially under or over time.
FAIL	F+ F F-	38 35 32	Fail. No attempt to engage with audience. Delivery and structure so poor as to impede comprehension. Very substantial errors in interpretation or judgement. Does not address set topic. Very substantially under or over time.
	U	30 25 20 15 10 5 0	Student fails to present (without explanation/apology – excluding evidenced health or welfare issues). Submission of plan/materials may lead to the award of marks above 0

IN ALL CASES, STAFF SHOULD REFER TO SCHOOL GUIDELINES TO MAKE REASONABLE ADJUSTMENT FOR ANY STUDENT WITH DISABILITIES