**BSc/iBSc Global Health**

**Academic Standards and Corresponding Grade Boundaries**

All of your assessments (essays, exams and presentations) will be designed and marked with reference to the academic standard that correspond with your level of study. This is to ensure that marking is fair and so that you can identify areas in need of improvement and success throughout your time on the BSc/iBSc Global Health degreeIt is a good idea to refer to these standards when preparing for assessments. You might also want to use them to structure discussions about your progress with your academic adviser.

**Level 6: Academic Standards and Corresponding Grade Boundaries/ Descriptors**

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| Class | Grade and Mark | | Range | Descriptor |
| 1st | A+ | 95 | 90-100 | Fulfils all criteria of ‘A’ (below) and in addition demonstrates insight, originality, and independent thinking. Shows a deep and penetrating knowledge of the subject, and an exceptionally high level of critical skill. Worthy of retaining for reference and application to teaching. High level of scholarship of potential publishable quality |
| A | 85 | 80-89 | An outstanding and well written response showing a comprehensive knowledge of the topic. High level of critical analysis maintained throughout. Demonstrates a sophisticated level of argument. High level of critically engagement with the literature, and goes beyond it. Shows an exceptional command of the relevant literature, and knowledge of relevant theories, conflicting views and evidence, and demonstrates an ability to question existing views. High level of independent thinking. Well-structured with fluent and cogent style, and correct use of references. |
| A- | 75 | 70-79 | An excellent and well written response showing a comprehensive knowledge of the topic. A critical and thoughtful analysis of the subject matter. Demonstrates a sophisticated level of argument throughout. Engages critically with the literature. Shows an exceptional command of the relevant literature, and knowledge of relevant theories, conflicting views and evidence. Demonstrates independent thinking. Well-structured argument with fluent and cogent style, and correct use of references. |
| 2.1 | B+ | 68 | 67-69 | Demonstrates a very good knowledge of the subject and a good understanding of the literature and relevant theories. Shows good comprehensive knowledge of the relevant literature and a high level of critical awareness and argument. Authors are presented critically. Very good writing style that is well structured with correct use of references. |
| B | 65 | 63-66 | Demonstrates a very good knowledge of the subject and a good understanding of the literature and relevant theories. Comprehensive discussion of relevant literature with no serious flaws or misconceptions. Effective level of critical awareness and argument. Good quality of writing which is well structured with correct use of references. |
| B- | 62 | 60-62 | A good response which demonstrates knowledge of the relevant literature and theories. A clear critical presentation of the main issues relevant to the topic showing knowledge of the relevant arguments. A well-structured, fluent and cogent response. No serious flaws or misconceptions but may be some omission and/or minor errors |
| 2.2 | C+ | 58 | 57-59 | Displays a clear argument and presentation of the subject matter, but may lack a full consideration of all the relevant issues, and may venture into areas not relevant to the task. Low level of argument and critical analysis |
| C | 55 | 53-56 | Predictable and routine response which demonstrates some relevant knowledge of the subject matter, but may lack a full consideration of all the relevant issues, and may venture into areas not relevant to the task. There may be some factual errors and misunderstandings. Low level of critical engagement. |
| C- | 52 | 50-52 | Pedestrian response which demonstrates a basic understanding of the topic. The literature is presented descriptively and the discussion presents little spark or critical insight. There may be factual errors and misunderstanding. The argument may be poorly structured and not always relevant to the topic. |
| 3rd | D+ | 48 | 47-49 | Passable answer which shows some understanding of the topic and the relevant literature, but draws on a limited range of sources. Low level of argument and critical analysis. There may be factual errors and discussion irrelevant to the topic. |
| D | 45 | 43-46 | Shows some understanding of the subject matter but also demonstrates significant gaps, errors and/or misunderstandings. The argument may be unclear and unstructured, and not convincing in its use of evidence |
| D- | 42 | 40-42 | Poor or flawed argument. A response which displays very little knowledge of the subject and the relevant literature. |
| Fail | E+ | 35 | 30-39 | Fundamentally flawed in its understanding of the subject matter, and an inability to present a coherent argument. May contain some relevant information, but insufficient to address the topic. Fragmentary discussion with some merit but serious gaps and omissions. |
| E | 25 | 15-29 | Inadequate or largely irrelevant and lacking serious scholarly content. Little knowledge of the topic. Unintelligible and inaccurate content and argument. Poor use of English. |
| E- | 7 | 1-14 | A discussion with no relevance to the topic, which demonstrates no apparent idea as to what was required. Shows little sense of basic skills of essay-writing |
| F | 0 | 0 | Work of no merit OR abuse of academic code (e.g. plagiarism) |