**Request for a Second mark**

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| Full Name: | Module Code: |
| Registration Number: | Module Title: |
| Programme of Study: | Class Teacher: |
| Date Marked Essay Received: | Original Mark: |
| Module Supervisor | Departmental Stamp |

In order to request a second mark on an item of coursework you are required to explain why you disagree with the first mark. Please give your explanation in the box below. You may find it useful to refer to the coursework marking criteria, which you can find on the back of this sheet. The deadline for requesting a second mark is 10 working days after receipt of your marked essay.

Please note that it is possible that the second mark on your coursework will be lower than your first mark. The second mark will stand as your final mark for the coursework even if it is lower than the first mark you received on the coursework.

If your essay contributes more than 40% of the module mark then it has already been double marked and you cannot request a second mark.

*I have read and understand the above notes*

*Student Signature: \_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_*

*Staff Signature:*  *Date:*

Second Mark: Second Marker:

Marker’s Signature: Date:

**Coursework Marking Criteria**

The awarding of a mark to a particular piece of qualitative work, such as an essay, is necessarily a matter of judgement. Such judgement has a subjective component, but it is not entirely or merely subjective. Judgement about marks is inter-subjectively formed by teachers as a consequence of co-marking and double marking with a wide range of colleagues. They also bear in mind criteria about what kind of work falls into a particular class. The exact mark within that class will depend on how well or otherwise a particular essay performs within its range.

**81% or more** - Outstanding work that is at the upper limit of performance.

**70 - 80%** - The normal range for first class work. A first class essay shows a clear command of material, arguments and sources. It will show a clear understanding of underlying principles and a use of those principles in answering the question. If it is in an empirically oriented subject it will show control of empirical material, sound use of that material, its relation to appropriate theoretical and conceptual frameworks and development of argument. If it is in a theoretical subject it will show control of theoretical material, sound use of that material and development of argument. Where appropriate it will utilise empirical material to illustrate theoretical points. The essay will show independence of judgement.

**60 - 69%** - Upper second class work. An upper second class essay shows a good knowledge of material, arguments and original and secondary sources. If it is in an empirically oriented subject it will show some relation between that material and appropriate theoretical and conceptual frameworks. If it is in a theoretical subject it will show some grasp of principles and development of argument. Where appropriate it will utilise empirical material. The essay will make a clear point or points and show some critical acumen.

**50 - 59%** - Lower second class work. A lower second class essay shows a basic, clear and generally correct knowledge of material, arguments and sources, particularly original sources. It will correctly summarise empirical or theoretical material, show some understanding of the material and its importance and draw reasonably appropriate conclusions.

**40 - 49%** - Third class work. A third class essay shows some knowledge of basic material. The use of material is only just adequate, or it might be otherwise adequate but ill judged or even mistaken in some significant way(s). There are no clear conclusions drawn from the material, none that could be drawn from the material or where drawn they are significantly flawed or irrelevant.

**1 - 39%** - Fail or unclassified. Marks in this range are usually given when either the use of basic material is absent, flawed, fundamentally mistaken, the essay fails to address a set or otherwise defined question or the use of language is so poor as to make the essay incomprehensible.