Grade Criteria and Marking Scale

Marking Scale

80 and above Exceptional First Class (normal maximum mark 89)

70-79 First Class

60-69 Upper Second

50-59 Lower Second

40-49 Third

39 and below Fail

Grade Criteria

Senate requires that all Departments inform their students of the specific criteria for their marking ranges. In an essay-based discipline such as History, grade descriptions can be, at best, suggestive; judgement must include a subjective element that cannot be quantified. However, members of the Department have provided the following indicators for the respective grades:

First

A first does not equal perfection; however, it shows:

Exceptional First Class

Coursework

- Evidence of exceptionally wide reading (beyond recommended works), and demonstrating an excellent critical engagement with the relevant historiography;
- imaginative and genuinely original insights and argument, supported by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem;
- an individual approach to the question;
- a mature and 'sparkling' style of writing; usually of publishable or near-publishable quality; complete accuracy of presentation;
- excellent breadth of coverage, with an excellent awareness of links and

Examinations

- Excellent awareness of the historiographical debates;
- imaginative, often original argument and analysis backed by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem;
- an individual approach to the question;
- a mature, accurate and 'sparkling' style of writing;
- excellent breadth of coverage, with a good awareness of links and interconnections.

interconnections

First Class

Coursework	Examinations
• Evidence of wide, critical reading, beyond recommended works in many cases, and demonstrating an excellent awareness of the literature and historiography of the topic; • imaginative, sometimes original argument and analysis, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem; • signs of individual reflection and thought; • fluency and cogency of expression, maturity of style; • breadth of coverage, with a good awareness of links and interconnections.	• Good awareness of the historiographical debate; • imaginative, sometimes original argument and analysis backed by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem; • signs of individual reflection and thought; • fluency, cogency and accuracy of expression; • breadth of coverage, with a good awareness of links and interconnections.

Upper second

Coursework	Examinations
• An essay based upon extensive (and comprehended) reading, with a good use of material in support of argument, and a sound awareness of issues reflected in the reading; • well-structured argument, with emphasis upon analysis, and expressing own opinions intelligently, fluently and clearly; • clearly focused upon the essay question, with presentation of appropriate evidence; • awareness of broader context of the particular historical problem, and the historical debates associated with it; • good understanding of the varying (conflicting) approaches by different historians; • a confident, lucid (and often concise and focused) style, with sound	• Well-structured argument, with emphasis upon analysis, and expressing own opinions intelligently, fluently and clearly; • clearly focused upon the question, with presentation of appropriate detail; • awareness of broader context of the particular historical problem, and the historical debates associated with it; • good understanding of the varying (conflicting) approaches by different historians; • a confident, lucid (and often concise and focused) style.

grasp of scholarly conventions.

Lower second

Coursework

- Relevant and accurate answers, showing evidence of appropriate, but rarely extensive, reading;
- competent argument, demonstrating conventional understanding of issues and problems and backed up by historical examples and use of evidence;
- reasonable body of knowledge, although it may not be used to its full effect;
- analysis competent, but often based heavily upon secondary sources and lectures, without an understanding of subtle layers of analysis;
- occasionally an answer that misses the point of the question, but demonstrates a solid body of research and argument.

Examinations

- Relevant and accurate answers;
- competent argument, demonstrating conventional understanding of issues and problems and backed up by historical examples;
- reasonable body of knowledge, although it may not be used to its full effect;
- analysis competent, but often without an understanding of subtle layers of analysis;
- occasionally an answer that misses the point of the question, but demonstrates a solid argument.

Third

Coursework

- Based upon limited range of available literature, or upon weak understanding of more extensive reading, but shows an awareness of issue addressed;
- relevant knowledge, but may be superficial, incomplete or inaccurate;
- argument is either unstructured or with limited focus upon essay question asked;
- historical evidence used, but in superficial manner;
- poorly structured and written, with poor attention to vocabulary and grammar.

Examinations

- Showing an awareness of issue addressed;
- relevant knowledge, but may be superficial, incomplete or inaccurate;
- argument is either unstructured or with limited focus upon question asked;
- historical evidence used, but in superficial manner;
- poorly structured and written, with poor attention to vocabulary and grammar.

Fail

Coursework

- Inadequate reading - based on a<u>very</u> poor range of available literature;
- comprehensive failure to answer question or to understand it, so that few, if any sections of essay relevant to question posed;
- very poor style, on occasion verging on incomprehensible - often includes problems with spelling, grammar, etc;
- short-weight.

Examinations

- Inadequate revision;
- comprehensive failure to answer question or to understand it, so that few, if any sections of answer relevant to question posed;
- very poor style, on occasion verging on incomprehensible - often includes problems with spelling, grammar, etc;
- short-weight.