

Mark (%)	Class	Description
100 95	1	Outstanding: The work is unique, outstanding, and original and attains the highest standards of scholarship expected for the discipline at the appropriate level without the need for revision. Difficult to recommend improvements in any way. The work goes far beyond that expected of a good student at the appropriate level, with the higher mark demonstrating even greater comprehension, insight, and originality at this level. Work is of publishable quality and would be likely to receive that judgement if submitted to a peer-reviewed journal, or attains the professional standards expected for the discipline without need for revision.
88 85 82	1	Exceptional: The work is exceptional. Shows originality, a critical awareness of the principles and practices of the discipline, thorough comprehension of the assessment's requirements and the subject matter, exceptional ability, insightfulness, and fully realises learning outcomes for the assessment and develops them far beyond normal expectations. Shows excellent synthesis & critical appraisal of primary literature drawn from outside reading, providing an effective contribution to a well-balanced evaluation of the topic. Difficult to recommend more than minor improvements. Goes well beyond what is expected of a good student at the appropriate level; the higher mark demonstrating even greater comprehension, insight & originality at this level.
78 75 72	1	Excellent: Work is excellent. Shows real insight and originality, is articulate with a clear logical structure, and demonstrates a comprehensive understanding and coverage of the subject, engagement with scholarship & research, very good analytical ability, and contains no major flaws. Integrates strong evidence of outside reading that is well selected, appropriate to the discussion points made and contributes to a well-balanced evaluation of the topic. It would be possible to recommend some improvements. The work goes beyond that expected of a good student at the appropriate level, with the higher mark demonstrating greater comprehension, insight and originality at this level.
68	2.1	Very Good: The work is very good and is slightly above the standard expected from a good student at the appropriate level. It demonstrates a very good comprehension of all the assessment's requirements and presents a good selection of relevant examples. It is sound and well thought out, and well expressed with a clear logical structure, demonstrating an organised knowledge of the subject. Provides strong evidence of outside reading that is well selected, appropriate to the discussion points made and is well evaluated. It realises the ILOs and demonstrates very good analytical skills. The higher mark indicates that more critical evaluation of theory and empirical evidence has been demonstrated.
65	2.1	Good: The work is good and is at the standard expected from a good student at the appropriate level. It demonstrates a good comprehension of all the assessment's important requirements and presents a good selection of relevant examples. It demonstrates a secure knowledge of the subject, and incorporates good evidence of appropriate outside reading that supports the discussion points and is properly referenced. It broadly realises ILOs and demonstrates good analytical skills. The work may show some limitations in writing style or presentation.
62	2.1	Fairly Good: The work is fairly good and slightly below the standard expected from a good student at the appropriate level. Demonstrates fairly good comprehension of the assessment's important requirements and presents a selection of relevant examples. Shows knowledge of the subject and incorporates good evidence of appropriate outside reading. Generally realises ILOs and demonstrates satisfactory analytical skills. Work is generally sound, although is in parts unclear or lacking structure. Tends to be more descriptive, lacks depth, contains some flaws/errors, or demonstrates limitations in writing style or presentation.
58	2.2	Competent: Work is competent and below the standard expected from a good student at the appropriate level. It demonstrates comprehension of some of the assessment's important requirements and presents a selection of relevant examples. Whilst it demonstrates good evidence of outside reading (including use of references), the outside reading is not always relevant to the question or appropriate to the specific discussion points. The work is descriptive, showing an adequate or routine knowledge of the subject, with some limitations in understanding or writing style. Lacks a clear structure or shows weaknesses in presentation, analysis, or interpretation of results. Makes a reasonable attempt to realise the intended learning outcomes.
55	2.2	Fairly Competent: Work is fairly competent and below the standard expected from a good student at the appropriate level. It demonstrates comprehension of some of the assessment's requirements and presents an adequate selection of relevant examples. Provides some evidence of outside reading with appropriate use of references. Makes a reasonable attempt at achieving learning outcomes but does not cover all necessary material and lacks depth. Work is largely descriptive, confused in places with limitations in understanding or writing style. Lacks a clear structure with incorrect/poor interpretation or analysis of data.
52	2.2	Adequate: The work is adequate and below the standard expected from a good student at the appropriate level. It demonstrates some comprehension of the assessment's requirements and presents some relevant examples. Limited evidence of outside reading. It makes a reasonable attempt at achieving learning outcomes but does not cover all the necessary material and lacks depth. The work is descriptive, factually inaccurate, poorly organised, or illogical.
48 45 42	3	Weak: Work is weak and well below the standard expected from a good student at the appropriate level. Demonstrates some comprehension of some of the assessment's requirements and presents some relevant examples. Shows some evidence the learning outcomes have been achieved, but is muddled, poorly argued and lacks focus & depth of understanding. Some critical elements are missing, there are errors, and the work has deficiencies in presentation, analysis, or interpretation. Marks at the upper end indicate a fair attempt at answering the question. Marks at lower end will contain significant errors or be seriously deficient.
38 35 32	Fail	Fail: The work is poor and significantly below the standard expected from a good student at the appropriate level. There is little or no evidence of the subject that is relevant to the assessment. There is little or no evidence that the learning outcomes of the assessment have been achieved. The work is marred, although at the upper end of the mark range there may be brief signs of comprehension. Shows basic misunderstandings or misinterpretations, and demonstrates little ability to meet the requirements of the assessment. Work at the lower end is incomplete, irrelevant & does not meet requirements of the assessment. Or The work demonstrates evidence of fairly detailed, module-derived knowledge, but the work is based on an identifiable misinterpretation of the assessment's requirements.
25	Fail	Very Poor Fail: The work is very poor and significantly below the standard expected from a good student at the appropriate level. The intended learning outcomes for the assessment have not been realised. The work is irrelevant, confused, and incomplete. The work demonstrates an unacceptable and minimal understanding at the appropriate level of the requirements of the assessment. The work shows some knowledge and understanding at the appropriate level of material relevant to the general area of the topic, but not directly relevant to the specific question or assignment. Or The work demonstrates evidence of fairly detailed, module-derived knowledge, but the work is based on a major, identifiable misinterpretation of the assessment's requirements.
15	Fail	Extremely Poor Fail: The work is extremely poor and significantly below the standard expected from a good student at the appropriate level. The intended learning outcomes for the assessment have not been realised. The work is irrelevant, confused, and incomplete. The work demonstrates an unacceptable and minimal understanding at the appropriate level of the requirements of the assessment. The work shows some knowledge and understanding at the appropriate level of material relevant to the general area of the topic, but not directly relevant to the specific assessment.
5	Fail	Incompetent fail: Virtually no evidence that assessment's requirements have been understood. Relevant content is virtually absent.
0	Fail	Complete fail: There is a total misunderstanding of the requirements of the assessment with no relevant content whatsoever, even to the general area of the topic, or a non-submission or blank script with no evidence of mitigating circumstances.