Rubric A: Written work
Level 4

Assessment criteria	Marking range (The normal pass mark is 40%) The five elements of the assessment criteria will normally be given equal weight in reaching the final grade for coursework				
	Structure and argument How you introduce, develop, and conclude your argument.	**Critical analysis** How you evaluate and show the links between a range of relevant issues, concepts and views.	**Knowledge and understanding** How you show your grasp of relevant issues and concepts.	**Use of sources** How critically and accurately you handle sources.	**Style and presentation** Grammar, punctuation, guidelines (e.g. footnotes, bibliography). Proofreading.
Exceptional (Upper First) 100 95 92	An exceptional introduction that develops systematically and coherently. Exceptional presentation, argument and conclusions.	Exceptional critical engagement with issues, concepts and alternative views. Able to compare and contrast relevant issues and concepts.	An exceptionally insightful response to the assessment task. Exceptional depth of knowledge & understanding of relevant concepts or theories clearly presented. Able to use technical terms appropriately. Makes insightful connections between concepts and theories. Meets all learning objectives.	Wide engagement and exceptional use of sources. Exceptional critical engagement with sources including lecture material. Able to quote and to reference accurately.	Exceptional standard of work and written English. Clear, correct and accurate use of guidelines.
Outstanding (Mid First) 88 85 82	An outstanding and very clear introduction that develops systematically and coherently. Outstanding presentation, argument and conclusions.	Outstanding critical engagement with issues, concepts and alternative views. Able to compare and contrast relevant issues and concepts.	An outstanding and insightful response to the assessment task. Outstanding depth of knowledge & understanding of relevant concepts or theories clearly presented. Able to use technical terms appropriately. Makes insightful connections between concepts and theories. Meets all learning objectives.	Wide engagement and outstanding use of sources. Outstanding critical engagement with sources including lecture material. Able to quote and to reference accurately.	Outstanding standard of work and written English. Clear, correct and accurate use of guidelines.

Excellent (Lower First) 78 75 72	An excellent and very clear introduction that develops systematically and coherently. Excellent presentation, argument and conclusions.	Excellent presentation and sound critical engagement with issues, concepts and alternative views. Able to compare and contrast relevant issues and concepts.	An excellent, strong and insightful response to the assessment task. Excellent depth of knowledge and understanding of relevant concepts or theories clearly presented. Able to use technical terms appropriately. Begins to makes insightful connections between concepts and theories. Meets all learning objectives.	Wide engagement and excellent use of sources. Excellent critical engagement with sources including lecture material. Able to quote and to reference accurately.	Excellent standard of work and written English. Clear, correct and accurate use of guidelines.
Good to very good (2.i) 68 65 62	A good to very good, clear introduction and well-structured piece of work. A good to very good, coherent presentation and conclusion.	Good to very good critical engagement with relevant issues, concepts and alternative views.	A good to very good response to the assessment task. Accurate but limited knowledge and understanding of relevant concepts or theories. Good to very good awareness and use of technical terms. Meets almost all learning objectives.	Good to very good range and use of sources but limited critical engagement. Able to quote and to reference with few errors.	Good to very good standard of written English and generally well presented. A few minor errors in expression and/or grammar/punctuation but generally follows the guidelines.
Good in parts (2.ii) 58 55 52	A clear introduction but the attempted argument does not always flow smoothly as the piece unfolds. A conclusion or summary is attempted.	Critical thinking is good in parts and some consideration of alternative views – descriptive lapses.	A response to the assessment task that is good in parts. A broad understanding of relevant concepts or theories. Sometimes confused presentation of concepts or theories. Meets most learning objectives	Good use of and reference to recommended sources, particularly basic materials. Based largely on class notes. Generally able to quote and reference accurately but needs improvement.	Good expression and presentation in parts. Good but occasionally clumsy mistakes in grammar and punctuation. Fairly accurate use of guidelines.
Sufficient (Third) 48 45 42	A sufficient discussion of relevant points but with limited introduction, structure or conclusions. Does not always answer the question directly.	Mainly descriptive. Sufficient presentation of issues covered in the course unit but no critical awareness.	A narrow response to the assessment task. Sufficient, but limited, understanding of the relevant issues, concepts, theories or technical terms and/or has handled material inaccurately. Meets some learning objectives	Sparse use of sources, with inconsistent referencing. Sufficient Awareness of course material but limited understanding or evidence of wider research.	Partially correct presentation but unstructured. Frequent errors in use of language and/or referencing.

Insufficient (Compensatable Fail) 38 35 32	Disordered and insufficient structure. Argument is insufficient and difficult to follow.	Purely descriptive. Views are inaccurate and unsubstantiated. Partial awareness of issues covered in the course unit.	An insufficient response to the assessment task. Partial or no familiarity with relevant issues, concepts, theories or technical terms. Meets very few learning objectives	Limited use of lecture notes. Based more on own opinion than wider research.	Unstructured and incomplete. Poor presentation with limited or no use of footnotes, bibliography or evidence of following relevant guidelines.
Inadequate - Fail (Non-compensatable) 28 25 22	Argument inadequate, confused and ineffective, and/or virtually impossible to follow. Totally/almost totally irrelevant	Views are inaccurate and unsubstantiated. Inadequate awareness of issues covered in the course unit.	No serious attempt to engage with the topic or evidence of appropriate knowledge. Does not meet learning objectives.	Inadequate or no use of sources. No examples given or not deployed effectively.	Inadequate in style and presentation. Muddled and poorly written.
Severely Inadequate - Fail (Non-compensatable) 15	Argument severely inadequate, confused and ineffective, and/or virtually impossible to follow. Totally/almost totally irrelevant	Views are severely inaccurate and unsubstantiated. Inadequate awareness of issues covered in the course unit.	No attempt to engage with the topic or evidence of appropriate knowledge. Meets virtually no learning objectives.	Severely inadequate or no use of sources. No examples given or not deployed effectively.	Severely inadequate in style and presentation. Muddled and poorly written.
Profoundly Inadequate- Fail (Non-compensatable) 5	Profoundly inadequate in all respects.	Profoundly inadequate in all respects.	Profoundly inadequate in all respects. Meets no learning objectives.	Profoundly inadequate in all respects.	Profoundly inadequate in all respects.
Overall comments					
You can improve your work in future assignments by…					