Marking Criteria Guidance

The Faculty marks across a range of criteria on a scale that is consistent across all levels of study. The level of achievement required of students to achieve a mark in any grade boundary differs by level study.

Under this system, an essay that received a first class mark at level 4 would not receive a first class mark if submitted at level 5. This system is designed to reflect the development of students' capabilities and skills throughout their degrees.

Certain types of assessment have their own specified marking criteria, outlined below.

For the return of work students will see a grading rubric from TurnItIn which provides generic feedback in each category according to level. The rubric will replace the more generalised overall summary written feedback that has been provided in the past.

The grading rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark. As such categories are defined on an F-A+ scale to help give guidance in determining a numerical mark.

Students will also receive comments on up to 3 areas on which to improve, as well as comments on the text.

The categories of achievement in each aspect are as follows:

Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding

The aims of the marking criteria outlined below represent outstanding achievement at Level 7 in all areas.

Inclusion of source/primary material (S)	The work makes reference to a range source/primary materials relevant to the piece of work.
Inclusion of modern scholarship (MS)	The work demonstrates awareness of appropriate scholarly developments over time and inclusion of up to date material, and takes into account interdisciplinary, theoretical or methodological concerns.
Critical Engagement with source/primary material (CE1)	The work demonstrates critical in-depth discussion of a range of relevant sources and material; is fully aware of the nature of the evidence available; takes into account the original text/objects, where appropriate critically discusses scholarship on the relevant primary material(s).

Critical Engagement with Scholarship (CE2)	The work demonstrates a consistently critical attitude to scholarship; provides an engaged and informed discussion of relevant debates and schools of thought; demonstrates clear and relevant engagement with theoretical approaches and models; provides (a) statement(s) of own position in relation to scholarship.
Argument (Argue)	The work presents a clear and coherent argument/inquiry that is developed on the basis of critical examination of the evidence and that takes into account modern scholarship.
Structure (Struc)	The work has a clear, coherent and appropriate structure which contextualises, supports and demonstrates its argument
Relevance (Rel)	The work clearly and specifically relates throughout to the question attempted or the title of the work, and there are no unjustified digressions and no inclusion of irrelevant or tangential material.
Analytical Approach (AA)	The work has a well thought out and justified analytical approach consistently applied throughout, taking into account the relevant scholarly approaches and evidence. The whole of the work represents an in depth evaluation of the issues and material under discussion.
Referencing (Ref)	There is inclusion of consistent referencing at all relevant points throughout the work. The use of footnotes is supported by automatic footnotes in Microsoft Word (or relevant word processing program).
Readability, Coherence, and Written Style (RCWS)	The work achieves excellent clarity allowing the reader to focus on content; achieves stylistic excellence; there are no proof reading errors; achieves a tone appropriate for the type of communication.
Adherence to guidelines (AG)	The work adheres to: the subject referencing guidelines; the word limit and publication of word count; the individual module guidance on spacing e.g. margin font type spacing.

Essays and Essay Based Exams

Level 4 Marking Criteria (Essay/Essay Based Exam)

	F	E	D	C	B	A	A+
Inclusion of source/primary material (S)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Inclusion of modern scholarship (MS)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Critical Engagement with source/primary material (CE1)			Effort At	Very Limited	Limited	Adequate	Very Good
Critical Engagement with Scholarship (CE2)			Effort At	Very Limited	Limited	Adequate	Good
Argument (Argue)			Effort At	Very Limited	Limited	Adequate	Good
Structure (Struc)			Effort At	Very Limited	Limited	Adequate	Good
Relevance (Rel)			Effort At	Very Limited	Limited	Adequate	Good
Analytical Approach (AA)			Effort At	Effort At	Very Limited	Limited	Adequate
Referencing (Ref)		Effort At	Effort At	Very Limited	Limited	Good	Very Good
Readability, Coherence, and Written Style (RCWS)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Very Good
Adherence to guidelines (AG)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Outstanding

Level 5 Marking Criteria (Essay/Essay Based Exam)							
	F	E	D	C	B	A	A+
Inclusion of source/primary material (S)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Inclusion of modern scholarship (MS)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Critical Engagement with source/primary material (CE1)		Effort At	Very Limited	Adequate	Good	Very Good	Very Good
Critical Engagement with Scholarship (CE2)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Argument (Argue)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Structure (Struc)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Relevance (Rel)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Analytical Approach (AA)			Effort At	Very Limited	Limited	Adequate	Good
Referencing (Ref)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Readability, Coherence, and Written Style (RCWS)	Very Limited	Limited	Some	Adequate	Good	Very Good	Excellent
Adherence to guidelines (AG)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Level 6 Marking Criteria (Essay/Essay Based Exam)							
	F	E	D	C	B	A	A+
Inclusion of source/primary material (S)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Inclusion of modern scholarship (MS)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Critical Engagement with source/primary material (CE1)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Very Good
Critical Engagement with Scholarship (CE2)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Very Good
Argument (Argue)	Very Limited	Limited	Limited	Adequate	Good	Very Good	Excellent
Structure (Struc)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Very Good
Relevance (Rel)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Very Good
Analytical Approach (AA)		Effort At	Very Limited	Limited	Adequate	Good	Good
Referencing (Ref)	Effort At	Very Limited	Limited	Adequate	Good	Excellent	Very Good
Readability, Coherence, and Written Style (RCWS)	Limited	Some	Adequate	Good	Very Good	Excellent	Outstanding
Adherence to guidelines (AG)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Level 7 Marking Criteria (Essays)							
	F	E	D	C	B	A	A+
Inclusion of source/primary material (S)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Inclusion of modern scholarship (MS)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Critical Engagement with source/primary material (CE1)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Critical Engagement with Scholarship (CE2)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Argument (Argue)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Excellent
Structure (Struc)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Relevance (Rel)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Analytical Approach (AA)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Referencing (Ref)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Readability, Coherence, and Written Style (RCWS)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Adherence to guidelines (AG)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

CREATIVE WRITING MARKING CRITERIA

1. An understanding of originality and use of imagination in the context of creative writing. (OI)	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.
2. Skill and control in the manipulation and use of appropriate language and units of expression. (ML)	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.
3. Skill in self editing and revision (ED)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)
4. Evidence of awareness of reading in relevant genres and of associated practices (e.g historical/ factual research, interviewing) as appropriate, as research for creative practice and development as a writer. (SR)	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate
5. An ability to assess the work of others (AO)	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique
6. Awareness of audience/market expectations of an exercise, piece, portfolio or project. (AA)	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.
7. An understanding of the presentational expectations of creative and/or professional writing (PE)	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate
8. Adherence to guidelines (AG)	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.

	Some Effort	**Very Limited**	**Limited**	**Adequate**	**Good**	Very Good	Excellent
Originality **An understanding of originality and use of imagination in the context of creative writing.**	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.	The work(s) demonstrate(s) deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.
Language **Skill and control in the manipulation and use of appropriate language and units of expression**	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.	The work(s) demonstrate(s) an awareness of, and the ability to deploy, appropriate language in relation to genre, form or other conventions and expectations, including pace, rhythm and shaping.

Editing **Skill in self editing and revision**	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)	The work(s) demonstrate(s) an awareness of the demands of, and the ability to deploy the skills required in, editing and revision at a mechanical (proof-reading), structural (length, pace, plot etc.)
SR **Evidence of awareness of reading in relevant genres and of associated practices (e.g historical/ factual research, interviewing) as appropriate, as research for creative practice and development as a writer.**	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate	Evidence of reading of, and reflection upon, (sub)genre or other comparables; and of awareness and deployment of 'background' research as appropriate (e.g historical/factual research) as appropriate

Assess Others **An ability to assess the work of others**	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique	The work(s) demonstrate(s) an understanding of the process assessing the work of others ,for example, by producing reviews and written assessments of the creative work of others in relation to targeted publications; or by drawing on examples to sharpen self-critique

Audience **Awareness of audience/market expectations of an exercise, piece, portfolio or project**	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.	The work(s) demonstrate(s) an awareness of its intended audience and readership and/or the market expectations relevant to the work including the conscious subverting of these expectations if appropriate.
Professionalism **An understanding of the presentational expectations of creative and/or professional writing**	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate	The work(s) exhibit an understanding of the presentational expectations of a particular form, (sub)genre or professional piece(s) of writing – including the conscious subverting of these expectations if appropriate

Guidelines **Adherence to guidelines**	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.	The work adheres to guidelines provided in terms of scope, presentation, content not otherwise noted in the other marking criteria, for example the inclusion of (annotated) bibliographies where appropriate.

Additional Criteria for other types of assessment

Abstract: An abstract that is of professional quality and correctly and clearly summarises the proposed research with a clear and nuanced presentation of the main argument and relevance to scholarship

	F	E	D	C	B	A	A+
Level 5	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Level 6	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Level 7	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Bibliography: A bibliography that covers all of the ancient sources and evidence and the majority of the essential modern scholarship relevant to the proposed research, presented in strict accordance to the referencing guidelines of the School of Classics.

	F	E	D	C	B	A	A+
Level 5	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Level 6	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Level 7	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding

Draft Plan Structure: A draft structure that carefully and clearly presents the structure and all arguments of the proposed research in a nuanced and professional manner with full reference to ancient sources and modern scholarship.							
	F	E	D	C	B	A	A+
Level 5	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Level 6	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Level 7	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Additional Presentation Marking Criteria

Presentations have a set of criteria additional to that of a normal essay or exam.

Presentations	
Engagement with Audience (EA)	The presenter(s) achieve highly effective audience engagement throughout.
Presentational Aids (PA)	The presenter(s) achieve excellent and interactive use of presentational aids.
Time Keeping (TK)	The presentation does not deviate from the specified time limit.

Level 4 Marking Criteria (Presentations)	F	E	D	C	B	A	A+
Engagement with Audience (EA)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Presentational Aids (PA)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Time Keeping (TK)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent

Level 5 Presentation	F	E	D	C	B	A	A+
Engagement with Audience (EA)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Presentational Aids (PA)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Time Keeping (TK)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding

Level 6 Presentation	F	E	D	C	B	A	A+
Engagement with Audience (EA)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Presentational Aids (PA)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Time Keeping (TK)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Level 7 Presentation	F	E	D	C	B	A	A+
Engagement with Audience (EA)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding
Presentational Aids (PA)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding
Time Keeping (TK)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding

Group Work

Group-based work has a set of criteria additional to that of an individual written or oral piece of work.

Group-based work	
Group co-operation (G1)	The group showed highly effective co-operation throughout the period of the project, including the preparation period.
Group-based work integration (G2)	The group-based work is clearly the work of the group, and the individual parts/responsibilities have been integrated together closely and effectively.

Additional Group-based work Marking Criteria

Level 4 Group Work	F	E	D	C	B	A	A+
Group co-operation (G1)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Group-based work integration (G2)		Effort At	Very Limited	Limited	Adequate	Good	Very Good

Level 5 Group Work	F	E	D	C	B	A	A+
Group co-operation (G1)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Group-based work integration (G2)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent

Level 6 Group Work	F	E	D	C	B	A	A+
Group co-operation (G1)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Group-based work integration (G2)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding

Posters

Posters have a set of criteria additional to that of an individual written or oral piece of work.

Visual Presentation (VP)	Stylistically excellent visual presentation supporting the structure of the argument with appropriate visual material included in a visually pleasing fashion.
Visual Structure (VS)	A clear and coherent structure within individual posters and across poster exhibitions which supports the argument; specifically contextualising the argument; conclusion which clearly states the outcomes of the work and concludes the argument

Level 4 Posters	F	E	D	C	B	A	A+
Visual Structure (VS)			Effort At	Very Limited	Limited	Adequate	Good
Visual Presentation (VP)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent

Level 5 Posters	F	E	D	C	B	A	A+
Visual Structure (VS)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Visual Presentation (VP)	Very Limited	Limited	Some	Adequate	Good	Very Good	Excellent

Level 6 Posters	F	E	D	C	B	A	A+
Visual Structure (VS)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Visual Presentation (VP)	Limited	Some	Adequate	Good	Very Good	Excellent	Excellent

Scholarly Replies

The aims of the marking criteria outlined below represent achievement in all areas.

Inclusion of source material (S1)	The work makes reference to all relevant materials for the piece of work, including complementary evidence.
Inclusion of modern scholarship (MS1-A)	The work demonstrates awareness of scholarly developments over time and inclusion of up to date material, including foreign language scholarship, and takes into account interdisciplinary concerns, as specifically relevant to the issues raised in the article.
Active use of source material (S2)	The work provides a detailed discussion of all relevant source material in support of the argument and/or analysis.
Engagement with modern scholarship (MS2-A)	The work provides detailed discussion of relevant scholarship in support of the argument and/or analysis. There is evidence of thoughtful selection, above and beyond the scholarship mentioned in the article itself.
Critical Engagement with source material (S3)	The work: demonstrates critical in-depth discussion of all relevant sources and material; is fully aware of the problematic nature of the evidence available; takes into account the original text(s), as far as can be supported by e.g commentaries, facing translation, or modern scholarship.
Critical Engagement with Scholarship (MS3-A)	The work: demonstrates a consistently critical attitude to the article itself, and to relevant scholarship beyond the article and the article's references; provides an engaged and informed discussion of relevant debates and schools of thought; demonstrates clear and relevant engagement with theoretical approaches and models; provides (a)clearly motivated statement(s) of own position in relation to scholarship beyond the article itself.
Argument (Argue-A)	The work: presents a clear and coherent position in support or against the main argument in the article, that is independently and

	logically developed on the basis of the material and taking into account modern scholarship beyond the article itself; achieves a high level of sophistication throughout.
Structure (Struc)	The work: includes an appropriate introduction providing sufficient guidance for the reader; has a clear and coherent structure throughout, which supports the argument; specifically contextualises the argument; includes conclusion, which clearly states the outcomes of the work and concludes the argument.
Relevance (Rel-A)	The work clearly and specifically relates throughout to the argument as intended either in support or against the main argument in the article, and there are no digressions and no inclusion of irrelevant or tangential material.
Analytical Approach (AA)	The work has a well thought out and justified methodological approach consistently applied throughout, taking into account the relevant scholarly approaches and evidence. The whole of the work represents an in depth evaluation of the issues and material under discussion.
Originality (Orig)	The work: provides new interpretations of evidence or provides new approach(es) to the issue under discussion; prompts new direction(s) in scholarship; provides a genuine contribution to scholarship.
Referencing (Ref)	There is inclusion of consistent referencing at all relevant points throughout the work, including comparative material where motivated. The use of footnotes is supported by automatic footnotes in Microsoft Word (or relevant word processing program).
Readability, Coherence, and Written Style (RCWS)	The work: achieves excellent clarity allowing the reader to focus on content; achieves stylistic excellence; there are no proof reading errors whatsoever; achieves a tone appropriate for the type of communication.
Adherence to guidelines (AG)	The work adheres to: the subject referencing guidelines; the word limit and publication of word count; the individual module guidance on spacing e.g. margin font type spacing.

Level 6 Marking Criteria (Scholarly Replies)	F	E	D	C	B	A	A+
Inclusion of source material (S1)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Inclusion of modern scholarship (MS1-A)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Active use of source material (S2)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Engagement with modern scholarship (MS2-A)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Critical Engagement with source material (S3)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Critical Engagement with Scholarship (MS3-A)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Argument (Argue-A)	Very Limited	Limited	Limited	Adequate	Good	Very Good	Excellent
Structure (Struc)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Relevance (Rel-A)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Analytical Approach (AA)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Originality (Orig)					Effort At	Very Limited	Limited
Referencing (Ref)	Effort At	Very Limited	Limited	Adequate	Good	Excellent	Outstanding
Readability, Coherence, and Written Style (RCWS)	Limited	Some	Adequate	Good	Very Good	Excellent	Excellent
Adherence to guidelines (AG)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Level 7 Marking Criteria (Scholarly Replies)	F	E	D	C	B	A	A+
Inclusion of source material (S1)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding
Inclusion of modern scholarship (MS1-A)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding
Active use of source material (S2)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Engagement with modern scholarship (MS2-A)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Critical Engagement with source material (S3)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Critical Engagement with Scholarship (MS3-A)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Excellent
Argument (Argue-A)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Structure (Struc)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Relevance (Rel-A)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding
Analytical Approach (AA)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Originality (Orig)				Effort At	Very Limited	Limited	Good
Referencing (Ref)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Readability, Coherence, and Written Style (RCWS)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding
Adherence to guidelines (AG)	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding	Outstanding

Wiki Reply

The aims of the marking criteria outlined below represent achievement in all areas.

Inclusion of source material (S1)	Making reference to all relevant materials for the piece of work, including complementary evidence
Inclusion of modern scholarship (MS1)	Awareness of scholarly developments over time and including up to date state of the art including foreign language scholarship, and interdisciplinary concerns
Active use of source material (S2)	Detailed discussion of all relevant source material in support of the argument and or analysis
Engagement with modern scholarship (MS2)	Detailed discussion of relevant scholarship in support of the argument and or analysis. Evidence of thoughtful selection.
Critical Engagement with source material (S3)	Critical in-depth discussion of all relevant sources; being fully aware of the problematic nature of the evidence available; taking into account of the original as far as can be supported by e.g commentaries, facing translation, or modern scholarship; critical discussion of scholarship on the relevant primary source send their problems (e.g. Mss, archaeological evidence, inscriptions)
Critical Engagement with Scholarship (MS3)	A consistently critical attitude to scholarship; engaged and informed discussion of relevant debates and schools of thought; clear and relevant engagement with theoretical approaches and models; evidence of thoughtful selection; clearly motivated statement of own position in relation to scholarship
Argument (Argue-B)	Clear and coherent, independently developed position in support or against the main argument in the wiki or wiki part, which is logically developed on the basis of the material and taking into account modern scholarship and ancient material beyond the wiki/wiki part itself; achieving a high level of sophistication throughout the work
Structure (Struc)	Appropriate introduction providing sufficient cent guidance for the reader; a clear and coherent structure throughout the essay which supports the argument; specifically contextualising the argument; conclusion which clearly

	states the outcomes of the work and concludes the argument
Relevance (Rel-A)	Clearly and specifically relates throughout to the argument as intended either in support or against the main argument in the wiki/wiki part; no digressions and no inclusion of irrelevant or tangential material.
Analytical Approach (AA)	A well thought out and justified methodological approach consistently applied throughout the work, taking into account the relevant scholarly approaches and evidence; the whole of the work represents an in depth evaluation of the issues and material
Originality (Orig)	Provides new interpretations of evidence or provides new approach to the issue under discussion; prompts new direction in scholarship; genuine contribution to scholarship
Referencing (Ref)	The inclusion of consistent referencing at all relevant points throughout the work, including comparative material where motivated. Use of footnotes supported by automatic footnotes in Microsoft Word (or relevant word processing program).
Readability, Coherence, and Written Style (RCWS)	Achieving excellent clarity allowing the reader to focus on content; stylistic excellence; no proof reading errors whatsoever; achieving a tone appropriate for the type of communication
Adherence to guidelines (AG)	Adhering to subject referencing guidelines; adhering to word limit and publication of word count; adhering to individual module guidance on spacing e.g. margin font type spacing.

Level 5 Marking Criteria (Wiki Reply)	F	E	D	C	B	A	A+
Inclusion of source material (S1)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Inclusion of modern scholarship (MS1)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Active use of source material (S2)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Engagement with modern scholarship (MS2)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Critical Engagement with source material (S3)		Effort At	Very Limited	Adequate	Good	Very Good	Excellent
Critical Engagement with Scholarship (MS3)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Argument (Argue-B)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Structure (Struc)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Relevance (Rel-B)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Analytical Approach (AA)			Effort At	Very Limited	Limited	Adequate	Good
Originality (Orig)						Effort At	Very Limited
Referencing (Ref)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Readability, Coherence, and Written Style (RCWS)	Very Limited	Limited	Some	Adequate	Good	Very Good	Excellent
Adherence to guidelines (AG)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding