

Marking Criteria Guidance

Student work at all levels is marked according to how it demonstrates handling of types of skills: engagement with literature skills (L), knowledge and understanding skills (U), cognitive and intellectual skills (C), practical application skills (P), and transferrable skills for life and professional practice (T).

In principle, these skills are assessed at all levels of study. However, the level of achievement required of students to achieve a mark in any grade boundary differs by level study. For this L4 module, the specific criteria for the 2,000 word assignment are set out below. Do note that there are separate versions for critical and creative responses.

The categories of achievement in each skill type as mentioned above are as follows:

Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
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Explanation of marking criteria for the 2,000 word written assignment (non-creative responses):

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

Inclusion of source/primary material (L)	The work makes reference to a range of source/primary materials relevant to the piece of work.
Inclusion of modern scholarship (L)	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 (C, P)	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).

Commented [JW1]: should this be 4? for 7 wouldn't it require specialised and nuanced awareness etc?

Critical Engagement with Scholarship (C, P)	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 (P, L)	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 (P, L)	The work has a clear, coherent and appropriate structure which contextualises, supports and demonstrates its argument
Relevance (U, C, P)	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 (C, P)	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 (P)	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 (P, L)	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 (P, L)	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 4 Marking Criteria (Essay/Essay Based Exam)

	1-29	30-39	40-49	50-59	60-69	70-79	80+
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

Explanation of marking criteria for the 2,000 word written assignment (creative responses):

CREATIVE WRITING MARKING CRITERIA

An understanding of originality and the use of imagination in the context of creative writing. (OI)	The work(s) demonstrate(s) the deployment of imagination and originality in the production of writing creatively, and, as appropriate, the ability to reflect upon the processes underpinning this production.
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.
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.)
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
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
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.
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
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.

<i>Criteria</i>	<i>1-29</i>	<i>30-39</i>	<i>40-49</i>	<i>50-59</i>	<i>60-69</i>	<i>70-79</i>	<i>80+</i>
Originality An understanding of originality and use of imagination in the context of creative writing	Some Effort	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Language Skill and control in the manipulation and use of appropriate language and units of expression	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Editing Skill in self editing and revision including structure	Some Effort	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Secondary research 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	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Assess Others An ability to assess the work of others	Some Effort	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Audience Awareness of audience/market expectations of an exercise, piece, portfolio or project	Some Effort	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Professionalism An understanding of the presentational expectations of creative and/or professional writing	<i>Some Effort</i>	<i>Very Limited</i>	<i>Limited</i>	<i>Adequate</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
Guidelines Adherence to guidelines	<i>Some Effort</i>	<i>Very Limited</i>	<i>Limited</i>	<i>Adequate</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>