



UNDERGRADUATE MARK FRAME:

Below is a general Undergraduate Mark Frame, which *illustrates* the assessment criteria that markers are employing:

First Class Honours (70-100%)

This class is awarded when the assessment demonstrates clarity of analysis, engages directly with the question, and shows an independent and critical interpretation of the issues raised by it. The assessment shows exemplary skill in presenting a logical and coherent argument and an outstanding breadth and depth of reading. The assessment is presented in a polished manner, and all citations, footnotes and bibliography are rendered in the proper academic form. (>80%) Answers in the upper range will be outstanding in terms of originality, sophistication and breadth of understanding of relevant themes and material.

Upper Second Class Honours (60-69%)

This class is awarded when the assessment attempts a systematic analysis of the issues raised by the question and demonstrates independent thought. The assessment shows appropriate skill in presenting a clearly reasoned argument and draws on a good range of relevant literature. The assessment is well-presented, and citations, footnotes and bibliography are rendered in the proper academic form.

Lower Second Class Honours (50-59%)

This class is awarded when the assessment shows an understanding of the issues raised by the question and demonstrates some engagement with relevant literature. The discussion may rely more heavily on description than on independent analysis. There may be some inconsistencies, irrelevant points and unsubstantiated claims in the argument. Presentation and referencing is adequate but may contain inaccuracies.

Third Class Honours (40-49%)

This class is awarded when the assessment shows a limited understanding of the question and demonstrates a partial familiarity with the issues raised by it. The assessment contains a minimal attempt at analysis and argumentation and demonstrates limited knowledge of the relevant literature. Presentation may be poor and referencing incomplete.

Fail (20-39%)

The assessment shows little understanding of the subject and does not adequately address the question. It may be based entirely on lecture material, poorly structured and contain significant errors of fact. The assessment may be poorly presented with inadequate referencing and fail to demonstrate knowledge of the relevant literature.

Bad Fail (0-19%)

A bad fail is awarded to assessment that demonstrate no understanding of the question nor of the relevant literature. The assessment may be incomplete and is likely to be poorly presented with little or no referencing.