

Grading Guidance for Level 5 (Year 2 / Part 2) Narrative version (based on the University grading guidance)

Descriptor	Fail - Inadequate / Unsatisfactory 0-18%	Fail Poor / Inadequate 19-39%	Pass (3 rd) Rudimentary / Very weak 40-49%	Pass (2:2) Competent / Adequate 50-59%	Pass (2:1) Very Good / Capable 60-69%	Pass (1 st) Excellent/ Very Good 70-85%	Pass (1 st) Outstanding / Exceptional 86-100%
Knowledge & Understanding	Very little knowledge of principles/concepts / methods of enquiry; of subject & their limitations. Very little or no evidence of wider reading	Some knowledge of established principles / concepts / methods of enquiry of subject & their limitations. Little evidence of wider reading	Rudimentary knowledge of established principles / concepts / methods of enquiry of subject & their limitations. Limited evidence of wider reading	Competent knowledge of established principles / concepts / methods of enquiry of subject & their limitations; some evidence of wider reading	Good knowledge of established principles / concepts / methods of enquiry of subject & their limitations; reasonable evidence of wider reading	Excellent / comprehensive knowledge of established principles / concepts / methods of enquiry of subject & their limitations; clear evidence of wider reading	Outstanding / exceptional knowledge of established principles / concepts / methods of enquiry of subject & their limitations; evidence of extensive reading
Evaluation & Analysis	Inadequate ability to critically reflect & apply concepts / principles / methods of enquiry outside the area in which they were studied.	Some but limited ability to critically reflect & apply concepts / principles / methods of enquiry outside the area in which they were studied.	Weak / Poor ability to critically reflect & apply concepts / principles / methods of enquiry outside the area in which they were studied.	Competent ability to critically reflect & apply concepts / principles / methods of enquiry outside the area in which they were studied.	Good at critically reflecting & applying concepts / principles / methods of enquiry outside the area in which they were studied.	Demonstrates excellent ability to critically reflect & in applying concepts / principles / methods of enquiry outside the area in which they were studied	Demonstrates outstanding ability to critically reflect & in applying concepts / principles / methods of enquiry outside the area in which they were studied.
Communication	Inadequate ability to communicate accurately, reliably, & structure arguments	Limited ability to consistently communicate accurately & structure arguments	Weak / Poor ability to communicate & structure arguments, knowledge of subject & underlying concepts	Competent ability to communicate & structure &, to some extent, sustain arguments, knowledge of subject & its underlying concepts.	Good at communicating accurately, reliably, & structuring sound arguments	Demonstrates excellent ability in communicating accurately & reliably, contextualising knowledge & structuring coherent arguments	Demonstrates outstanding ability in communicating accurately & reliably, contextualising knowledge & structuring/sustaining coherent arguments

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Presentation	Presentation is very poor and/or in an inappropriate format	Presentation sometimes follows Harvard rules; is awkwardly structured, sometimes coherent; wording/grammar is inadequate in places. Extras for slide/posters awkward or inconsistent layout; unoriginal or copied design; excessive detail OR essential details omitted. Extras for speech delivery is inaudible or unintelligible; remote or indifferent; excessively fast OR slow.	Presentation is rudimentary & generally follows Harvard rules; is adequately structured, often coherent; wording/grammar is inadequate in places. Extras for slide/posters some loose ends in layout; somewhat pedestrian design; far too detailed OR important details omitted. Extras for speech delivery is monotonous or halting; somewhat awkward & shy; clearly rushed OR dragging.	Presentation is competent & mostly follows Harvard rules with occasional exceptions; is adequately structured, often coherent; wording/grammar is generally correct with occasional slips. Extras for slide/posters a few loose ends in layout; ordinary but solid design; somewhat too detailed OR sketchy. Extras for speech delivery is often smooth; somewhat uncommunicative & reserved; noticeably speedy OR slow.	Presentation is very good / capable & follows Harvard rules with occasional exceptions; is clearly structured, normally coherent; wording/grammar is generally correct with occasional slips. Extras for slide/posters clear & consistent layout; ordinary but solid design; a little less OR more detail needed. Extras for speech delivery is mostly smooth; generally communicative & direct; slightly speedy OR a little leisurely.	Presentation is excellent & consistently follows Harvard rules; is clearly structured, mostly coherent, correct/competent in wording/grammar. Extras for slide/posters clear & consistent layout; thoughtful & clever design; appropriate level of detail. Extras for speech delivery is smooth; communicative & direct; at a proper pace.	Presentation is Outstanding & consistently follows Harvard rules; is sophisticatedly structured, perfectly coherent, pithy/precise in wording/grammar. Extras for slide/posters polished & aesthetic layout; ingenious & inventive design; optimal level of details. Extras for speech delivery is eloquent; & engaging & on time.
Citation & referencing	Citation & referencing is very poor or absent.	Citation & referencing shows some consistency & accuracy but with many deficiencies.	Citation & referencing generally follows Harvard rules but with several errors.	Citation & referencing generally follow Harvard rules with some errors.	Citation & referencing mostly follow Harvard rules with very few errors.	Citation & referencing is accurate & follows Harvard rules with an occasional slip.	Citation & referencing fully follows Harvard rules with no apparent errors.
This qualitative rubric will not result in a score. However, it is a valuable feedback/feedforward mechanism for students, writers and assessors							