Appendix C Assessment criteria written coursework essays

85%+ High First Class

- Demonstrates deep understanding and near comprehensive knowledge of the subject, and shows significant originality in interpretation or analysis of the question.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organisational form.
- Shows overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.
- Is excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.
- Has an incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.
- Where appropriate, a high first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.
- A high first class coursework essay will usually be worthy of retention for future reference in research or teaching.

72 75 78 82% First Class

- Demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form.
- Shows significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.
- Is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
- Has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.
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Appendix D Assessment criteria

92 95 98% Outstanding First Class

Structure and focus

- Work which engages incisively with the question set, and shows a discerning appreciation of its wider implications.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and innovation in its organisational form. Argued with impeccable consistency.
- Precisely selected factual evidence is deployed in order to support the writer's argument, using a vigorous sense of relevance and an appropriate economy of expression.
- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument, with a vigorous sense of relevance and appropriate economy of expression.

Quality of argument and expressi on

- The writing will be outstandingly eloquent and accurate. There will be a compelling range of vocabulary and linguistic idioms.
- Complete conceptual command of the historical (and, where appropriate, historiographical) issues at stake. There will be no errors of spelling and grammar.
- Exceptionally original in ideas and approach, and developing notably independent lines of thought. Fully confident and articulate intellectual independence, grounded in a penetrating consideration of available evidence.
- Abilit

Range of knowledge

- Broad knowledge of the subject, including contemporary sources, historiography and secondary literature.
- Demonstrate a clear sense of the nature and complexity of historical development.
- Ability to move between generalisation and detailed discussion, and will be able to synthesise as well as particularise.
- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

72% Marginal First Class

Structure and focus

- Engages with the question set, and shows an appreciation of its wider implications.
- The structure of the answer will facilitate a coherent development of the writer's argument.
- Descriptive material and factual evidence will be appropriately deployed in order to support and develop the writer's argument.

Quality of argument and expression

- The writing will be clear and accurate.
- The answer will encompass a good survey of the available evidence.
- The answer will demonstrate good understanding of the historical (and, where appropriate, historiographical) issues at stake.
- The answer will be well-organised.
- There may be evidence of originality of thought.

Range of knowledge

- Knowledge of relevant contemporary sources, historiography, or secondary literature will be shown where appropriate.
- Develops both general arguments and demonstrates knowledge of necessary detail.
- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

62 65 68% Upper Second Class

Structure and focus

- Work which displays an understanding of the question, shows an appreciation of some of its wider implications, and makes a serious attempt to engage with the question set.
- The structure of the answer will facilitate a clear development of the writer's argument, towards the lower end of this mark band candidates will not sustain an analytical approach throughout.
- Descriptive material and factual evidence will be deployed relevantly. Towards the lower end of this mark band candidates may not always bring out the full implications of evidence cited.

- The answer will show some limited awareness of historical development.
- The writer might be prone to being drawn into excessive narrative or mere description, and may want to display knowledge without reference to the precise requirements of the question.
- Information may be used rather uncritically, without serious attempts to evaluate its status and significance.
- The answer will demonstrate some appreciation of the nature of the historical period or periods under discussion.

42 45 48% Third Class

Structure and focus

- Work which displays little understanding of the question, and may tend to write indiscriminately around the question.
- The answer will have structure but this may be underdeveloped, and the argument may be incomplete and unfold in a haphazard or undisciplined manner.
- Some descriptive material and factual evidence will be deployed, but without any critical refl