

ASSESSMENT CRITERIA

MARK BAND (1-20)	SUB-HONOURS CRITERIA	HONOURS CRITERIA
First class work (17-20)	<ul style="list-style-type: none"> - detailed knowledge and understanding of the material; - independent thought; - relevant application to the question set; - logical structuring of argument; - an overview of the topic 	<ul style="list-style-type: none"> - detailed knowledge and analytical understanding of the material; - informed engagement with critical and other secondary material (where appropriate); - independent thought; - relevant application to the question set; - logical structuring of argument; - an overview of the topic
Upper second (14-16)	- the presence in significant measure of four of the qualities sought for an answer at Distinction level	- the presence in significant measure of four of the qualities sought for a First Class answer
Lower second (11-13)	<ul style="list-style-type: none"> - a sound knowledge of the primary materials of the course; - some capacity to respond to the question set; - some capacity to develop an argument 	<ul style="list-style-type: none"> - a sound knowledge of the primary materials of the course; - some capacity to respond to the question set; - some capacity to develop an argument
Third/Pass (7-10)	- failure to meet the criteria for Honours entry, but shows some knowledge and understanding and/or ability to respond to the question set	- failure to meet the criteria for a II.ii, but shows some knowledge and understanding and/or ability to respond to the question set
Fail with retention of PtP (4-6)	- insufficient knowledge and/or response to the question but some evidence of familiarity with course material.	- insufficient knowledge and/or response to the question but some evidence of familiarity with course material.
Fail (1-3)	- little evidence of relevant knowledge and/or ability to respond to the question	- little evidence of relevant knowledge and/or

Marking Criteria to be applied in AY1011

Note: An essay or exam that falls within a specified band will typically contain a majority although not necessarily all of the criteria mentioned. In addition, criteria should be viewed in relation to what is appropriate for the level of the student being assessed.

Mark/ Mark Band	Sub-Honours Criteria	Honours Criteria
<p>20: First (17-20)</p> <p>An outstanding answer that displays striking original insights, independent thinking, rigorous analysis, and authoritative command of materials expressed logically and clearly.</p>	<p>Authoritative and detailed knowledge and understanding of the material.</p> <p>Terminology is effectively and correctly applied with no error.</p> <p>Extensive range of sources (extending beyond module guide) used and applied with insight and judgement.</p> <p>Exceptional originality and insight in analysis. Capacity to link ideas to larger issues.</p> <p>Excellent structured, focused and well written. A compelling argument presented clearly and effectively through the use of examples.</p>	<p>Authoritative and detailed knowledge and understanding of the material. Mastery of methodologies and theories demonstrated not only through use, but also through critical engagement with benefits and limitations of each.</p> <p>Terminology is effectively and correctly applied with no error.</p> <p>Extensive range of sources (extending beyond module guide) used and applied with insight and judgement.</p> <p>Exceptional originality and insight combined with rigorous analysis.</p> <p>Excellent structured, focused and well written. A compelling argument presented clearly and effectively through the use of examples.</p>
<p>19: First (17-20)</p> <p>Highly thoughtful answer demonstrating original insights and independent thinking informed by wider engagement with materials, thorough analyses, and clear, well-expressed, and logical presentation.</p>	<p>Thorough and detailed command of the material demonstrated.</p> <p>Terminology is effectively and correctly applied with no serious error.</p> <p>Full range of sources (module guide with strong use of independent research) used and applied with insight and judgement.</p> <p>Strong evidence of originality and insight in thorough analysis. Capacity to link ideas to larger issues.</p> <p>Focused, clearly presented and well-structured argument with effective and thoughtful use of examples.</p>	<p>Thorough and detailed command of the materials combined with clear critical engagement with theory and methodology.</p> <p>Terminology is effectively and correctly applied with no error.</p> <p>Extensive range of sources (used and applied with insight and judgement).</p> <p>Excellent originality and insight combined with rigorous analysis and connections of ideas to larger issues.</p> <p>Very focused, clearly presented and well-structured argument with effective and thoughtful use of examples.</p>

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<p>17-18: First (17-20)</p> <p>Thoughtful response informed by wider reading with demonstration of keen insights, presented through clear expression, logical structuring, and thorough analyses of examples.</p>	<p>Thorough understanding of materials.</p> <p>Terminology is effectively and correctly applied with no serious error.</p> <p>Comprehensive range of sources (module guide with evidence of independent research) used and applied with insight and judgement.</p> <p>Strong evidence of originality and insight in thorough analysis. Evidence of awareness of larger issues.</p> <p>Clear, logical presentation, with effective use of examples.</p>	<p>Thorough and detailed understanding of materials, including capacity to engage critically with issues of theory and methodology.</p> <p>Terminology is effectively and correctly applied with no error.</p> <p>Full to extensive range of sources used and applied with insight and judgement.</p> <p>Very strong originality and insight combined with rigorous analysis and connections of ideas to larger issues.</p> <p>Clear, logical and integrated presentation in which analyses and research effectively support argument.</p>
<p>14-16: 2.1 (14-16)</p> <p>Good to very good understanding of basic principles and materials, combined with coherent and effective argument, along with evidence of independent research and analysis. Higher end marks will demonstrate indications of excellence in fields of mastery, research, and/or analysis.</p> <p>16.5: Borderline First</p>	<p>Good to very good understanding of basic principles, with the upper end demonstrating reach beyond solid mastery into thorough and occasionally authoritative mastery of materials.</p> <p>Terminology is effectively and correctly applied with limitations.</p> <p>Research demonstrates engagement with range of materials referenced in module guide. Good to very good use of materials.</p> <p>Indications of originality and insight in analyses. Otherwise competent to thorough with some awareness of larger issues.</p> <p>Clear presentation of materials with limited insight and development, with respect to observation and analyses.</p>	<p>Very good to excellent understanding of basic principles, with evidence of ability to engage critically with issues of theory and methodology.</p> <p>Terminology is effectively and competently applied.</p> <p>Comprehensive range of sources used and applied with insight and judgement.</p> <p>Some independent thinking and insight combined with thorough analyses with occasional connections of ideas to larger issues.</p> <p>Clear, logical and integrated presentation in service of an argument.</p>

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<p>11-13: 2.2 (11-13) Basic to sound understanding of materials demonstrated with some research, some analysis, and competent if uninspired presentation of an argument.</p> <p>13.5: Borderline 2.1</p>	<p>Sound understanding of materials with minimal detail or use of examples.</p> <p>Adequate but also occasionally misapplied terminology.</p> <p>Research relegated to textbook and occasional additional readings. Few forays beyond what is given in module guide. Reliance on popular (as opposed to scholarly) materials. Appropriate application of research, although minimal and possibly disconnected.</p> <p>Reasonably competent analyses, but tendency to rely on quotations, recitation of events, or facts to carry argument.</p> <p>General lack of clarity in expression, with little logical structuring or effective uses of materials in support of an argument.</p>	<p>Sound understanding of materials.</p> <p>Adequate usage of terminology.</p> <p>Materials applied largely limited to sources listed in module guide with little if any independent research. Appropriate application of research, although minimal and possibly disconnected.</p> <p>Little originality and insight. Reasonably competent analyses, but tendency to rely on quotations, recitation of events, or facts to carry argument.</p> <p>Generally clear in expression, but structure and examples fail to support development of argument.</p>
<p>7-10: Pass/Third</p> <p>Adequate understanding of materials.</p> <p>10: 'Good' Third 9: Third 8: High Pass/Borderline Third 7: Pass</p>	<p>Adequate general knowledge.</p> <p>More frequent instances of misapplied terminology.</p> <p>Limited research and questionably application of materials limited.</p> <p>Infrequent and ineffective analyses.</p> <p>Barely adequate presentation impaired by unclear expression and disorganisation.</p>	<p>Sound to general understanding of materials.</p> <p>Misapplied terminology.</p> <p>Research and application of materials severely limited, demonstrating adequate to questionable grasp on assigned materials and little evidence of awareness of broader issues and materials. Application of materials limited in efficacy.</p> <p>Little to no evidence of independent thinking or capacity to link ideas to broader issues at stake. Limited analyses and a reliance on description or narration of facts without explanation.</p> <p>Adequate presentation: generally clear and logical although occasionally impaired by unclear and vague expression as well as disorganisation.</p>

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<p>4-6.9: FAIL with option to RESIT</p> <p>Inadequate understanding of materials.</p>	<p>Limited understanding of materials with glimpses of general knowledge.</p> <p>Work suffers from numerous inaccuracies.</p> <p>Limited use of materials use of inappropriate materials for subject.</p> <p>Disorganised and unclear expression. Misspellings and grammatical errors.</p>	<p>Some knowledge with limited understanding of materials or question asked.</p> <p>Work suffers from inaccuracies and vagueness.</p> <p>Limited use of (often inappropriate) materials with reliance on descriptions and declarations. Little to no analysis, insight, or independent thinking.</p> <p>Barely adequate presentation impaired by unclear expression and disorganisation as well as vague and awkward expression. Misspellings and grammatical errors.</p>
<p>0-3.9: FAIL with no possibility of RESIT.</p> <p>Lack of any demonstrable comprehension of materials or aims of Film Studies.</p>	<p>Work demonstrates little to any knowledge and is further impaired by incomprehensible expression and/or numerous inaccuracies.</p> <p>Poor/inappropriate use of research materials</p> <p>Poor presentation/grammatical and spelling errors are rife throughout text.</p>	<p>Very little knowledge combined with a failure to produce or develop an argument. Reliance on unsubstantiated declaration and unexplained description without analysis or explanation.</p> <p>No evidence of real research. Poor/inappropriate use of available materials. Reliance on popular text and unfounded Internet sites (e.g. Amazon or IMDB reviews).</p> <p>Poor presentation impaired by lack of logical structure, misspellings, grammatical errors in addition to vague and awkward expression.</p>