

%age	Grade Description for Examination Essay	Grade Description for Dissertation
85+	<p>Outstanding levels of accuracy and technical competence; deep understanding; near-comprehensive knowledge;</p> <p>exceptional independence of thought; exceptionally well-organised and original answers; high levels of ability in analysis of information;</p> <p>coherent structure; completely addresses all aspects of the question.</p> <p><b>As good as could be expected under examination conditions</b></p>	<p>Exceptional understanding of subject area; exceptional depth of content; outstanding technical accuracy and competence;</p> <p>significant originality in the construction of its research aims and questions; penetrating analysis and critical evaluation; ability to make informed judgements and develop original insights; ability to establish original lines of inquiry; employ different approaches to provide solutions to highly complex and novel problems.</p> <p>professionally presented; written in a incisive and fluent style with little or no errors; clearly publishable standard of referencing.</p> <p><b>A high level distinction dissertation should be publishable with editing and minor revision.</b></p>
70-84	<p>Very high levels of accuracy and technical competence; deep understanding; detailed knowledge;</p> <p>may show some originality in interpretation or analysis; high degree of creativity and independence of thought; high levels of ability in the analysis of quantitative or qualitative information;</p> <p>coherent structure; completely addresses all aspects of the question.</p>	<p>Authoritative understanding of subject area; high degree of depth of content; very high technical accuracy and competence;</p> <p>some originality in statement and fulfillment of aims; ability to analyze critically and formulate questions; excellent research potential; ability to employ different approaches to the solution of complex and novel problems.</p> <p>excellent presentation; written in a fluent and incisive style with no significant errors; close to publishable standard of referencing.</p> <p><b>A distinction dissertation should demonstrate professional standards of research.</b></p>
60-69	<p>Good degree of accuracy and technical competence; clear understanding; good breadth of knowledge;</p> <p>some evidence of creativity and independence of thought; generally effective analysis of quantitative or qualitative information;</p> <p>coherent structure; arguments are well constructed; addresses most key aspects of the question.</p>	<p>Convincing display of understanding of subject area; good all round depth of content; good technical accuracy and competence;</p> <p>very satisfactory fulfillment of aims; challenging in parts; ability to analyze critically; clear evidence of the potential to undertake original research given appropriate guidance and support; ability to solve complex, though not entirely original problems.</p> <p>well presented and structured; written in a fluent style, with few errors; good referencing standard.</p>
50-59	<p>Satisfactory degree of competence and technical accuracy; sound understanding and knowledge;</p> <p>familiarity with correct strategies for analysis of quantitative or qualitative information, but possibly with limitations in the process of analysis;</p> <p>adequate structure; there may be some omissions, limited clarity of expression and partial or incomplete understanding of some areas of the topic; addresses some key aspects of the question.</p>	<p>Sound knowledge and understanding of subject area; satisfactory depth of content; satisfactory sufficiency of content; satisfactory technical accuracy and competence;</p> <p>aims and objectives represent an acceptable challenge; satisfactory fulfillment of aims and objectives; ability to construct coherent and relevant answers to questions; few signs of originality and independence of thought;</p> <p>adequately presented and structured; straightforward presentational style with some errors; adequate referencing standard.</p>
<b>Pass 50</b>		
40-49	<p>There are some significant omissions or technical inaccuracies; some general understanding and knowledge; weaknesses in detail;</p> <p>the essay may not be fully focused on the question asked;</p> <p>familiarity with correct strategies for analysis of quantitative or qualitative information, but with significant errors in the process of analysis;</p> <p>simple structure.</p>	<p>Basic knowledge and understanding of subject area; basic depth of content; borderline sufficiency of content; lack of clarity and accuracy in technical competence;</p> <p>aims fall just below an acceptable standard <i>and/or</i> failure to fulfill stated aims; answers are either incomplete or not entirely coherent; little evidence of independent thought;</p> <p>weak presentation <i>or</i> limited structure; presentation lacks clarity; significant errors of spelling, punctuation or grammar; weak referencing <i>and/or</i> inadequate bibliography.</p>
<b>Condonable 40</b>		
20-39	<p>There are serious technical errors and/or omissions that indicate poor understanding;</p> <p>there may be a failure to address the question as asked; information largely erroneous or has little or no relevance to the question;</p> <p>significant confusion over appropriate analysis of quantitative or qualitative information; analytical work incomplete and erroneous;</p> <p>inadequate structure, with no sense of logical argument.</p>	<p>Fragmentary knowledge and understanding of subject area; limited depth of content; limited sufficiency of content; little or fragmentary accuracy of technical content;</p> <p>no clear aims or questions asked; answers show only a limited degree of understanding; almost no evidence of independent thought;</p> <p>poorly presented <i>and/or</i> inadequate structure; consistent lack of clarity throughout; significant errors of spelling, punctuation or grammar; little or no referencing and inadequate bibliography.</p>
0-19	<p>The answer shows a clear lack of understanding with major technical errors and omissions;</p> <p>there is little attempt to address the question; information erroneous or has no relevance to the question;</p> <p>substantial error and confusion over appropriate analysis of quantitative or qualitative information; complete inability to analyse information.</p> <p>incomplete, fragmentary or chaotic structure.</p> <p><b>individual marks may be gained for individual accurate facts.</b></p>	<p>Entirely lacking in knowledge and understanding of subject area; totally inappropriate depth of content; totally inappropriate sufficiency of content; entirely lacking accuracy of technical content;</p> <p>no aims or questions asked; totally devoid of independent thought;</p> <p>poorly presented <i>and/or</i> inadequate structure; confused and incoherent; substantial errors of spelling, punctuation or grammar; no references and absent bibliography.</p>