MARKING INDIVIDUAL ASSESSMENTS

A Basic Principles

- Student work is to be judged against the verbal descriptors set out in the Code of Assessment as elaborated in your Department. The University wide descriptors are reproduced below.

- The judgement involves deciding into which of the grade categories the student’s work falls. The descriptors imply that there is a clear qualitative difference between grades.

- Grades are divided into secondary bands – usually three, but five in the case of Grade A. When determining the secondary band, it should be borne in mind that this will, by default, be the middle band (producing grades of A3, B2, C2, etc.) and that upper or lower bands will be selected only if evidence indicates a marginal decision.

- The award of a grade means that the work meets the description of that grade and **NOT** that it is worth a particular numerical value. E.g. a grade A means that the work meets the description of that grade and not that it is worth 20/22.

B The Marking Process

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Which category does work fall into?

Award appropriate grade, i.e. A, B, C, D, E, F, G, or H

Is there justification from departing from the central grade?

No

Confirm grade, e.g. A3, B2, C2 etc.

Yes

Determine grade, e.g. A2, B1, C3 etc.
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<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Descriptor</th>
<th>Primary Honours Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures</td>
<td>First</td>
</tr>
<tr>
<td>B</td>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
<td>Upper Second</td>
</tr>
<tr>
<td>C</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
<td>Lower Second</td>
</tr>
<tr>
<td>D</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
<td>Third</td>
</tr>
<tr>
<td>E</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
<td>Fail</td>
</tr>
<tr>
<td>G</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
<td></td>
</tr>
</tbody>
</table>
AGGREGATION OF GRADES

What is a course? A series of lectures and / or practical work, assignments etc. on a series of related topics for which there is a scheme of assessment involving one or more instruments of assessment.

When is aggregation relevant? Where a course has more than one instrument of assessment or where an individual assessment, e.g. an exam, involves more than one question whose grades have to be aggregated to produce a final grade.

The Main Steps
1 Assess work and determine grade: See the separate guidance on this.

2 Aggregate grades: This involves converting the alphanumeric grades into the aggregation scores indicated in the Code of Assessment and applying the appropriate weighting to components.

3 Round aggregation score produced: ≥ 0.5 should be rounded up, < 0.5 should be rounded down.

4 Convert aggregation scores into grades and secondary bands for return to Registry.
Aggregation for calculation of honours classifications

Convert grades awarded for individual components (i.e. exams, dissertation, etc.) into aggregation scores set out in Code of Assessment

Aggregate scores for individual components according to the weights which apply in the degree scheme

Round aggregation score to a single decimal place

Does result fall within range where Board of Examiners has discretion as to honours class to be awarded?

Yes
Exercise discretion and award honours class

No
Award honours class indicated by Code of Assessment

Example

Based on 6 components each of equal weighting

<table>
<thead>
<tr>
<th>Grades Awarded</th>
<th>A1</th>
<th>A3</th>
<th>A5</th>
<th>B2</th>
<th>B3</th>
<th>B3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregation Score equivalents</td>
<td>22</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Aggregation</td>
<td>22 + 20 + 18 + 16 + 15 + 15 = 106</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall aggregation score</td>
<td>106 ÷ 6 = 17.667, rounded to 17.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is within the range where the Board of Examiners have discretion to award a First or an Upper Second.