

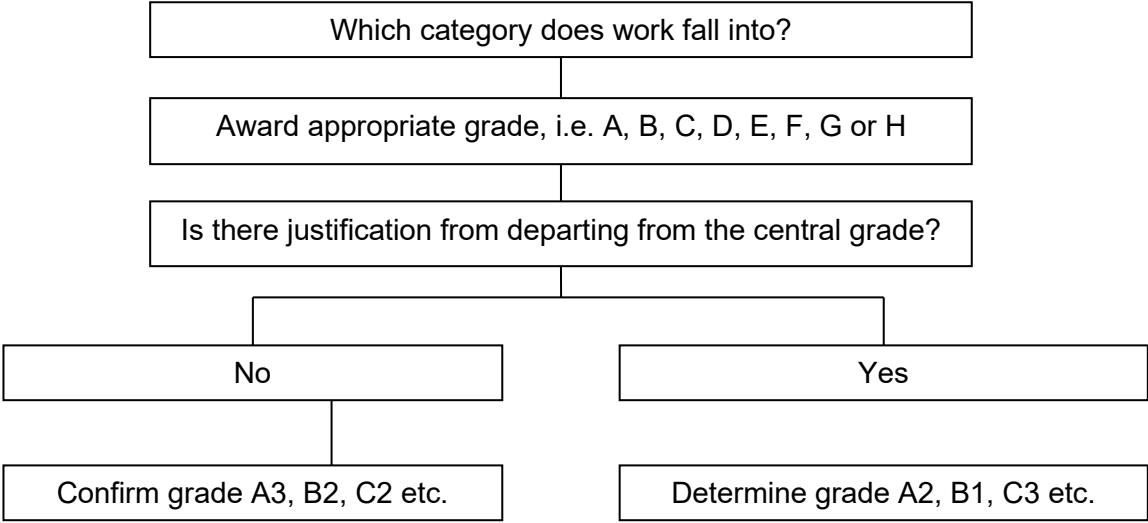
MARKING INDIVIDUAL ASSESSMENTS

A Basic Principles

- ❑ Student work is to be judged against the verbal descriptors set out in the Code of Assessment as elaborated in your School. 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.
- ❑ The full range of the grading scheme should be used where appropriate so that student performance is appropriately rewarded and students at the lower end receive accurate feedback about the level of their performance.
- ❑ In Schedule A, grades are divided into secondary bands – usually three, but five in the case of Grade A. In awarding a particular grade, for example a grade B, the starting point should be that a grade B2 is awarded, with consideration being given as to whether there is reason for this to be a B1 or a B3 instead. The same applies in the other grades, so that, for example, the starting point should be a grade A3.
- ❑ Marking should be undertaken in light of the stage of the student's academic career, reflecting academic progression through the levels of study. Thus, for example, an answer produced by a first year student should not be judged against the standards of a final year student.
- ❑ The award of a grade A should not be reserved for cases of absolute perfection, rather the question is whether the answer can be appropriately covered by the description in Schedule A to the Code of Assessment:

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.
- ❑ 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 A3 means that the work meets the description of that grade and not that it is worth 20/22.
- ❑ Grades should be awarded and reported to students using only the alphanumeric scale. There is special provision in some cases allowing use of percentage marking, see Chapter 2 of the [Guide to the Code of Assessment](#).

B The Marking Process



Primary Grade	Descriptor
A	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
B	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
C	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
D	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
E	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
F	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
G	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
H	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

AGGREGATION OF GRADES

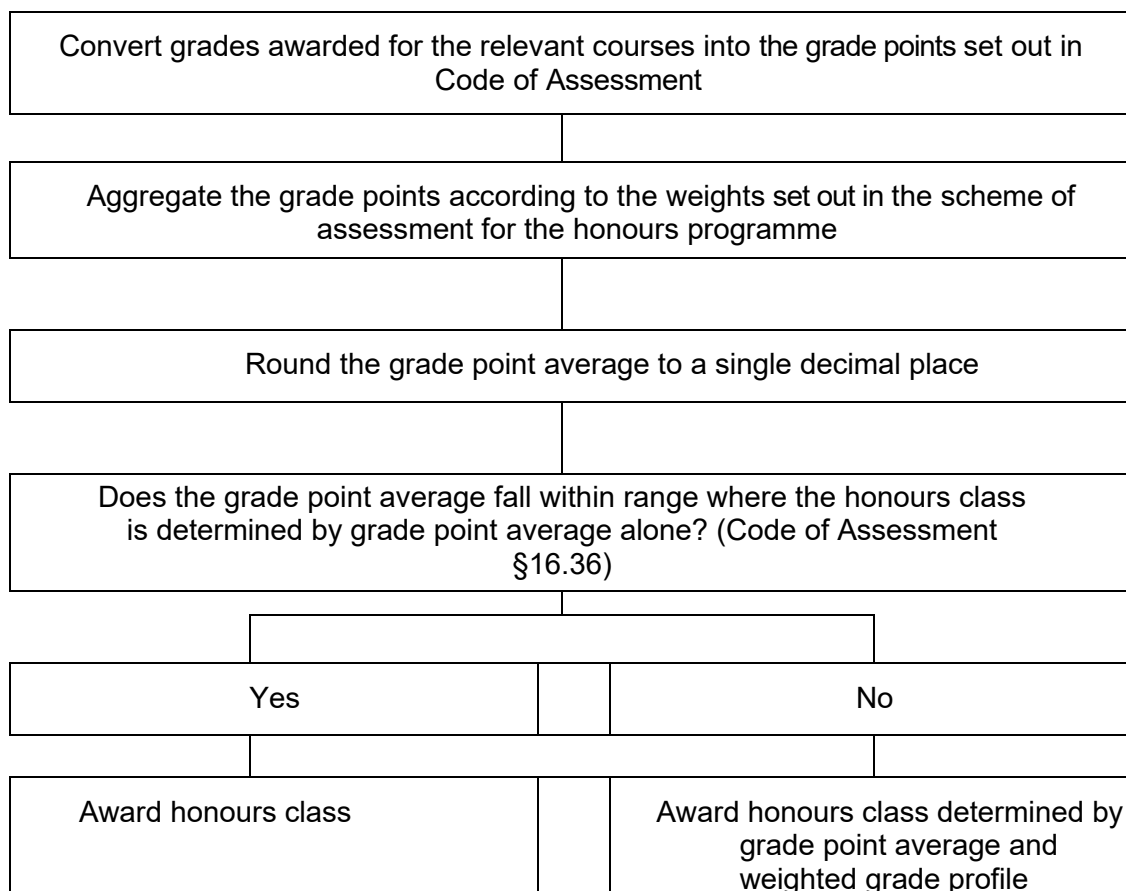
What is a course? A series of lectures and / or practical work, assignments etc. on a number of related topics for which there is a scheme of assessment involving one or more instruments of assessment.

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 grade points indicated in the Code of Assessment and applying the appropriate weighting to components.
- 3 *Round the grade points produced:* ≥ 0.5 should be rounded up, < 0.5 should be rounded down, to the nearest integer.
- 4 *Convert the integer into the grade and secondary band representing the overall course result for return to Registry.*

Aggregation for calculation of honours classifications



Example

Based on six courses each of equal weighting

Grades Awarded	A1	A3	A5	B2	B3	B3
Grade Points	22	20	18	16	15	15
Aggregation	$22 + 20 + 18 + 16 + 15 + 15 = 106$					
Overall grade point average	$106 \div 6 = 17.667$, rounded to 17.7 This is within the range where, on the basis of GPA alone, the Board of Examiners will award a First class honours degree.					