## **SSC Marking Scheme for Written Work encompassing Schedule A (University Code of Assessment)**

|  |  |  |
| --- | --- | --- |
| **Primary**  **Grade & Description** | **Secondary**  **Band** | **Primary verbal descriptors for attainment of Intended Learning Outcomes** |
| A  Excellent | A1  A2  **A3**  A4  A5 | **University Descriptors**  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.  **Additional Guidance**  **Understanding**: Shows *excellent* breadth of understanding, synthesis, insight and originality for all intended learning outcomes.  Contains all of the relevant material with no omissions and/or inclusion of irrelevant material.  **Data interpretation**: If appropriate, statistical analysis is correctly used in all places. Data is perfectly well interpreted.  **Resources**: Based on a wide range of relevant literature.  **Presentation**: *Excellent* presentation of work demonstrating a high quality and structure of writing and layout, figures, diagrams with references being correctly formatted. |
| B  Very good | B1  **B2**  B3 | **University Descriptors**  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.  **Additional Guidance**  **Understanding**: Shows a *very good* breadth of understanding, synthesis and insight for virtually all intended learning outcomes.  Contains mainly relevant material with few omissions and/or inclusion of irrelevant material.  **Data** **interpretation**: If appropriate, statistical analysis is generally well used. *Very good* attempt at data interpretation.  **Resources**: Based on a relevant range of literature.  **Presentation**: Presentation of work demonstrating a *very good* quality with structure of writing and layout, figures, diagrams and references being correctly formatted. |
| C  Good | C1  **C2**  C3 | **University Descriptors**  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.  **Additional Guidance**  **Understanding**: Shows a *good* breadth of understanding and insight for most intended learning outcomes.  Contains relevant material with some omissions and/or inclusion of irrelevant material.  **Data interpretation**: If appropriate, statistical analysis is used in most places but may be missing or inaccurate in others. Data is mostly well interpreted but there may be errors in places.  **Resources**: Based on a limited range of literature, but literature used is relevant.  **Presentation**: Presentation of work demonstrating a *good quality* with structure of writing and layout, figures, diagrams and references mostly formatted correctly. |
| D  Satisfactory | D1  **D2**  D3 | **University Descriptors**  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.  **Additional Guidance**  **Understanding**: Shows *satisfactory* understanding and insight of intended learning outcomes.  May contains irrelevant material and/or significant omissions of relevant material but shows some inclusion of relevant information.  **Data interpretation**: If appropriate, statistical analysis is sometimes used, but mostly missing or inaccurate in others. Data is interpreted in places, but there may be errors.  **Resources:** May be based on a single or very limited range of literature, some of which might not be entirely relevant.  **Presentation**: *Satisfactory* presentation of work demonstrating an acceptable quality and structure of writing and layout, figures, diagrams with references being correctly or incorrectly formatted. |
| E  Borderline Fail | E1  **E2**  E3 | **University Descriptors**  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.  **Additional Guidance**  **Understanding**: *Unsatisfactory* understanding and insight of intended learning outcomes.  Contains irrelevant material and/or substantial omissions of relevant material.  **Data interpretation**: If appropriate, statistical analysis is largely missing or inaccurate with data being incorrectly interpreted.  **Resources**: Not based on literature or irrelevant literature cited.  **Presentation**: *Unsatisfactory* presentation of work demonstrating a poor quality and structure of writing and layout, figures, diagrams with references generally formatted incorrectly. |
| F  Clear fail | F1  **F2**  F3 | Poor attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions. Largely (but not completely) irrelevant material presented. |
| G  Fail | G1  G2 | Very poor and markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials, incomplete and flawed explanation. |
| H  Fail | H | No material submitted for assessment. |