



Liverpool John Moores University Grade Descriptors

Relevant to:	LJMU Staff and Students
Responsibility for Document Review:	Teaching and Learning Academy
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RELEVANT DOCUMENTS

- QAA Frameworks for Higher Education Qualifications (FHEQ)

RELATED POLICIES & DOCUMENTS

LJMU grade descriptors

Grade descriptors are generic statements that describe students' achievement in assessment. They are expressed in a broad and non-specific manner so that they are applicable to a wide range of disciplines and assessment strategies. They confirm the breadth and depth of learning expected, as well as the standard achieved in each grading band.

Grade descriptors clarify level-appropriate expectations to students, staff and external stakeholders. They should be used by academic staff to generate assignment specific marking schemes and criteria. Therefore, descriptors should inform, but not replace, individual schemes nor should they undermine professional autonomy.

These descriptors are not a feedback tool *per se*. They will inform feedback and markers are encouraged to use written feedback to explain why a specific grade has been given, as well as offering advice on actions the student can take to improve future performance.

Descriptors for levels 4-7 are directly aligned to the QAA Frameworks for Higher Education Qualifications (FHEQ). Descriptors for level 3 are developed from Ofqual (2008) Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual/08//3726). The LJMU descriptors were reviewed in 2022 to ensure compliance with Office for Students expectations that University assessment considers spelling, punctuation and grammar in written work.

The structure of the grade descriptors is based on around the notion of a threshold pass. This articulates the minimum expectation for successful student performance at each level of study. Performance that deviates from that (in either a positive or negative direction) is described using adjectives that have been chosen to represent varied degrees of attainment. These use language that is typically referenced across the sector to describe academic performance (see table 1).

Grade bands span the full spread of marks to encapsulate a wide performance range and encourage marking across the full scale of available marks.

Grade descriptors are presented in a bullet-pointed and consistent style to illustrate the developmental nature of performance. They include:

1. Level-specific statements that link directly to FHEQ, levels 4-7
2. Standard descriptors relating to:
 - Attainment of learning outcomes

- Use of evidence
- Accuracy
- Argument

Statements related to these are consistent across all levels, as performance against these will be dependent on the nature of the assessment task that is itself defined by level.

3. The development of academic skill relating to:

- Spelling, punctuation and grammar
- Presentation
- Referencing

Associated statements recognise that these skills are not necessarily level-specific but acknowledge that expectations regarding a student’s skill base will increase for higher levels of study. The focus is on written work, but it is envisaged that the standards implied in these can be translated to non-written tasks.

There is no assumption that descriptors are weighted in any way (e.g., awarding a proportion of marks for referencing).

Table 1: Indicative language for describing academic performance (Adapted from ‘Policies and Procedures for the Management of Assessment: Assessment Grading, Criteria and Marking’. Manchester Metropolitan University)

Grade band	Indicative language
90%-100%	exceptional, extraordinary, distinctive, remarkable.
80%-89	authoritative, creative, exciting, illuminating, insightful, inspiring, outstanding, stimulating.
70%-79%	ambitious, convincing, critical, excellent, meticulous, original, persuasive, sophisticated, unexpected.
60%-69%	analytical, credible, fluent, precise, rigorous thorough.
50%-59%	accurate, careful, clear, coherent, congruent, confident, consistent, effective, good, thoughtful.
40%-49%	adequate, descriptive, satisfactory, straightforward, sufficient, unsophisticated.
30%-39%	contradictory, derivative, inadequate, incomplete, inconsistent, imprecise, inexplicit, limited, unconnected, tangential, superficial, vague.
20%-29%	ambiguous, erroneous, incoherent, inappropriate, insufficient, irrelevant, unstructured, misleading, wrong.
0%-19%	absent, below par, deficient, formless, lacking, missing.

Grade descriptors for Level 3 written work		
Mark range	characteristic	criteria
90-100	Exceptional Pass	<p>Exemplary attainment of all learning outcomes.</p> <p>Exceptional knowledge of the subject area to address well-defined problems that may be complex and non-routine.</p> <p>Offers a comprehensive exploration of the evidence base.</p> <p>The material covered is accurate and demonstrates an exceptional awareness of differing perspectives.</p> <p>The argument is sophisticated.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an academic style.</p>
80 - 89	Outstanding Pass	<p>Excellent attainment of all learning outcomes, with some met to an exemplary standard.</p> <p>Outstanding knowledge of the subject area to address well-defined problems that may be complex and non-routine.</p> <p>Extends beyond expected levels of engagement with the evidence base.</p> <p>The material covered is accurate and demonstrates an outstanding awareness of differing perspectives.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an academic style.</p>
70 - 79	Excellent Pass	<p>Excellent attainment of all learning outcomes.</p> <p>Excellent knowledge of the subject area to address well-defined problems that may be complex and non-routine.</p> <p>Thorough use of the evidence base.</p> <p>The material covered is accurate and demonstrates an excellent awareness of differing perspectives.</p> <p>The argument is persuasive and there are perceptive elements.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p>

		<p>Only minor errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an academic style.</p>
60 - 69	Good Pass	<p>Good attainment of all learning outcomes.</p> <p>Good knowledge of the subject area to address well-defined problems that may be complex and non-routine.</p> <p>Good consideration of the evidence base that develops from recommended reading.</p> <p>The material covered is accurate and demonstrates a good awareness of differing perspectives.</p> <p>The argument is persuasive.</p> <p>There are few spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Errors are minor and do not undermine the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system.</p> <p>Generally well-presented and organised but does not always conform to conventions of academic presentation.</p>
50 - 59	Clear Pass	<p>Adequate attainment of all learning outcomes, with some met to a good standard.</p> <p>Clear knowledge of the subject area to address well-defined problems that may be complex and non-routine.</p> <p>Consideration of the evidence base, but little consideration beyond recommended reading.</p> <p>The material covered is mostly accurate and demonstrates an adequate awareness of differing perspectives.</p> <p>The argument is straightforward and relatively clear.</p> <p>There are several spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Most errors are minor, but some hinder the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system.</p> <p>Good presentation that may include some organisational errors and/or tendency not to conform to conventions of academic presentation.</p>
40 - 49	Threshold / Satisfactory Pass	<p>Adequate attainment of all learning outcomes.</p> <p>Meets threshold knowledge of the of the subject area to address well-defined problems that may be complex and non-routine.</p> <p>A basic consideration of the evidence base but this is restricted to recommended reading.</p>

		<p>There are some inaccuracies or irrelevant materials, but there is sufficient accurate material to suggest a threshold level of understanding and awareness of differing perspectives.</p> <p>The argument is relatively clear, although some elements are difficult to understand.</p> <p>There are spelling errors. Some of these weaken the argument.</p> <p>Grammar and punctuation are generally acceptable and consistent. Some errors hinder the reader's engagement with the argument or are confusing and open to misinterpretation.</p> <p>Attempts to use of the specified referencing system but there are systematic errors.</p> <p>Acceptable presentation that may include some organisational errors and does not to conform to conventions of academic presentation.</p>
30 - 39	Needs improvement	<p>Meets most, but not all learning outcomes.</p> <p>Insufficient knowledge of the of the subject area in addressing well-defined problems that may be complex and non-routine.</p> <p>Minor consideration of the evidence base, but inadequate use of recommended reading and no exploration outside that.</p> <p>Some material is accurate, but the amount of inaccurate or irrelevant materials indicates insufficient understanding of key concepts and differing perspectives.</p> <p>The argument is poor and inadequately defended.</p> <p>Spelling is relatively poor. It distracts the reader and occasionally complicates the argument.</p> <p>Grammar and punctuation are weak. The reader may struggle to make sense of some areas of the work or misconstrue the points being made.</p> <p>Attempts to use of the specified referencing system but there are significant errors.</p> <p>Generally weak or untidy presentation that may include some organisational errors and does not to conform to conventions of academic presentation.</p>
20 - 29	Needs significant revision	<p>Does not meet most learning outcomes.</p> <p>Poor knowledge of the subject area in addressing well-defined problems that may be complex and non-routine.</p> <p>Superficial consideration of the evidence base.</p> <p>There are major inaccuracies or significant amounts of irrelevant material and limited awareness of differing perspectives.</p>

		<p>The argument is very weak.</p> <p>Spelling is poor. It distracts the reader and complicates the argument.</p> <p>Grammar and punctuation are weak. The reader often struggles to make sense of the argument and there are significant areas of confusion.</p> <p>Does not use the specified referencing system.</p> <p>Weak and untidy presentation.</p>
0-19	Needs significant revision	<p>Does not meet most learning outcomes.</p> <p>Little knowledge of the subject area in addressing well-defined problems that may be complex and non-routine.</p> <p>No consideration of the evidence base.</p> <p>There are major inaccuracies or significant amounts of irrelevant material and limited awareness of differing perspectives.</p> <p>The argument is very weak.</p> <p>Spelling is very poor. It makes the work difficult to read and understand</p> <p>Grammar and punctuation are very weak. The work is very confusing and hard to read</p> <p>Does not use the specified referencing system.</p> <p>Weak and untidy presentation.</p>

Grade descriptors for Level 4 written work		
Mark range	characteristic	criteria
90-100	Exceptional Pass	<p>Exemplary attainment of all learning outcomes.</p> <p>Exceptional knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Offers an exhaustive exploration of the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is highly sophisticated.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
80-89	Outstanding Pass	<p>Excellent attainment of all learning outcomes, with some met to an exemplary standard.</p> <p>Outstanding knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Extends far beyond expected levels of engagement with the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is generally very astute.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
70-79	Excellent pass	<p>Excellent attainment of all learning outcomes.</p> <p>Excellent knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Thorough use the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is persuasive and there are very perceptive elements.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>Only minor errors in the use of the specified referencing system</p>

		Well-presented and organised in an appropriate academic style.
60-69	Good Pass	<p>Good attainment of all learning outcomes.</p> <p>Good knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Good consideration of the literature and evidence-base that develops from recommended readings.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is persuasive.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system, but meets key principles.</p> <p>Generally well-presented and organised, but does not always conform to conventions of academic presentation.</p>
50-59	Clear Pass	<p>Adequate attainment of all learning outcomes, with some met to a good standard.</p> <p>Clear knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Sufficient consideration of the literature and evidence-base, but little consideration beyond recommended readings.</p> <p>The material covered is mostly accurate and relevant.</p> <p>The argument is straightforward and relatively clear.</p> <p>There are few spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Errors are minor and do not undermine the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system, but meets key principles.</p> <p>Good presentation that may include some organisational errors and/or tendency not to conform to conventions of academic presentation.</p>
40-49	Threshold / satisfactory pass	<p>Adequate attainment of all learning outcomes.</p> <p>Meets threshold knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Basic consideration of the literature and evidence-base, but restricted to recommended readings.</p> <p>There are some inaccuracies or irrelevant materials, but there is sufficient accurate material to suggest a threshold level of understanding.</p> <p>The argument is relatively clear, although some elements are difficult to understand.</p>

		<p>There are several spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Most errors are minor, but some hinder the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system.</p> <p>Attempts to use of the specified referencing system. Meets key principles, but there are systematic errors.</p> <p>Acceptable presentation that may include some organisational errors and a tendency not to conform to conventions of academic presentation.</p>
30-39	Needs improvement	<p>Meets most, but not all learning outcomes.</p> <p>insufficient knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Minor consideration of the literature and evidence-base, but inadequate use of recommended reading and no exploration outside that.</p> <p>Some materials are accurate, but the amount of inaccurate or irrelevant materials indicates insufficient understanding of key concepts.</p> <p>The argument is poorly defined and defended.</p> <p>There are spelling errors. Some of these weaken the argument.</p> <p>Grammar and punctuation are generally acceptable and consistent. Some errors hinder the reader's engagement with the argument or are confusing and open to misinterpretation.</p> <p>Attempts to use the specified referencing system, but there are significant errors.</p> <p>Generally weak or untidy presentation that may include some organisational errors and does not to conform to conventions of academic presentation.</p>
20-29	Needs significant revision	<p>Does not meet most learning outcomes.</p> <p>Poor knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Superficial consideration of the literature and evidence-base.</p> <p>There are major inaccuracies or significant amounts of irrelevant material.</p> <p>The argument is very weak.</p> <p>Spelling is relatively poor. It distracts the reader and occasionally complicates the argument.</p> <p>Grammar and punctuation are weak. The reader may struggle to make sense of some areas of the work or misconstrue the points being made.</p> <p>Does not use the specified referencing system.</p> <p>Weak or untidy presentation.</p>

0-19	Needs substantial work	<p>Does not meet any learning outcomes.</p> <p>Little or no knowledge of the underlying concepts and principles associated with the subject area.</p> <p>No engagement with the literature and evidence-base.</p> <p>The material covered is inaccurate or irrelevant.</p> <p>The argument is incoherent.</p> <p>Spelling is poor. It distracts the reader and complicates the argument.</p> <p>Grammar and punctuation are weak. The reader often struggles to make sense of the argument and there are significant areas of confusion.</p> <p>Does not use specified referencing system.</p> <p>Very poor presentation.</p>
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Grade descriptors for Level 5 written work		
Mark range	characteristic	criteria
90-100	Exceptional Pass	<p>Exemplary attainment of all learning outcomes.</p> <p>Demonstrates an exceptional grasp of key concepts with comprehensive application to a specific area of study.</p> <p>Offers an exhaustive exploration of the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is highly sophisticated.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent.</p> <p>It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
80-89	Outstanding Pass	<p>Excellent attainment of all learning outcomes, with some met to an exemplary standard.</p> <p>Demonstrates an outstanding grasp of key concepts with comprehensive application to a specific area of study</p> <p>Extends far beyond expected levels of engagement with the literature and evidence-base</p> <p>The material covered is accurate and relevant.</p> <p>The argument is generally very astute.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent.</p> <p>It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
70-79	Excellent pass	<p>Excellent attainment of all learning outcomes.</p> <p>Demonstrates an excellent grasp of key concepts with wide-ranging application to a specific area of study.</p> <p>Thorough use the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is persuasive and there are very perceptive elements.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent.</p> <p>It facilitates the reader's engagement with, and understanding of, the work.</p>

		<p>Only minor errors in the use of the specified referencing system. Well-presented and organised in an appropriate academic style.</p>
60-69	Good Pass	<p>Good attainment of all learning outcomes. Demonstrates a good grasp of key concepts with generally sound application to a specific area of study. Good consideration of the literature and evidence-base that develops from recommended readings. The material covered is accurate and relevant. The argument is persuasive. There are no spelling errors. Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work. Only minor errors in the use of the specified referencing system. Well-presented and organised in an appropriate academic style.</p>
50-59	Clear Pass	<p>Adequate attainment of all learning outcomes, with some met to a good standard. Demonstrates a good grasp of key concepts with limited application to a specific area of study. Sufficient consideration of the literature and evidence-base, but little consideration beyond recommended readings. The material covered is mostly accurate and relevant. The argument is straightforward and relatively clear. There are no spelling errors. Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work. Some errors in the use of the specified referencing system, but meets key principles. Generally well-presented and organised, but does not always conform to conventions of academic presentation.</p>
40-49	Threshold / satisfactory pass	<p>Adequate attainment of all learning outcomes. Demonstrates a reasonable grasp of key concepts with limited application to a specific area of study. Basic consideration of the literature and evidence-base, but restricted to recommended readings. There are some inaccuracies or irrelevant materials, but there is sufficient accurate material to suggest a threshold level of understanding. The argument is relatively clear, although some elements are difficult to understand. There are few spelling errors.</p>

		<p>Grammar and punctuation appear to be reasonably accurate and consistent. Errors are minor and do not undermine the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system, but meets key principles.</p> <p>Good presentation that may include some organisational errors and/or tendency not to conform to conventions of academic presentation.</p>
30-39	Needs improvement	<p>Meets most, but not all learning outcomes.</p> <p>Demonstrates a reasonable grasp of key concepts, but no application to a specific area of study.</p> <p>Minor consideration of the literature and evidence-base, but inadequate use of recommended reading and no exploration outside that.</p> <p>Some materials are accurate, but the amount of inaccurate or irrelevant materials indicates insufficient understanding of key concepts.</p> <p>The argument is poorly defined and defended.</p> <p>There are several spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Most errors are minor, but some hinder the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system.</p> <p>Attempts to use of the specified referencing system. Meets key principles, but there are systematic errors.</p> <p>Acceptable presentation that may include some organisational errors and a tendency not to conform to conventions of academic presentation.</p>
20-29	Needs significant revision	<p>Does not meet most learning outcomes.</p> <p>Demonstrates a poor grasp of key concepts with no application to a specific area of study.</p> <p>Superficial consideration of the literature and evidence-base.</p> <p>There are major inaccuracies or significant amounts of irrelevant material.</p> <p>The argument is very weak.</p> <p>There are spelling errors. Some of these weaken the argument.</p> <p>Grammar and punctuation are generally acceptable and consistent. Some errors hinder the reader's engagement with the argument or are confusing and open to misinterpretation.</p> <p>Attempts to use the specified referencing system, but there are significant errors.</p> <p>Generally weak or untidy presentation that may include some organisational errors and does not to conform to conventions of</p>

		academic presentation.
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0-19	Needs substantial work	<p>Does not meet any learning outcomes.</p> <p>Demonstrates a fundamentally flawed understanding of key concepts.</p> <p>No engagement with the literature and evidence-base.</p> <p>The material covered is inaccurate or irrelevant.</p> <p>The argument is incoherent.</p> <p>Spelling is relatively poor. It distracts the reader and occasionally complicates the argument.</p> <p>Grammar and punctuation are weak. The reader may struggle to make sense of some areas of the work or misconstrue the points being made.</p> <p>Does not use specified referencing system.</p> <p>Weak or untidy presentation.</p>
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Grade descriptors for Level 6 written work		
Mark range	characteristic	criteria
90-100	Exceptional Pass	<p>Exemplary attainment of all learning outcomes.</p> <p>Demonstrates a systematic understanding of subject specific material with evidence of highly sophisticated analysis of concepts.</p> <p>Wide-ranging emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Offers an exhaustive exploration of the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is highly sophisticated.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent.</p> <p>It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
80-89	Outstanding Pass	<p>Excellent attainment of all learning outcomes, with some met to an exemplary standard.</p> <p>Demonstrates a systematic understanding of subject specific material with evidence of thorough analysis of concepts.</p> <p>Wide-ranging emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Extends far beyond expected levels of engagement with the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is generally very astute.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent.</p> <p>It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
70-79	Excellent pass	<p>Excellent attainment of all learning outcomes.</p> <p>Demonstrates a systematic understanding of subject specific material with evidence of thorough analysis of concepts.</p> <p>Strong emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Thorough use the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p>

		<p>The argument is persuasive and there are very perceptive elements.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
60-69	Good Pass	<p>Good attainment of all learning outcomes.</p> <p>Demonstrates a systematic understanding of subject specific material with evidence of good analysis of concepts.</p> <p>Good emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Good consideration of the literature and evidence-base that develops from recommended readings.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is persuasive.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
50-59	Clear Pass	<p>Adequate attainment of all learning outcomes, with some met to a good standard.</p> <p>Demonstrates a logical understanding of subject specific material with evidence of some analysis of concepts.</p> <p>Some emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Sufficient consideration of the literature and evidence-base, but little consideration beyond recommended readings.</p> <p>The material covered is mostly accurate and relevant.</p> <p>The argument is straightforward and relatively clear.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>Only minor errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
40-49	Threshold / satisfactory pass	<p>Adequate attainment of all learning outcomes.</p> <p>Demonstrates a logical understanding of subject specific material with evidence of some analysis of concepts.</p>

		<p>Some emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Basic consideration of the literature and evidence-base, but restricted to recommended readings.</p> <p>There are some inaccuracies or irrelevant materials, but there is sufficient accurate material to suggest a threshold level of understanding.</p> <p>The argument is relatively clear, although some elements are difficult to understand.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system, but meets key principles.</p> <p>Generally well-presented and organised, but does not always conform to conventions of academic presentation.</p>
30-39	Needs improvement	<p>Meets most, but not all learning outcomes.</p> <p>Demonstrates understanding of subject specific material, but with little analysis of concepts.</p> <p>Little emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Minor consideration of the literature and evidence-base, but inadequate use of recommended reading and no exploration outside that.</p> <p>Some materials are accurate, but the amount of inaccurate or irrelevant materials indicates insufficient understanding of key concepts.</p> <p>The argument is poorly defined and defended.</p> <p>There are few spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Errors are minor and do not undermine the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system, but meets key principles.</p> <p>Good presentation that may include some organisational errors and/or tendency not to conform to conventions of academic presentation.</p>
20-29	Needs significant revision	<p>Does not meet most learning outcomes.</p> <p>Demonstrates understanding of subject specific material, but no analysis of concepts.</p> <p>Little or no emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Superficial consideration of the literature and evidence-base.</p>

		<p>There are major inaccuracies or significant amounts of irrelevant material.</p> <p>The argument is very weak.</p> <p>There are several spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Most errors are minor, but some hinder the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system.</p> <p>Attempts to use of the specified referencing system. Meets key principles, but there are systematic errors.</p> <p>Acceptable presentation that may include some organisational errors and a tendency not to conform to conventions of academic presentation.</p>
0-19	Needs substantial work	<p>Does not meet any learning outcomes.</p> <p>Demonstrates confusion over subject specific material and no analysis of concepts.</p> <p>No emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>No engagement with the literature and evidence-base.</p> <p>The material covered is inaccurate or irrelevant.</p> <p>The argument is incoherent.</p> <p>There are spelling errors. Some of these weaken the argument.</p> <p>Grammar and punctuation are generally acceptable and consistent. Some errors hinder the reader's engagement with the argument or are confusing and open to misinterpretation.</p> <p>Attempts to use the specified referencing system, but there are significant errors.</p> <p>Generally weak or untidy presentation that may include some organisational errors and does not to conform to conventions of academic presentation.</p>

Grade descriptors for Level 7 written work		
Mark range	characteristic	criteria
90-100	Exceptional Pass	<p>Exemplary attainment of all learning outcomes.</p> <p>Demonstrates an outstanding synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>Wide-ranging emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Offers an exhaustive exploration of the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is highly sophisticated.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
80-89	Outstanding Pass	<p>Excellent attainment of all learning outcomes, with some met to an exemplary standard.</p> <p>Demonstrates a comprehensive synthesis of varied theoretical positions in the analysis of key issues in the subject area. Wide-ranging emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Extends far beyond expected levels of engagement with the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is generally very astute.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
70-79	Excellent pass	<p>Excellent attainment of all learning outcomes.</p> <p>Demonstrates a thorough synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>Strong emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Thorough use of the literature and evidence-base.</p> <p>The material covered is accurate and relevant.</p>

		<p>The argument is persuasive and there are very perceptive elements.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
60-69	Good Pass	<p>Good attainment of all learning outcomes.</p> <p>Demonstrates detailed synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>Good emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Good consideration of the literature and evidence-base that develops from recommended readings.</p> <p>The material covered is accurate and relevant.</p> <p>The argument is persuasive.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
50-59	Pass	<p>Adequate attainment of all learning outcomes.</p> <p>Demonstrates a limited, but sufficient, synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>Some emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Sufficient consideration of the literature and evidence-base, but little consideration beyond recommended readings.</p> <p>The material covered is mostly accurate and relevant.</p> <p>The argument is straightforward and relatively clear.</p> <p>There are no spelling errors.</p> <p>Grammar and punctuation appear to be accurate and consistent. It facilitates the reader's engagement with, and understanding of, the work.</p> <p>No errors in the use of the specified referencing system.</p> <p>Well-presented and organised in an appropriate academic style.</p>
40-49	Needs some improvement	<p>Meets most, but not all learning outcomes.</p> <p>Demonstrates limited synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p>

		<p>Less than expected emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Basic consideration of the literature and evidence-base, but restricted to recommended readings.</p> <p>Some inaccuracies or irrelevant materials that suggest confusion and misunderstanding.</p> <p>The argument is relatively clear, although some elements are difficult to understand.</p> <p>There are few spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Errors are minor and do not undermine the reader's engagement with, and understanding of, the work.</p> <p>Minor errors in the use of the specified referencing system, but meets key principles.</p> <p>Generally well-presented and organised but does not always conform to conventions of academic presentation.</p>
30-39	Needs major improvement	<p>Approximately half the learning outcomes are met.</p> <p>Demonstrates very little synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>Little emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Minor consideration of the literature and evidence-base, with inadequate use of recommended reading and no exploration outside that.</p> <p>Some materials are accurate, but the amount of inaccurate or irrelevant materials indicates insufficient understanding of key concepts.</p> <p>The argument is poorly defined and defended.</p> <p>There are several spelling errors.</p> <p>Grammar and punctuation appear to be reasonably accurate and consistent. Most errors are minor, but some hinder the reader's engagement with, and understanding of, the work.</p> <p>Some errors in the use of the specified referencing system.</p> <p>Some errors in the use of the specified referencing system, but meets key principles.</p> <p>Generally well-presented and organised but does not always conform to conventions of academic presentation.</p>
20-29	Needs significant revision	<p>Most learning outcomes are not met.</p> <p>Demonstrates no synthesis of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>Little or no emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>Superficial consideration of the literature and evidence-base.</p>

		<p>There are major inaccuracies or significant amounts of irrelevant material.</p> <p>The argument is very weak.</p> <p>There are spelling errors. Some of these weaken the argument.</p> <p>Grammar and punctuation are generally acceptable and consistent. Some errors hinder the reader's engagement with the argument or are confusing and open to misinterpretation.</p> <p>Attempts to use of the specified referencing system. Meets key principles, but there are systematic errors.</p> <p>Acceptable presentation that may include some organisational errors and/or tendency not to conform to conventions of academic presentation.</p>
0-19	Needs substantial work	<p>Does not meet any learning outcomes.</p> <p>Demonstrates misunderstanding of varied theoretical positions in the analysis of key issues in the subject area.</p> <p>No emphasis on knowledge and ideas that are at the forefront of the discipline.</p> <p>No engagement with the literature and evidence-base.</p> <p>The material covered is inaccurate or irrelevant.</p> <p>The argument is incoherent.</p> <p>There are spelling errors. Some of these weaken the argument.</p> <p>Grammar and punctuation are generally acceptable and consistent. Some errors hinder the reader's engagement with the argument or are confusing and open to misinterpretation.</p> <p>Attempts to use the specified referencing system, but there are significant errors.</p> <p>Weak or untidy presentation that may include some organisational errors and does not conform to conventions of academic presentation.</p>