

Assessment criteria

Undergraduate courses and degrees in the Department conform to the description in the 'Subject Benchmark Statement for Mathematics, Statistics and Operational Research' - www.qaa.ac.uk/en/Publications/Documents/SBS-Mathematics-15.pdf - which sets out the expectations for any undergraduate degree course in the UK in these subjects. Section 5, in particular paragraphs 5.12-5.15, sets out what is required for a student to achieve a "threshold standard" (i.e., to pass a course) and a "typical standard" (roughly sufficient for a mark of 60) in a course in mathematics.

The Department	Grade descriptor	Characteristics
0-9	Fail	<ul style="list-style-type: none"> Nothing presented or completely incorrect information or answers contain nothing at all of relevance. No evidence of understanding. No competence in core basic techniques of the subject.
10- 19	Fail	<ul style="list-style-type: none"> Very little information or information that is almost entirely incorrect or irrelevant. Very little evidence of understanding. Very little competence in core basic techniques of the subject.
20-29	Fail	<ul style="list-style-type: none"> Little understanding evident. Very limited competence in core basic techniques of the subject.
30-39	Fail	<ul style="list-style-type: none"> Some understanding evident, but no ability to grapple with anything other than a limited range of very routine questions. Limited competence in core basic techniques of the subject or competence only in a small part of the material.
40-49	Third class	<ul style="list-style-type: none"> An acceptable demonstration of a basic understanding of and competence in the subject. Some knowledge of, and application of, relevant methods and techniques. A basic range of information and knowledge deployed, with some areas of inaccuracy.
50-59	Lower second class	<ul style="list-style-type: none"> A sound understanding of the subject. Knowledge of, and some application of, relevant methods and techniques. A standard, and largely accurate, range of information and knowledge deployed. May demonstrate ability to grapple with standard problems but limited capacity to solve more unusual or demanding questions involving application of significant understanding of the subject.
60-69	Upper second class	<ul style="list-style-type: none"> A clear understanding of the subject. Competent application of relevant methods and techniques. Wide and accurate range of information and knowledge deployed. Some capacity to solve more unusual or demanding questions involving application of significant understanding of the subject.

70-79	First class	<ul style="list-style-type: none">▪ A thorough understanding of the subject.▪ Deft application of relevant methods and techniques.▪ Extensive range and consistent accuracy of information and knowledge.▪ A significant capacity to solve more unusual or demanding questions involving application of thorough understanding of the subject and its methods.
80-89	First class	<ul style="list-style-type: none">▪ A deep understanding of the subject.▪ Mastery of relevant methods and techniques.▪ Highly extensive range and consistent accuracy of information and knowledge.▪ An impressive ability to solve more unusual or demanding questions involving application of deep understanding of the subject and its methods.
90-100	First class	<ul style="list-style-type: none">▪ A comprehensive and deep understanding of the subject.▪ Mastery of relevant methods and techniques and an ability to deploy them with flair.▪ Very extensive range and consistent accuracy of information and knowledge.▪ An outstanding ability to solve unusual and demanding questions involving application of deep and comprehensive understanding of the subject and its methods.
