

# The Department of Anthropology's Undergraduate General Grade Criteria

## General grade criteria

The following scheme for grading of marks applies to summative assessments including: summative course work, research essays, take-home assessments and unseen exams. Attributes listed for each class are assumed to include the best attributes from the class below. Referencing for all work, with the exception of exams taken in an exam hall, must include page numbers.

Class	Marks (%)	Attributes
Brilliant First (1)	80 – 100	Work of exceptional quality, based on comprehensive conceptual knowledge of the topic, and developing a cogent and original argument in response to the question. For a mark of 90 or more, analysis is of such originality or insight as to potentially change some aspect of conventional understanding about the topic discussed. Referencing is precise, accurate and consistent.
First (1)	70 – 79	Excellent answers, closely linked to the question set, well-presented and argued with sophistication, maturity and incisiveness, which demonstrate a wide familiarity with the subject matter and anthropological debates, especially as revealed through the course readings, lectures and class discussions, and often display independent judgement and originality. Referencing is accurate and consistent.
High Upper Second (2:1)	65 – 69	Competent work, presented as a cogent (if not original) argument, showing understanding of all the main ideas and concepts relevant to the question. Addresses the question directly and relevantly. Good critical evaluation and discussion of the literature presented in a clear, well-reasoned, and logical manner. Demonstrates understanding of most of the relevant literature from the course readings and beyond, including lectures and class discussions. Factually correct, attentive to nuance, and comprehensive in coverage, although there may be minor slips and omissions. Referencing is precise and accurate if not always consistent in style.



Low Upper Second (2:1)	<b>60 – 64</b>	<p>Competent work, well argued in parts, showing understanding and/or awareness of many of the main ideas and concepts relevant to the question. Addresses the question directly and relevantly. Satisfactory critical evaluation and discussion of the literature presented in a clear, generally well-reasoned and consistent manner.</p> <p>Demonstrates understanding of a selection of the relevant literature and draws from a range of reading and anthropological debates. Factually correct and comprehensive in coverage, although there may be slips, omissions, and a lack of nuance. Referencing is largely accurate but may be inconsistent in style or missing page numbers where these should have been provided.</p>
Lower Second (2:2)	<b>50 – 59</b>	<p>Answers demonstrate some understanding of the subject matter and evidence of some reading, but are marred by poor presentation or by lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly, or inadequately, address the question, or fail to focus. They often include unsupported generalisations, occasional inaccuracies, irrelevance, omissions, contradictions, are weak in definition and application of concepts, and display a clumsy prose style. Although the main issues are understood, they are often presented in a superficial manner. Some passages may do little more than replicate the content of course materials and readings. Referencing is incomplete, imprecise and/or inaccurate. A 2:1 answer may be graded 2:2 if it is too short, or unfinished.</p>
Third (3)	<b>40 – 49</b>	<p>Basic, below-average answers which nevertheless show evidence that there is some understanding of the subject and the relevant course materials. Answers are often weak narrative/descriptive accounts, which move towards the relevant area required by the question but display only a partial grasp of the topic, the different aspects of debates, the requirements of the question, and the manner in which to construct an answer. Argument fleeting and frequently simplistic or generic – but the answer should make sense and show some sign of organisation. Evidence of basic familiarity with the facts, but inaccuracies and omissions occur. Answers that are accurate, but largely reliant on materials from outside the course, should be graded third class. Referencing has numerous mistakes and is incomplete, and there may be unattributed or unreferenced quotes.</p>



Fail	<b>20 – 39</b>	Very weak answers which lack relevance, direction, accuracy and substance, and there may be unattributed or unreferenced quotes. Answers which demonstrate little or no evidence of engagement with the course materials should also be graded in this category.
Bad Fail	<b>0 – 19</b>	The material presented is almost totally irrelevant to the question set. In examinations, this includes answers which have been barely attempted.