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## SEMINAR 1 -HOME EXERCISE UNDERSTANDING THE ASSESSMENT TYPE AND THE UK MARKING CRITERIA

16 April 2020

**Welcome to the Academic Skills course!**

**Every week, you will be given an exercise to complete before the Thursday online seminars.**

**The key learning outcome of Seminar 1 is to understand the marking criteria and make sure you tick the right boxes for high marks.**

This week's home exercise consists of reading two student essays and deciding on what mark to give them.

Please read **Seminar 1 - Essay 1** and **Seminar 1 - Essay 2**.

*For this exercise, I selected two second year essays as most of you are in your third year or doing a Masters' and you already know what is required in your second year from your experience.*

Use the UCL **second year undergraduate marking criteria** on the second and third page of this document and decide on the final mark you would personally give to each essay. Try not to spend more than 30 minutes on each essay. The idea is that you position yourself in the place of a marker, who usually has half an hour or less to mark an essay of this length.

You can tick on the different boxes to help you decide on the final mark.

We will start Seminar 1 with discussing how you found this exercise and what marks you gave, before revealing the actual marks these essays got. We'll return to it after you learn more about the marking criteria and how they are applied in the seminar.

The last part of Seminar 1 will be a live marking exercise on a third year essay.

See you on Zoom on Thursday 2pm!

*Alexandra, AcademiaOne Course Director*

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Marks	0-19	20-39	40-49	50-59	60-69	70-79	80-100
	Fail (F)	Fail (E)	Pass: 3 <sup>rd</sup> (D)	Pass: 2.2 (C)	Pass: 2.1 (B)	Ist (A)	Ist (A)
<b>Knowledge and understanding</b>	Major gaps in knowledge and understanding of material at this level. Significant inaccuracies.	Gaps in knowledge and only superficial understanding of the well-established principles of area(s) of study. Some inaccuracies.	Some knowledge and understanding of material, of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Broad knowledge and understanding of material, of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Very good knowledge and understanding of material, of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Very good, detailed understanding of material, main concepts/theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.	Exceptional understanding of material, main concepts/theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.
<b>Intellectual skills</b> <i>e.g. analysis and synthesis; deploying logical argument supported by evidence; focus on topic; drawing conclusions</i>	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupported conclusions or missing conclusions. Lack of analysis and relevance.	Views/ findings largely irrelevant, illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity.	Awareness of main issues. Structure of argument effective, but with some gaps or weaknesses. Some evidence provided to support findings, but not always consistent. Some relevant conclusions.	Issues identified and critically analysed within given areas. An awareness of different stances and ability to use evidence to support argument. Ability to apply concepts and principles outside context of study. Generally sound conclusions.	Good level of analysis and synthesis. An awareness of different stances and ability to use evidence convincingly to support argument. Ability to apply concepts/ principles effectively beyond context of study. Valid conclusions.	Excellent analysis and synthesis. A range of perceptive points made within given area for this level of study. Arguments logically developed, supported by relevant evidence. Acknowledgement of other stances. Strong conclusions.	Exceptional analysis and synthesis are consistent features. Perceptive, logically connected points made throughout the work within an eloquent, balanced argument. Evidence selected judiciously analysed. Persuasive conclusions.
<b>Scholarly practices</b> <i>e.g. use of relevant literature; academic writing; academic honesty, referencing and citation</i>	No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored.	Evidence of little reading appropriate for this level and/or indiscriminate use of sources. Academic conventions used weakly.	Evidence of reading relevant sources, with some appropriate linking to given text(s). Academic conventions evident and largely consistent, with minor weaknesses.	Knowledge and analysis of a range of literature beyond core text(s). Literature used accurately and analytically. Academic skills generally sound.	Knowledge of the field of literature used consistently to support findings. Research-informed literature integrated into the work. Very good use of academic conventions.	Critical engagement with a range of reading. Knowledge of research-informed literature embedded in work. Consistently accurate use of academic conventions.	Exceptionally wide range of relevant literature evaluated and used critically to inform argument, balance discussion and/or inform problem-solving. Accurate and assured use of academic conventions.

<p><b>Research and enquiry</b>  <i>e.g. grasping, framing and/or creating questions; methods for gathering evidence; ethics and integrity; analysis of evidence; communicating findings in a style appropriate for a given context and audience (specialist/non-specialist)</i></p>	<p>Little or no evidence of the required skills in any of the areas identified for assessment at this level.</p>	<p>Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Significant weaknesses evident in several areas.</p>	<p><b>Research skills:</b>                  Some evidence of ability to collect and interpret appropriate data/ information and undertake research tasks with limited external guidance. Can <b>communicate</b> findings in a range of formats, including orally, appropriate to the discipline(s), but with some weaknesses.</p>	<p><b>Research skills:</b> Can undertake research-like tasks, drawing on a range of sources, with limited external guidance. Can <b>communicate</b> effectively and confidently in a range of formats, including orally, appropriate to the discipline(s) and audience(s).</p>	<p><b>Research skills:</b>                  Can successfully complete research-like tasks, drawing on a range of sources, with limited external guidance. Can <b>communicate</b> well, confidently and consistently in a range of formats, including orally, appropriate to the discipline(s). Can adapt style to different audiences.</p>	<p><b>Research skills:</b>                  Can successfully complete research-like tasks, drawing on a range of sources, with a significant degree of autonomy. Can <b>communicate</b> very effectively and confidently in a range of formats, including orally, appropriate to the discipline(s) and different audiences.</p>	<p><b>Research skills:</b>                  Evidence of exceptional success in undertaking a range of research-like tasks with high degree of autonomy for the level. Can <b>communicate</b> highly effectively, with diverse audiences, in a wide range of formats, including orally, as appropriate to the context.</p>
<p><b>Professional and life skills</b>  <i>e.g. creativity; digital practices; presentation skills; ethical awareness; team-working; self-management; project and time management; leadership; ability to identify learning points from work experience; recognition of own strengths and weaknesses and ability to take steps to improve.</i></p>	<p>Little or no evidence of the required skills in any of the areas identified for assessment at this level.</p>	<p>Limited evidence of skills in the range identified for assessment at this level. Significant weaknesses evident in key areas.</p>	<p>Can <b>work with others</b> as a member of a group, meeting most obligations to others, modifying responses appropriately. Can identify key areas of <b>problems</b> and generally choose appropriate methods for their resolution. Able to <b>recognise own strengths and weaknesses</b> in relation to professional and practical skills, but with limited insight in some areas.</p>	<p>Can <b>work effectively with others</b> as a member of a group, meeting obligations to others, modifying responses appropriately. Can identify key areas of <b>problems</b> and choose appropriate methods for their resolution in a considered manner. Able to <b>evaluate own strengths and weaknesses</b> in relation to professional and practical skills, and to develop own evaluation criteria.</p>	<p>Can <b>work very effectively and confidently with others</b> as a member of a group, meeting obligations to others, modifying responses appropriately. Can identify key areas of <b>problems</b> and choose, with autonomy, appropriate methods for their resolution in a considered manner. Able to take initiative in <b>evaluating own strengths and weaknesses</b> in relation to professional and practical skills identified by others and develop and effectively apply own evaluation criteria.</p>	<p>Can <b>work very effectively and confidently with others</b> as a member of a group, showing <b>leadership</b> skills where appropriate. Can identify key areas of <b>problems</b> confidently and choose, with autonomy and notable effectiveness, appropriate methods for their resolution. Able to show insight and autonomy in <b>evaluating own strengths and weaknesses</b> re professional and practical skills, showing excellent judgement.</p>	<p>Can <b>work exceptionally well with others</b> as a key member of a group, showing <b>leadership</b> skills where appropriate, meeting obligations to others. Can identify key areas of <b>problems</b> confidently and choose, with autonomy and exceptional effectiveness, appropriate methods for their resolution. Able to show insight and autonomy in <b>evaluating own strengths and weaknesses</b>, showing outstanding judgement.</p>
<p><b>Level 5 Marks</b></p>	<p><b>0-19</b></p>	<p><b>20-39</b></p>	<p><b>40-49</b></p>	<p><b>50-59</b></p>	<p><b>60-69</b></p>	<p><b>70-79</b></p>	<p><b>80-100</b></p>