**Department of Classics**

**Coursework Coversheet & Feedback Form (Undergraduate)**

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| **In submitting this form with your assignment I make the following declaration:** I declare that the coursework submitted is my own work and has not (either in whole or in part) been submitted towards the award of any other qualification either at Royal Holloway or elsewhere. I have attributed/referenced all sources of information used during the completion of my assignment, including all direct quotes with quotation marks. I am aware that failure to do so constitutes an assessment offence. I have not submitted this work as part of any other coursework and I have submitted my essay to Turnitin ([www.submit.ac.uk](http://www.submit.ac.uk)) and included the paper ID reference on this coversheet. I understand that plagiarism is a serious academic offence that may result in disciplinary action.**If you are registered with the Disability and Dyslexia Services (DDS) and have a green sticker please make sure it is attached to this coversheet**.I understand that where work is submitted late, without acceptable extenuating cause, or where the work exceeds any set upper limit, penalties in the form of mark deductions will be applied in line with the College’s [Academic Regulations](https://www.royalholloway.ac.uk/students/study/our-college-regulations/attendance-and-academic-regulations.aspx).I understand that any marks provided herein are provisional, and may be subject to change as part of the moderation process. |
| **Course Code** |  |  |  |
| **Course Title** |  | **Candidate Number** |  |
| **Turnitin Number** |  | **Submission Date** |  |
| **Coursework Tutor** |  | **Word Count** |  |
| **Coursework Title** |  |
| **Referencing System** |  |
| **Bibliography included? (*Highlight as relevant*)** | **Yes** | **No** |

NAME:

Fold and staple this corner.

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| **Grading ( 🗸 )** | **I** | **IIi** | **IIii** | **III**  | **F** |
| **Relevance** |  |  |  |  |  |
| **Knowledge** |  |  |  |  |  |
| **Analysis** |  |  |  |  |  |
| **Argument** |  |  |  |  |  |
| **Critical Engagement** |  |  |  |  |  |
| **Use of Language** |  |  |  |  |  |

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| **First Marker’s Feedback** |
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| **Areas of Strength** |  |
| **Areas for Development** |  |
| **Second Marker’s Feedback** |  |
| **Final Mark (%)****(Where necessary, this mark reflects agreement between the First and Second Marker.)** |  | **Deductions****(Where penalty deductions have been applied due to late or over length work, they will be detailed here.)** |  |

**Marking Criteria**

**85+% High First Class**

* demonstrates deep understanding and near-comprehensive knowledge of the subject and primary evidence, and shows significant originality in interpretation or analysis of the question.
* has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organisational form.
* shows overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.
* is excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.
* has an incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.

**72, 75, 78, 82% First Class**

* demonstrates deep understanding and detailed knowledge of the subject and primary evidence, and may show some originality in interpretation or analysis of the question.
* has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form.
* shows significant evidence of in-depth reading, with clear indications of *either* independent reading beyond limits of reading lists *or* intensive, detailed and critical reading of prescribed readings.
* is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
* has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

**62, 65, 68% Upper Second Class**

* demonstrates a clear understanding and wide-ranging knowledge of the subject and primary evidence, with a direct focus on question
* has a coherent structure, demonstrating good critical synthesis of secondary materials.
* shows clear evidence of in-depth reading, with substantial coverage of recommended texts.
* is well-presented, with detailed referencing in an acceptable style and a properly formatted bibliography.
* has a fluent style, with few errors of spelling, punctuation or grammar.

**52, 55, 58% Lower Second Class**

* demonstrates a basic understanding and knowledge of the subject and primary evidence, with a focus on question
* has an adequate structure, usually drawing heavily on lectures or other direct teaching.
* shows evidence of limited further reading, with some coverage of recommended texts.
* is adequately presented, with some referencing of sources and a short bibliography.
* has a straightforward style, and may include some errors of spelling, punctuation or grammar.

**45, 48% Third Class**

* demonstrates some general understanding and knowledge of the subject and primary evidence, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.
* has a simple structure, usually drawing exclusively on lectures or other direct teaching.
* shows no or very limited evidence of further reading.
* has significant weaknesses in presentation, with little or no referencing of sources, and an inadequate or absent bibliography.
* has a simple style, with significant errors of spelling, punctuation or grammar.

**42% Low Third Class**

* demonstrates limited general understanding of the subject and primary evidence, but will demonstrate significant weaknesses in detailed understanding. The coverage of the essay is likely to be sketchy, with some significant errors in factual details. There may be evidence of a lack of clear focus on the wording of the question.
* has a sketchy structure, usually drawing exclusively on lectures or other direct teaching, but with significant weaknesses
* shows no evidence of further reading.
* is poorly presented, with little or no referencing of sources, and an inadequate or absent bibliography.
* has a sketchy style, and with significant errors of spelling, punctuation or grammar.

**33, 35, 38% Marginal Fail**

* demonstrates no understanding of the subject or of primary evidence, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
* has an inadequate structure, with no sense of a logical argument.
* shows no evidence of further reading.
* is poorly presented, with no referencing of sources, and an inadequate or absent bibliography.
* has an inadequate style, with significant errors of spelling, punctuation or grammar.

**2-28% Clear Fail**

* demonstrates no understanding of the subject or of primary evidence, and fails to address the question in any meaningful way. Information supplied is erroneous or has no relevance to the question.
* has an incomplete, fragmentary or chaotic structure, with no sense of a logical argument.
* shows no evidence of further reading.
* is poorly presented, with no referencing of sources, and an inadequate or absent bibliography.
* has an inadequate style, with substantial errors of spelling, punctuation or grammar.

**0% Zero**

This mark is usually reserved for essays that do not make any serious attempt to answer the question (as defined in College Regulations).