

## SMLLC MARKING AND ASSESSMENT CRITERIA FOR NON-LANGUAGE PRESENTATIONS

CLASS	CLASS BAND ATTRIBUTES
<b>I First Class 82-98</b>	Impressive on every level. The presentation combines clarity and sophistication; the overall structure leads the reader from a strong and thought-provoking introduction, through some persuasively explored and contextualised case-studies and examples, to a conclusion that casts new light on the material. Competing lines of argument and interpretation are deftly compared and evaluated, the presentation building a persuasive and compelling argument of its own from the material and secondary sources. Engages confidently with the audience and communicates even the most complex, sophisticated or contentious ideas very clearly and convincingly. Uses mature academic register and a lively and varied presentation style. Uses audio-visual supports in an engaging and interesting way to fully engage wht audience. Clear evidence of independent thinking and thoughtful critical analysis of both primary and secondary material. If applicable, the bibliography is complete, wide-ranging where appropriate, and accurate.
<b>I First Class 78</b>	A well-planned, clear and compelling presentation. The introduction is rich and thought-provoking, and helpfully outlines the trajectory of the ensuing argument; the body of the argument is well structured and clear, with no elements seeming out of place or unjustified, and the conclusion is rich, nuanced, and offers a provisional answer to the question while gesturing towards wider issues. Possible counter-arguments and perspectives are discussed and critically evaluated, resulting in an overall argument that is both strong and nuanced. Evidence of independent critical thinking and thoughtful analysis of primary texts, together with clear evidence of wider reading and an excellent command of the material. Delivered in a consistent academic register, expression combines clarity and sophistication; and audio-visual supports are used effectively and in an engaging way to communicate with the audience. Fully acknowledged use of a range of sources through quotations and paraphrase, always appropriately and correctly referenced. Quotations are accurate and are smoothly integrated into the syntax of sentences. If relevant, the bibliography is complete, wide-ranging, and accurate.
<b>I First Class 75</b>	A well-planned, clear and compelling presentation. The structure structure supports the development of the argument, leading the audience from a strong introduction to a rich and nuanced conclusion. Helpful engagement with possible counter-arguments may contribute to a convincing overall argument. Relevant and well-focused throughout with judiciously selected material persuasively employed in support of the argument. Evidence of independent thinking and thoughtful analysis of primary texts, together with clear evidence of wider reading and an excellent command of the material. Different sources, texts or approaches to the topic may be critically evaluated, and material deployed being deployed as appropriate in support of the argument. Delivered in a consistent academic register, expression and argument will be clear and sophisticated, rather than just grammatically and syntactically correct. Audio-visual supports used in an engaging way. Fully acknowledged use of a range of sources through quotations and paraphrase, always appropriately and correctly referenced. Quotations are accurate and do not disrupt the proper syntax of sentences in which they appear. Where relevant, he bibliography is complete, wide-ranging where appropriate, and accurate.
<b>I First Class 72</b>	A clear, well-planned and very persuasive presentation, leading from a helpful introduction outlining the main issues to a strong and informed conclusion. Possible counter-arguments or other interpretations are helpfully addressed, though not necessarily resolved. The presentation remains relevant throughout, and appropriate material is brought in to support the argument. Evidence of independent thinking and engagement with primary texts, together with evidence of wider reading and a strong command of the material. The delivery is not just grammatically and syntactically correct but consistent, mature, and sophisticated. Audio-visual supports are deployed confidently and effectively and a good rapport with the audience is established. Fully acknowledged use of a range of sources through quotations and paraphrase, appropriately and correctly referenced. Quotations are accurate and do not disrupt the proper syntax of sentences in which they appear. The bibliography is complete, wide-ranging where appropriate, and accurate.
<b>2:a Upper Second 68</b>	A persuasive presentation, clearly set out with introductory and conclusion; there is a clear progression of ideas. The presentation anticipates and mounts some defence against possible counter-arguments or objections; it identifies the key elements of the topic. Well-informed and thorough, demonstrating familiarity (whether in range or depth) with secondary material. Evidence of thoughtful engagement with primary materials. The validity of secondary sources is assessed rather than merely asserted. Delivery is clear and purposeful; presentation is easy to follow and engaging; in a broadly appropriate register; audio-visual supports are used to enhance delivery. Fully acknowledged use of a range of sources through quotations and paraphrase, appropriately and correctly referenced. Quotations are accurate and are integrated into the presentation. Where relevant, the bibliography is complete and accurate.
<b>2:a</b>	A clear presentation, with helpful introductory and concluding sections. Has a clear focus and argument. Key elements of the topic are identified and explored. A direct, purposeful and generally thorough presentation that sticks closely to the question, with relevant material selected and persuasively discussed. Well-informed and thorough, demonstrating a reasonable degree of familiarity with secondary material suggested on reading lists. Evidence of some thoughtful engagement with primary or secondary

<b>Upper Second</b> 65	<p>materials; the validity of secondary sources is assessed rather than merely asserted. The presenter's principal claims are supported via the use of appropriate material. A purposeful, functional delivery largely free from errors. Clear and easy to follow; delivered in a register that would be considered broadly correct and appropriate in the educated world beyond the academy. Some effective use of audio-visual supports. Fully acknowledged use of a range of sources through quotations and paraphrase, almost always appropriately and correctly referenced. Quotations are accurate and do not disrupt the flow. Where relevant, the bibliography is complete, adequate, and accurate.</p>
<b>2:a Upper Second</b> 62	<p>A clear presentation, perhaps with occasionally irrelevant elements or elements whose relevance has not been demonstrated. Generally clear focus. Sometimes the relevance of examples might be assumed rather than proven. A mostly thorough presentation that sticks closely to the more obvious elements of the topic. Generally well-informed and thorough, demonstrating some familiarity with the material suggested on reading lists. Evidence of some thoughtful engagement with the material; the presentation's main claims are backed up with some appropriate material, although some claims might require more evidence. A purposeful, functional delivery largely free from serious errors in delivery. Mostly clear and easy to follow; delivered in a style and register that would be considered broadly appropriate in the educated world beyond the academy. Audio-visual supports, if used, do not always bring added value. Fully acknowledged use of sources through quotations and paraphrase, for the most part appropriately referenced. Where relevant, the bibliography is complete, adequate, and mostly accurate.</p>
<b>2:b Lower Second</b> 58	<p>A mostly clear presentation, with some occasionally irrelevant elements or elements whose relevance has not been demonstrated. Sometimes the relevance of examples might be assumed rather than proven. A mostly thorough presentation that sticks closely to the topic without really considering its underlying issues. Shows some familiarity with the material suggested on reading lists and an attempt to back up claims; some claims might require more evidence. Language is functional and adequate, but with some problems of register and accuracy. Audio-visual supports, if used, are not always useful. Referencing is largely accurate, though with occasional inconsistencies. If appropriate, the bibliography may be incomplete, partly inappropriate, and/or incorrectly set out.</p>
<b>2:b Lower Second</b> 55	<p>The makings of a decent presentation, but whose overall direction is hampered by some irrelevant, unclear, or debatable examples. Might fix unduly heavily on one aspect of the topic rather than considering the issues as a whole. Some use of secondary literature or allusions to commentators. Occasionally backs up main claims with evidence, but many claims are asserted rather than defended. Delivery is generally clear but with some lapses in formulation and register. Audiovisual supports are not engaging and may distract from rather than enhance the content. Referencing will be largely accurate, though inconsistent. The bibliography may be incomplete, partly inappropriate, and/or incorrectly set out.</p>
<b>2:b Lower Second</b> 52	<p>The basic argument is sometimes lost behind various irrelevant, unclear, or debatable examples. Might fix unduly heavily on one specific aspect of the topic rather than considering the question as a whole. Little engagement with secondary literature. Most claims are asserted rather than backed up. Generally clear delivery but with some lapses of formulation and register that might impede clarity. Audio-visual supports not always helpful. Quotations are broadly accurate but may well be clumsily integrated. Referencing is adequate but shows some inconsistencies. The bibliography may be incomplete, inappropriate, and/or incorrectly set out.</p>
<b>3 Third Class</b> 48	<p>Overall presentation rather unclear; feels like a collection of loosely related examples or claims; some examples are irrelevant, unclear, or debatable. Little or no engagement with secondary literature. Most claims are merely asserted rather than backed up. There may be frequent problems with register, basic use of English, expression and style may make comprehension difficult. Quotations are sometimes inaccurate or clumsily integrated. No useful audio-visual supports. Little or no attempt has been made at correct referencing. The bibliography is short, incomplete, or even missing.</p>
<b>3 Third Class</b> 45	<p>Presentation hard to follow; feels like a collection of loosely related examples or claims of dubious relevance. Little or no engagement with secondary literature, and little or no attempt to back up claims. There may be consistent problems with register, basic use of English, expression and style may make comprehension difficult, with very occasional unintelligibility. Quotations are often inaccurate, clumsily integrated, or entirely absent. Little or no attempt has been made at correct referencing. No engagement with audience via audio-visual supports. The bibliography is short, incomplete, or even missing. Even where a reasonable bibliography has been provided, such presentations will typically fail to reflect or reference the secondary reading implied by the bibliography.</p>

<p><b>3</b> <b>Third</b> <b>Class</b> 42</p>	<p>Presentation very hard to follow, feels like a collection of loosely related examples or claims of dubious relevance. Little or no engagement with secondary literature, and little or no attempt to back up claims. Consistent problems with register, basic use of English, expression and style may make comprehension difficult, sometimes to the point of unintelligibility. Quotations, where they appear, are inaccurate and clumsily integrated. Hardly any engagement with audience. Little or no attempt at correct referencing. The bibliography is very short or missing. Even where a reasonable bibliography has been provided, such presentations will typically fail to reflect or reference the secondary reading implied by the bibliography.</p>
<p><b>Fail</b> 32-38</p>	<p>Fail but with some redeeming evidence of effort and/or engagement. Some content might be loosely relevant to the topic only in the very broadest terms, but there is very little attention paid to the specific topic. There is thus much that is irrelevant, much padding, and, in many cases, little sense of any real effort to get to grips with the material. There will typically be little or no progression or development of ideas. The overall argument, if it seems to exist, will usually be very unclear. Little or no evidence of independent thought. Claims may be made but typically remain unsubstantiated, mere undefended assertions. Problems of register and expression consistently hinder comprehension and, in the worst cases, may render large parts of the presentation virtually unintelligible. Quotations will often be inaccurate. very limited use of audio-visual supports. There may be little or no attempt at referencing, let alone correct referencing. The bibliography will often be short, incomplete or non-existent.</p>
<p><b>Fail</b> 2-28</p>	<p>Bad fail with almost nothing to commend it and little or no evidence of effort or engagement. Some content might be loosely relevant to the topic only in the very broadest terms, but there is very little attention paid to the specific question. Lots of irrelevance and padding, or an unduly short presentation. Little or no progression or development of ideas; any overall argument is very unclear. Little or no evidence of independent thought. Poor delivery or expression consistently hinder comprehension and, in the worst cases, may render large parts of the presentation virtually unintelligible. Quotations, where used, are inaccurate or clumsily integrated. There may be little or no attempt at referencing, let alone correct referencing. The bibliography will often be short, incomplete or non-existent.</p>

Undergraduate Marking Criteria					
	I	II	III	IV	F
Relevance	precise grasp of the question or topic, addresses it directly and keeps it in focus throughout	shows a sound understanding of the question or topic and tackles it effectively	shows an adequate understanding of the question or topic and shows reasonable competence in addressing it, but prone to stray from the point or lose focus	reveals an inadequate understanding of the question or topic and proves less than competent in addressing it and keeping it in focus	shows little or no understanding of the question or topic and either fails to address it at all or provides an irrelevant answer
Knowledge	displays a detailed, accurate knowledge of the material under discussion, including apt and exact quotations	displays a solid knowledge of the material under discussion and quotes them accurately	displays basic knowledge of the material under discussion and can quote them, though not always aptly or accurately	displays insufficient knowledge of the material under discussion, quoting them only occasionally and seldom accurately	displays minimal or no knowledge of the material under discussion and every sign of not having prepared
Analysis	develops an original approach to the material by questioning established views and advancing a fresh analysis or interpretation	provides a complex account of the material, demonstrates superior powers of analysis and interpretation	delivers an acceptable account of the material which demonstrates effective powers of analysis and interpretation, but does not do justice to the complexity of the issues	delivers a rudimentary or incomplete account of the material, which betrays poorly developed powers of analysis and interpretation	betrays few signs of competence in the analysis and interpretation of texts
Argument	demonstrates an ability to construct an exceptionally lucid and cogent argument.	exhibits an ability to construct a clear argument backed up by relevant textual evidence	constructs arguments that fall short of full clarity and coherence and are not sufficiently supported by evidence	constructs arguments which tend to be muddled and incoherent, and which are rarely substantiated by evidence	fails to construct an organised, consecutive argument supported by appropriate textual evidence
Critical Engagement	engages intelligently and questioningly with a broad range of secondary reading (critical or theoretical)	brings relevant secondary reading (critical or theoretical) to bear on the material under discussion	demonstrates limited evidence, understanding or questioning of relevant secondary reading (critical or theoretical)	little evidence of relevant secondary reading (critical or theoretical)	no evidence of secondary reading (critical or theoretical)

<b>Presentation Skills</b>	Delivery is polished and engaging; expresses ideas in clear, fluent English with interesting use of AV.	Delivery is clear and interesting; expression is lucid and confident; helpful use of AV.	Delivery is generally clear but with some clumsiness or problems of register; AV does not add much.	Clumsy and hesitant delivery; little engagement with audience; use of AV may hinder rather than help comprehension.	Delivery is clumsy, inarticulate, even unintelligible; no engagement with AV
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