

Grade Range	Understanding of topic / problem	Use of literature and evidence	Critical analysis / intervention	Structure of argument and presentation	Conclusion / How it matters
70-100%	Excellent understanding and command of topic and direct engagement with the question	Outstanding use of extensive sources; evidence of questioning approach towards literature	Exceptional level of insight, originality and sophistication; incisive critical analysis of salient issues	Argument(s) logically structured and coherent with outstanding clarity; excellent referencing	Highly persuasive summary with exceptional integration of main points; convincingly draws out implications for theory or practice
60-69%	Good knowledge and understanding of material directly relevant to question	Good use of wide-ranging sources	High level of insight and clear evidence of independent thinking	Argument(s) logically structured clearly reasoned; coherent and intelligent presentation of ideas; excellent referencing	Cogent and persuasive summary which covers key points; draws out wider implications
50-59%	Some broad-based understanding of issues relevant to question	Competent application of standard / narrow literature to support arguments	More heavily dependent on description than on independent analysis	Argument(s) contain inconsistencies, irrelevant points and unsubstantiated claims; presentation and referencing may contain inaccuracies	Draws together main points as they relate to question
40-49%	Limited understanding of question and partial familiarity with issues raised by it	Makes reference to some literature but may be unsupportive or indiscriminately applied	Limited analysis of issues involved with little independent and critical engagement, significant errors of fact	Argument(s) need further development; some confusion in presentation of ideas; inadequate referencing	Basic conclusion; points may be poorly explained or partially irrelevant to question
0-39%	Little understanding of the question and poor grasp of material	Almost entirely based on lecture material, very little evidence of reading	Very weak or ill-conceived analysis with little or no critical engagement	Argument(s) poorly structured , under-developed and/or unfinished, very poor referencing	Very poorly specified conclusion; largely irrelevant to question