\*Marks will be awarded equally across all domains\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark** | **Class** | **Knowledge & Content** | **Comprehension, reasoning & application** | **Structure & Presentation** |
| **80 – 100** | **Starred First Class** | Has a well-defined and detailed focus throughout the work.  Knowledge of key topics within the area of focus is thorough, accurate, detailed and wide-ranging within the dimensions of the topic.  Consistent and accurate use of academic or professional terminology.  Clearly responds to all of the assessment criteria for the task in detail and shows relevance to wider issues in healthcare.  Uses a well-chosen range of high quality evidence to support discussion, with all the relevant key points justified with reference to academic and professional sources.  Differences between the sources recognised. | Describes in detail the key ideas and differentiates between perspectives in order to offer a rationale for the points made and position taken within the discussion.  Explicit connections made between the ideas and perspectives discussed, which offer a logical, coherent and progressive exploration of the topic.  Consistently makes clear links between own and/or observed practice and the literature; highlighting how this influences your own learning and development. | The introduction clearly places the question in context, defines terms accurately and concisely outlines how the discussion will be developed.  The conclusion presents a convincing summary of the discussion and addresses the purpose of the assessment. Source material is used to support points.  Has well-structured paragraphs that have one main idea. There are clear, explicit and logical relationships (transitions) between the paragraphs.  The writing is clear and fluent, with no spelling, punctuation, grammatical or typographical errors.  Format is consistent with the Department’s assignment formatting requirements: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The University of York Harvard style referencing system (in-text citations and reference list) is consistently accurate throughout:  <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |
| **70 – 79** | **First Class** | Has a clear and detailed focus throughout the work.  Knowledge of the main topics within the area of focus is detailed, relevant and accurate.  Consistent and accurate use of academic or professional terminology.  Clearly responds to all of the assessment criteria for the task in sufficient detail.  Uses a well-chosen range of suitable evidence to support discussion, with all the relevant key points justified by reference to academic and professional sources. | Clearly describes the key ideas and differentiates between perspectives in order to offer a rationale for the points made and position taken within the discussion.  Connections between ideas and perspectives are evident and the exploration of the topic progresses well due to clear links between ideas.  Consistently makes clear links between own and/or observed practice and the literature. | The introduction suggests a context for the question, defines terms and outlines how the discussion will be developed.  Has a clear and convincing conclusion which addresses the purpose of the assessment. Source material is used to support points.  Has well-structured paragraphs that have one main idea. There are clear and logical relationships (transitions) between the paragraphs.  The writing style is clear and fluent, with minor spelling, punctuation, grammatical and typographical errors.  Format is largely consistent with the Department’s assignment formatting requirements, except for occasional minor errors: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The University of York Harvard style referencing system (in-text citation and reference list) is used accurately, except for occasional minor errors of formatting: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |
| **60 – 69** | **Upper Second (2:1)** | Focus is clear, with some points losing clarity in the discussion. Clear summary at the end of the work.  Knowledge of the main topic within the area of focus is accurate and largely relevant.  Mostly accurate use of academic or professional terminology.  Responds to most of the assessment criteria for the task and in sufficient detail.  Uses a suitable range of evidence to support discussion, with most relevant key points justified with reference to academic and professional sources. | Describes the key ideas and identifies different perspectives in order to offer a rationale for the points made and position taken within the discussion.  Connections between ideas are evident and largely contribute to the exploration and progression of the topic.  Clear links made between own and/or observed practice and the literature. | The introduction defines terms and outlines how the discussion will be presented.  Has a clear conclusion which brings together the key points from the discussion. Source material used to support points.  Has clearly structured paragraphs that have one main idea. Relationships (transitions) between paragraphs are logical but could be clearer.  Mostly writing style is clear, with few spelling, punctuation, grammatical and typographical errors.  Format is largely consistent with the Department’s assignment formatting requirements, except for occasional minor errors: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The University of York Harvard style referencing system is largely accurate, except for a few minor errors of formatting: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |
| **50 – 59** | **Lower Second (2:2)** | The work is initially focussed, however, this is lost during the main discussion. The work regains focus at the end.  Knowledge of topic within areas of focus is mainly basic with some parts developed in more detail.  Some accurate use of academic or professional terminology.  Responds to most of the assessment criteria for the task, some irrelevance.  Some use of evidence to support discussion, with some key points justified by reference to academic and professional sources. | Describes the key ideas from a single perspective in order to offer a rationale for the points made and position taken within the discussion.  Connections between ideas are evident but are not always used to explore or progress the topic.  Some links made between own and/or observed practice and the literature. | The introduction outlines the subject for discussion but is brief and not entirely clear (to the point of not supplying adequate information about the subject to be discussed).  The conclusion repeats the key points from the discussion.  Has structured paragraphs that have one main idea. Relationships (transitions) between paragraphs are evident but not consistently clear.  Mostly the writing style is clear, although spelling, punctuation, grammar and typographical errors reduce the fluency and a more careful proofreading is needed.  Format is less consistent with the Department’s assignment formatting requirements and has frequent errors: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The University of York Harvard style referencing system (in-text citations and/or reference list) has frequent errors:  <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |
| **40 – 49** | **Third Class** | The work is initially focussed, however, this is lost during the main discussion. The work regains focus at the end.  Evidence of basic knowledge of topic, which is mostly relevant but has some inaccuracies and misunderstandings.  Occasional accurate use of the academic or professional terminology.  Responds to some of the assessment criteria for the task, but in a roundabout way and/or goes off on a tangent.  Inconsistent use of evidence to support discussion, with few key points justified by reference to academic and professional sources. Important source material is absent. | Describes some of the key ideas from a single perspective in order to offer a rationale for the points made and position taken within the discussion.  Connections between ideas are evident but do not contribute to the exploration or progression of the topic.  Inconsistent links made between own and/or observed practice and the literature. | The way the introduction is written limits the ability to show the purpose of the assessment.  Conclusion lacks detail and/or clarity in drawing the discussion to a finishing point.  Paragraphs may contain more than one key idea. Relationships (transitions) between paragraphs are less evident and limit the development of the discussion.  The writing lacks fluency and, at times, obscures the meaning of the discussion. Frequency of spelling and typographical errors are significant.  Format is less consistent with the Department’s assignment formatting requirements and has consistent and frequent errors: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The referencing system used (in-text citations and reference list) is not consistent with the required University of York Harvard style system: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |
| **20 – 39** | **Fail** | Focus is not clearly outlined at the beginning and remains confusing throughout the work.  Little evidence of knowledge relevant to the topic, with many inaccuracies or misunderstandings.  Misinterpretation of academic or professional terminology.  Many deviations and insufficient attention given to many of the assessment criteria.  Rarely uses supporting evidence and key points are not justified by reference to academic and professional sources. Important source material is absent. | Inconsistently describes key ideas and limited relevant connections made to the points identified or position taken within the discussion.  Connections between ideas are less evident and do not contribute to the exploration or progression of the topic.  Use of examples from own and/or observed practice do not establish clear links to the literature. | The introduction lacks clarity and does not guide the reader as to the intended purpose of the assessment.  Conclusion does not summarise the preceding discussion and introduces new ideas into the discussion.  The paragraphs are not well constructed, tending to be either too long (with more than one idea) or very short. Paragraphs rarely have discernible links between and limit the development of the discussion.  Writing style is confusing, hard to follow and regularly obscures the meaning of the discussion. Frequent spelling and grammar errors increase the lack of clarity.  Format is not consistent with the Department’s assignment formatting requirements and has consistent and frequent errors: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The referencing system used (in-text citations and/or reference list) departs significantly from the required University of York Harvard style system: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |
| **0 – 19** | **Fail** | No focus presented at the beginning, during or at the end of the work.  Information presented is inaccurate, incomplete and/or irrelevant to the question or topic.  Significant misinterpretation of academic or professional terminology.  Does not address the purpose of the assessment or meet any of the assessment criteria.  Absence of supporting evidence and key points are not justified by reference to academic and professional sources. Important source material is absent. | Key ideas are not described and there are no relevant connections made to the points identified or position taken within the discussion.  There are no connections made between any of the ideas presented in order to offer a coherent discussion regarding the topic.  There are no links made between own and/or observed practice and the literature. | The introduction lacks clarity and does not guide the reader as to the intended purpose of the assessment.  There is no clear conclusion to the ideas or finishing point to the discussion.  The ideas presented are not clearly organised into any standard paragraph form.  Writing is confusing, hard to follow and obscures the meaning of the discussion. There are very frequent spelling, punctuation and grammatical errors.  Format is not consistent with the Department’s assignment formatting requirements and has consistent and frequent errors: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>  The referencing system used (in-text citations and/or reference list) is not the University of York Harvard style system and does not make clear where the sources used have been taken: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/> |