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

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| **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 discussion points that have one main idea. There are clear, explicit and logical relationships (transitions) between the discussion points.  The use of language is clear and fluent.  The use of graphics and text are creative and impactful, using appropriate font size to support the presentation.  The delivery is confident and clear, with effective use of posture, eye contact, facial expressions, volume and pace.  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 discussion points that have one main idea. There are clear and logical relationships (transitions) between discussion points.  The use of language is clear and fluent, with some minor hesitancies.  The use of graphics and text is effective, using appropriate font size to support the presentation.  The delivery is clear, with effective use of posture, eye contact, facial expressions, volume and pace.  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 discussion points that have one main idea. Relationships (transitions) between discussion points are logical but could be clearer.  The use of language is clear and fluent, with some minor hesitancies.  The use of graphics and text is largely consistent, with few errors.  The delivery is convincing and the use of posture, eye contact, facial expressions, volume and pace largely supports the presentation.  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 discussion points that have one main idea. There are logical relationships between the discussion points but not always consistently clear.  The use of language is appropriate, however, there are some inconsistencies and occasional instances of informal/colloquial language.  The use of graphics and text is less consistent, with frequent errors.  The delivery is clear, with attempts made to use posture, eye contact, facial expressions, volume, and pace to support the presentation style.  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 presented limits the ability to show the purpose of the assessment.  Conclusion lacks detail and/or clarity in drawing the discussion to a finishing point.  Discussion points may contain more than one key idea. Relationships (transitions) between discussion points are less evident and limit the development of the discussion.  The use of language is inconsistent due to instances of informal/colloquial language and occasional muddled discussion.    Inconsistent and/or occasional use of graphics and font size that are not easy to view (e.g. too small; blurred; not relevant to the discussion).  The delivery of the presentation is clear but there are occasional periods where eye contact is limited or absent and the tone and pace makes discussion difficult to discern or understand the meaning of the discussion.  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 audience as to the intended purpose of the assessment.  Conclusion does not summarise the preceding discussion and introduces new ideas into the discussion.  Discussion points are not well constructed, tending to be either too long (with more than one idea) or very short. Discussion points rarely have discernible links between and limit the development of the discussion.  Frequent use of informal/colloquial language and a confusing/ muddled structure serves to affect the meaning of the discussion, resulting in a lack of coherence and clarity.  The use of graphics and text are not easy to view (e.g. too small; blurred; not relevant to the discussion).  The delivery of the presentation lacks consistent clarity; eye contact is limited or absent; and the tone and pace makes it difficult to discern or understand the meaning of the discussion.  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 audience 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 and there are no discernible links between those ideas.  Frequent use of informal/colloquial language and a confusing/ muddled structure, which affects the meaning of the discussion, resulting in a lack of coherence and clarity.  The use of graphics and text is limited or illegible.  The delivery of the presentation lacks clarity; eye contact is limited or absent; and the tone and pace makes it difficult to discern or understand the meaning of the discussion.    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/> |