

UNIVERSITY *of* York
The Department of Health Sciences

Theoretical Marking Criteria – Level 4 (Category 2 students – New Modular Scheme)					
Grade (%) Classification	Structure and organisation	Knowledge	Application of theory to practice	Analysis (including understanding)	Use of source material
	15%	30%	30%	10%	15%
Outstanding 90 – 100	The presentation, structure and organisation are perfect.	Outstanding level of knowledge and understanding of subject and safe practice.	Outstanding application of theory to safe practice.	Outstanding description of concepts. Outstanding comparison and contrasting of concepts.	Outstanding use of source material. Wider reading demonstrated. References accurately presented.
Excellent 80 – 89	The presentation, structure and organisation are clear and concise.	Excellent level of knowledge and understanding of subject and safe practice.	Excellent application of theory to safe practice.	Excellent description of concepts. Excellent comparison and contrasting of concepts.	Excellent use of source material. Wide reading demonstrated. References accurately presented.
Very Good 70 – 79	Clear presentation, logically structure and organised.	Very good level of knowledge and understanding of subject and safe practice.	Very good application of theory to safe practice.	Very good description of concepts. Very good comparison and contrasting of concepts.	Very good use of source material. Wide reading demonstrated. References accurately presented.
Good 60 – 69	Overall, logically organised and presented. Appropriate academic style.	Good knowledge and understanding of basic concepts relating to subject and safe practice issues.	Good application of theory to safe practice.	Overall concepts accurately presented. Good comparison and contrasting of concepts.	Good use of source material. Relevant reading demonstrated. Minimal errors in referencing.
Sound 50 – 59	Reasonably constructed. Occasionally lacks clarity and coherence. Minimal presentation errors.	Reasonable knowledge and understanding of safe practice with reasoned explanation of relevant issues substantiated by some evidence.	Reasonable application of theory to safe practice.	Reasonable description of concepts. Some comparison and contrasting of concepts.	Reasonable use of relevant source material. Reasonable reading demonstrated. Some errors in referencing.

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Satisfactory 40 – 49	Work is satisfactory, however lacks consistent clarity and coherence. Some presentation errors.	Overall, work is satisfactory. Limited but adequate knowledge of subject and safe practice.	Satisfactory evidence of theory linked to safe practice.	Satisfactory, however description of concepts lacks consistency. Satisfactory comparison and contrasting of concepts demonstrated.	Satisfactory use of source material. Sufficient reading demonstrated. Notable errors in referencing.
Inadequate 30 – 39	Lacking in clarity and coherence. Frequent errors in presentation.	Overall, work is weak with minimal demonstration of knowledge of subject, but demonstrates safe practice.	Theory practice links are weak but not unsafe	Weak description of significant concepts. Minimal comparison and contrasting of concepts demonstrated.	Weak use of source material. Minimal reading demonstrated. Significant errors in referencing.
Poor 20 – 29	Poor presentation, structure and organisation.	Poor knowledge with inadequate understanding of subject and safe practice.	Theory practice links are inadequate and unsafe.	Poor description of significant concepts. Poor comparison and contrasting of concepts.	Poor use of source material. Limited use of academic sources. Unsystematic presentation of references.
Very Poor 0 – 19	Very poor presentation, structure and organisation.	Totally inadequate knowledge of subject and safe practice	Theory practice links are totally inadequate and unsafe.	Very poor description of significant concepts. Very poor comparison and contrasting of concepts.	Very poor use of source material. No evidence of use of academic sources.

Professionally regulated programmes: In any assignment a failure to identify a serious problem or an answer that would cause a patient/client harm will result in failure of the assignment.