

SOSS Marking Criteria

High First Class (75+)

Such answers *fully* answer the question in a coherent manner and can be expected to show *excellence* with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

First Class (70-74)

Such answers are *highly competent* and provide a *near-full* and well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are *overall competent* and provide a generally well-structured answer to the question and can be expected to indicate *most of* the following qualities:

- a reasonable-to-good understanding of the material;
- clarity of analysis, of argument and of expression;
- at least selective knowledge of the relevant literature;

Lower-second Class (50-59)

Such answers indicate *some understanding* of the issues and provide an adequate answer to the question. They can be expected to show *most of* the following features:

- a basic understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature;

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers indicate only a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show the following features:

- sparse coverage of the material with several key topics missing;
- unsupported assertions and little clear analysis or argument;
- important errors and inaccuracies

First and Second Years: Compensatable Fail (30-39)

Such answers fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone and lack coherence.

First and Second Years: Uncompensatable Fail (0-29)

Such answers fail to demonstrate the ability to engage with the question.

Third Years: Fail (0-39)

Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.