

# **Economics Undergraduate Assessment Criteria: Non-quantitative material**

## **First Class**

### **A high first (80%+ )**

A high first class answer has a thorough critical analysis of the subject matter and rigorous argumentation. A high first class answer will show a comprehensive reading and understanding of the literature used and will bring together that literature in a coherent and efficient manner in contributing to the argument made. There will be no errors of fact or serious omissions. High first class answers are ones that are **exceptionally** good for an undergraduate

High first class answers may also be ones that show a high level of competence in several of the criteria listed below for a low first, and also display a good level of independent thinking and make an original, creative contribution to the problems being discussed.

### **A low first (70 - 79%)**

A low first class has a critical analysis of the subject matter and rigorous argumentation. It will show a comprehensive reading and understanding of the literature used and will bring together that literature in a coherent and efficient manner in contributing to the argument made. It will show a high level of competence in at least one of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and expression;
- integration of a range of materials;
- close observation and analysis of objects and/or texts;
- insight into the theoretical issues.

## **Upper Second Class (60-69%)**

An upper second-class answer generally shows a sound understanding of both the basic principles and relevant details of the topic supported by examples which are demonstrably well understood and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors or omissions. The answer is not necessarily excellent in any area.

Upper second-class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- generally accurate and well-informed;
- reasonably comprehensive;
- well-organised and structured;
- provide evidence of general reading;
- demonstrating a sound grasp of basic concepts;
- demonstrating a good understanding of the relevant data;
- succinctly and cogently presented;

- displaying some evidence of insight.

One essential aspect of an upper second-class answer is that it must have competently dealt with the question set. It should also demonstrate an ability to evaluate, where appropriate, the secondary sources used in writing the answer and should, where appropriate, offer evidence of an ability to observe closely and to evaluate material evidence.

### **Lower Second Class (50-59%)**

A substantially correct answer that shows an understanding of the basic principles. Lower second-class answers display an acceptable level of competence, as indicated by the following qualities:

- generally accurate;
- providing an adequate answer to the question based largely on secondary sources and class notes;
- clearly presented;
- no real development of arguments;
- may contain some major error or omission.

A lower second-class answer may also be a good answer (i.e. an upper second class answer) on a related question that does not fully address the question set by the examiner.

### **Third Class (40-49%)**

A basic understanding of the main issues but not coherently or correctly presented. Third class answers demonstrate some knowledge or understanding of the general area but a third class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points;
- contains important inaccuracies;
- covers material sparsely, possibly in note form;
- assertions not supported by authority or evidence.

### **Fail (30-39%)**

A fail describes answers that typically:

- contain very little appropriate or accurate material;
- only cursorily cover the basic material;
- are poorly presented without development of arguments.

### **Outright Fail (0-29%)**

An outright fail describes answers that are typically very incomplete and fail to address the question or the relevant literature.

# **Economics Undergraduate Assessment Criteria:**

## **Quantitative material**

### **First Class**

#### **A high first (80%+ )**

A high first is an outstanding answer which, at the top end, is near perfect. It will show a very high level of knowledge and understanding of key theories, principles and concepts and will be highly competent in the use of appropriate techniques to identify and model standard problems with evidence of the ability to work beyond routine contexts or levels of complexity. There will be evidence of the ability to demonstrate all steps taken and no errors in calculations. There will be clear evidence of the use of analytical and interpretative skills, evaluating outcomes and deriving conclusions and correct numerical answers. The presentation will be well complete, detailed, well-structured, logical and attractive.

#### **A low first (70-79%)**

A low first will be an excellent answer to the question demonstrating knowledge and understanding of most of the key theories, principles and concepts. The answer will demonstrate a high level of ability in using appropriate techniques to model standard problems and those of some complexity. There will be evidence of the steps taken and very few errors in calculations and reasonable evidence of the use of analytical and interpretative skills, evaluating outcomes and deriving conclusions and correct numerical answers. The presentation will be complete, clear and logical.

#### **Upper Second Class (60-69%)**

An upper second answer represents good quality work and will demonstrate an adequate to good knowledge and understanding of most key theories, principles and concepts as well as the ability to use appropriate techniques to identify and model standard problems. There may be inconsequential errors in the steps taken or calculations and methods may not be used everywhere correctly. There will be some evidence of the use of analytical and interpretative skills, evaluating outcomes and deriving conclusions. The presentation and structure will display reasonable competence and clarity.

#### **Lower Second Class (50-59%)**

A lower second class answer represents acceptable work and will display a limited to adequate knowledge and understanding of most key theories, principles and concepts as well as a limited ability to use appropriate techniques to identify and model standard problems. There will be a lack of clarity in the steps used in calculations and recognised methods may not be used or used incorrectly. There will be limited evidence of the use of analytical and interpretative skills and the presentation will be acceptable but no better.

#### **Third Class (40-49%)**

A third class answer is barely adequate work and will display a very limited knowledge and understanding of most key theories, principles and concepts as well as a very limited ability to use

appropriate techniques to identify and model standard problems. Steps taken in calculations will be incomplete, calculations largely incorrect, recognised methods will be either not used or used incorrectly. There will be very little evidence of analysis, insight or correct interpretation. The presentation and structure will be poor.

### **Fail (30-39%)**

A fail is a limited attempt at the answer and will show a lack of knowledge of key theories, principles and concepts. The candidate will be unable to use appropriate techniques and steps taken and calculations will be incorrect. Recognised methods will not be used or used incorrectly. There will be no analysis or interpretation and the presentation and structure will be poor.

### **Outright Fail (0-29%)**

An outright fail is unacceptable work which shows no evidence of understanding of the material, uses no appropriate techniques or methods and contains no analysis or interpretation. The presentation and structure will be unacceptably poor. Such answers are frequently very incomplete.