

**CMCI MARKING CRITERIA (BA LEVEL 5): ORAL AND AUDIO-VISUAL PRESENTATIONS and PORTFOLIO WORK**

	<b>Classification</b>	<b>Task Fulfilment</b>	<b>Critical Analysis, Argument &amp; Supporting Evidence</b>	<b>Team Working Skills*</b>	<b>Delivery &amp; Communication</b>
<b>First</b>	<b>90-100 (A++)</b>	Outstanding answer, well presented, highly structured & informed, showing striking personal insight and originality	<p>Full understanding of relevant material and issues, demonstrating originality in the work, comprehensive understanding of the knowledge base and critical judgement.</p> <p>Extensive range of sources used and applied, appropriately to the assignment, insightful and of outstanding quality. Compelling arguments made.</p>	Can work outstandingly well with others as a key member of a group, making valuable contributions, negotiating, meeting all obligations to others, and demonstrating leadership or management skills where appropriate.	<p>Seamless connection between parts and/or presenters</p> <p>Excellent structured and focused work, with a clear and persuasive argument.</p> <p>Impressive delivery and audio-visual presentation/content/graphics in the work</p>
<b>First</b>	<b>80-89 (A+)</b>	Highly thoughtful answer informed by wider reading, well presented, highly structured & informed, showing clarity of thought, personal insight and originality	<p>Thorough understanding of relevant material and issues with informed discussion. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Independent and critical evaluation.</p> <p>Full range of sources used and applied in a highly focused manner.</p>	Can work exceptionally well with others as a key member of a group, making valuable contributions, negotiating, meeting all obligations to others, and demonstrating leadership or management skills where appropriate.	<p>Clear and fluent connection between parts and/or presenters.</p> <p>Very well focused and structured work, with a clear and critical argument.</p> <p>Compelling delivery and audio-visual presentation /content/graphics in the work</p>
<b>First</b>	<b>70-79 (A)</b>	Thoughtful answer informed by wider reading showing clarity of thought and personal insight	<p>Presents an original and insightful understanding of main issues and wider implications. Explicit acknowledgement of other stances. Arguments well-articulated and logically developed with a range of evidence.</p> <p>A comprehensive range of relevant literature, with evidence used to support arguments, a good level of evaluation and an awareness of wider issues.</p>	Can work very effectively with others as a member of a group, making valuable contributions, meeting all obligations to others, and demonstrating leadership or management skills where appropriate.	<p>Strong connection between parts and/or presenters.</p> <p>Clear and logical work, with a strong, integrated argument.</p> <p>Excellent delivery and audio-visual presentation/content/graphics in the work</p>

<b>Upper 2nd</b>	<b>60-69 (B)</b>	<p>Good understanding of basic principles and relevant evidence, with a coherent and logical argument</p>	<p>Good understanding of the relevant material and issues, with development of analytical thought. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.</p> <p>Good use of relevant literature to support arguments.</p>	<p>Can work very effectively with others as a member of a group, making appropriate contributions and meeting obligations to others.</p>	<p>Some understanding of structure has gone into the work and/or roles of the various presenters in group presentations.</p> <p>Coherent and well-organised work, with a clear argument.</p> <p>Good delivery and audio-visual presentation/content/graphics in the work</p>
<b>Lower 2nd</b>	<b>50-59 (C)</b>	<p>Sound understanding demonstrating some analysis</p>	<p>Sound understanding of most of the relevant material and issues, evaluative thought is apparent in some areas. An ability to use evidence to support a coherent argument. Knowledge of literature beyond core text(s). Broadly valid conclusions.</p> <p>Appropriate reading is used to support the discussion.</p>	<p>Can work effectively with others as a member of a group and meeting obligations to others.</p>	<p>Some parts of the work will reveal shortcomings and/or gaps in terms of structure and coherence</p> <p>Clearly presented and organised, but little development in terms of argument or points.</p> <p>Competent delivery and audio-visual presentation/content/graphics in the work</p>

<b>Third</b>	<b>40-49 (D)</b>	Basic understanding of main issues	<p>General knowledge demonstrated but the work is mainly descriptive. Basic conclusions.</p> <p>Academic conventions used in a generally sound way.</p> <p>Sparse coverage of basic literature / material. Low quality in a number of areas and poor range of reading.</p>	Can work in a satisfactory way with others as a member of a group, meeting most obligations to others.	<p>Some weaknesses in structure and coherence.</p> <p>Some disorganised sections, with an uneven or underdeveloped argument.</p> <p>Adequate delivery and audio-visual presentation/content/graphics in the work</p>
<b>Fail</b>	<b>33-39 (F+)</b>	Unsystematic, incomplete and / or inaccurate	<p>Work displays some knowledge but does not focus on the question or is very limited. Descriptive work with little recognisable analysis.</p> <p>Work contains notable inaccuracies and meaning is unclear.</p> <p>Academic conventions used weakly.</p> <p>Inappropriate literature/material. Key texts missing. Poorly referenced.</p>	Little evidence of team-working, independent contribution, or time management.	<p>Disorganised/unclear work.</p> <p>Lacks logical order, structure and argument not apparent.</p> <p>Unsatisfactory communication skills (verbal/written/visual).</p>
<b>Fail</b>	<b>20-32 (F)</b>	Unsystematic, incomplete and / or inaccurate	<p>Very little knowledge, lacks focus with no recognisable analysis. Work is mainly inaccurate and/or meaning is very unclear. Demonstrates poor understanding of topic.</p> <p>Academic conventions used weakly.</p> <p>Poor and/or inappropriate literature/material. Shows lack of understanding of the assignment. Unacceptably brief.</p>	Very weak evidence of team-working, individual contribution, or time management.	<p>The work appears disjointed rather than unified, with frequent errors (grammar, punctuation, spelling, formatting, etc.). Unacceptably brief.</p> <p>Little coherency, no sense of an argument.</p> <p>Unsatisfactory communication skills (verbal/written/visual).</p>

<b>Fail</b>	<b>0-19 (FF)</b>	<p>Unsystematic, incomplete and / or inaccurate</p>	<p>Very little knowledge and understanding of the relevant material and issues. Work is mainly inaccurate, or meaning is very unclear, uncritical and confused. Difficult to follow.</p> <p>Academic conventions largely ignored.</p> <p>No evidence of reading or poor and/or inappropriate literature/material. Views are unsupported. Shows no discernible knowledge or understanding.</p>	<p>No evidence of team-working, individual contribution, or time management.</p>	<p>Virtually all parts of the work are confused or irrelevant.</p> <p>Very poor presentation, poor spelling and grammar, lacks structure, and displays no argument or understanding.</p> <p>Unsatisfactory communication skills (verbal/written/visual).</p>
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\* The team working criteria will only apply to assignments involving group or teamwork.