\*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** | Knowledge of key topics within the area of focus is thorough, accurate, detailed and wide-ranging within the dimensions of the topic. 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.  | 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.Makes explicit connections 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 learning and development. | Has a well-structured introduction, discussion and conclusion. There are clear, explicit and logical relationships (transitions) between these topics and discussion points.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 communication techniques (E.G. posture, eye contact, facial expressions, volume and pace).  |
| **70 – 79** | **First Class** | Knowledge of the main topics within the area of focus is detailed, relevant and accurate. 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.The 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. | Has well-structured discussion introduction, discussion and conclusion. There are clear and logical relationships (transitions) between topics and discussion points.The use of graphics and text is effective, using appropriate font size to support the presentation. The delivery is clear, with effective use of communication techniques (E.G. posture, eye contact, facial expressions, volume and pace).  |
| **60 – 69** | **Upper Second (2:1)** | Knowledge of the main topic within the area of focus is accurate and largely relevant. 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. | Has clearly structured introduction, discussion and conclusion. Relationships (transitions) between topics and points are logical but could be clearer.The use of graphics and text is largely consistent, with few errors.The delivery is convincing and the use of communication techniques (E.G. posture, eye contact, facial expressions, volume and pace).  |
| **50 – 59** | **Lower Second (2:2)** | Knowledge of topic within areas of focus is mainly basic, with some parts developed in more detail. 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. | Has an introduction, structured discussion points and a conclusion. There are logical relationships between topics but the discussion points are not always consistently clear.The use of graphics and text is less consistent, with frequent errors. The delivery is clear, with attempts made to use communication techniques (E.G. posture, eye contact, facial expressions, volume and pace).  |
| **40 – 49** | **Third Class** | Evidence of some knowledge of the topic, which is mostly relevant but has some inaccuracies and misunderstandings. 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.  | Has an introduction, discussion and conclusion. Relationships (transitions) between discussion points are less evident and limit the development of the presentation.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 presentation). The delivery of the presentation is clear but there are occasional periods where communication techniques are less effective (E.G. posture, eye contact, facial expressions, volume and pace). |
| **20 – 39** | **Fail** | Little evidence of knowledge relevant to the topic, with many inaccuracies or misunderstandings. 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 being presented.Use of examples from own and/or observed practice do not establish clear links to the literature. | The introduction, discussion and conclusion are not well constructed, tending to be either too long or very short. Rarely are there links between topic areas. The use of graphics and text are not easy to view (e.g. too small; blurred; not relevant to the presentation).The delivery of the presentation lacks consistent use of communication techniques (E.G. posture, eye contact, facial expressions, volume and pace).  |
| **0 – 19** | **Fail** | Information presented is inaccurate, incomplete and/or irrelevant to the question or topic. 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 presentation regarding the topic.There are no links made between own and/or observed practice and the literature.  | The ideas and topics presented are not clearly organised and there are no discernible links between those ideas or topics. The use of graphics and text is limited or illegible.The delivery of the presentation lacks clarity and communication techniques are rarely used.The tone and pace makes it difficult to discern or understand the meaning of the presentation.  |