

**Assessment Criteria for Summative Assessment Tasks Relating to Undergraduate Degrees of Heythrop College,  
University of London (Approved, May 2012, updated May 2016)**

<b>Class/Mark</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Class I (70+)</b>  Work of outstanding quality, generally displaying:	<b>Marks of 80+</b>  Satisfies criteria for Class I at level 6	<b>Marks of 80+</b>  Satisfies criteria for Class I at level 6, and exhibits noticeable and constructive originality in approach or analysis.	<b>Marks of 80+</b>  Satisfies in full criteria for Class I at level 6, and exhibits a high degree of constructive originality in approach or analysis, supported by detailed evidence or arguments.
	<b>Marks of 75 – 79</b>  Satisfies criteria for Class I at level 5.	<b>Marks of 75 - 79</b>  Satisfies criteria for Class I at level 6.	<b>Marks of 75 - 79</b>  Satisfies criteria for Class I at level 6, and exhibits noticeable and constructive originality in approach or analysis.
	<b>Marks of 70-74</b>  <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Good knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <b>Intellectual and cognitive skills</b> <ul style="list-style-type: none"> <li>• Good use of different methods and approaches within the discipline</li> <li>• Clear identification of key issues</li> <li>• Excellent focus on key issues</li> <li>• Good use of sources to provide an analysis of the texts, events, principles, theories or arguments considered, with</li> </ul>	<b>Marks of 70-74</b>  <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Excellent knowledge and understanding of key texts, events, principles, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable</li> </ul> <b>Intellectual and cognitive skills</b> <ul style="list-style-type: none"> <li>• Excellent use of different methods and approaches within the discipline –</li> <li>• Clear identification of key issues</li> <li>• Excellent focus on key issues</li> </ul>	<b>Marks of 70-74</b>  <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Excellent detailed and systematic knowledge and understanding of key texts, events, principles, theories interpretations and arguments, at least some of which is at, or informed by, the forefront of the discipline, showing awareness of a range of approaches/interpretations where applicable</li> </ul> <b>Intellectual and cognitive skills</b> <ul style="list-style-type: none"> <li>• Excellent use of different methods and</li> </ul>

Class/Mark	Level 4	Level 5	Level 6
	<p>limited evidence of own assessment</p> <ul style="list-style-type: none"> <li>• Clear, coherent argument running throughout, concisely summarised in the conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Excellent selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</li> <li>• Balanced account and assessment of opposing views</li> <li>• Clear structure – overall, and within sections/paragraphs</li> <li>• Clear and fluent style</li> <li>• Minimal inaccuracies in grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Well-developed use of sources to provide a critical analysis of the texts, events, principles, theories or arguments considered, with some evidence of own assessment</li> <li>• Clear, sustained argument running throughout, concisely summarised in the conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Excellent selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</li> <li>• Balanced account and assessment of opposing views</li> <li>• Clear structure – overall, and within sections/paragraphs</li> <li>• Clear and fluent style</li> <li>• Minimal inaccuracies in grammar and punctuation</li> </ul>	<p>approaches within the discipline</p> <ul style="list-style-type: none"> <li>• Very clear identification of key issues</li> <li>• Excellent focus on key issues</li> <li>• Sophisticated use of sources to provide a detailed critical analysis of the texts, events, principles, theories or arguments considered, with significant evidence of own assessment</li> <li>• Strongly sustained argument throughout, concisely summarised in the conclusion, which may also show the implications of the findings for further study of the subject</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Ability to conduct excellent in-depth, independent research, drawing on a wide range of primary and secondary sources</li> <li>• Excellent selection and organisation of material from a wide range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5</li> <li>• Highly-developed ability to offer an accurate exposition and fair assessment of opposing views</li> <li>• Exceptionally clear structure – overall, and within sections/paragraphs</li> <li>• Complete and consistent referencing (where appropriate)</li> <li>• Clear and fluent style</li> <li>• Minimal inaccuracies in grammar and punctuation</li> </ul>

Class/Mark	Level 4	Level 5	Level 6
<p><i>Class II.1 (60-69)</i> Work of high quality, generally displaying:</p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Good knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of different methods and approaches within the discipline Clear identification of key issues</li> <li>• Good focus on key issues</li> <li>• Good use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>• Coherent argument running throughout and summarised in the conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Good selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</li> <li>• Balanced account and assessment of opposing views</li> <li>• Appropriate structure – overall, and within sections/paragraphs</li> <li>• Good style</li> <li>• Few inaccuracies in grammar and punctuation</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Good knowledge and understanding of key texts, events, principles, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Good use of different methods and approaches within the discipline</li> <li>• Clear identification of key issues</li> <li>• Good focus on key issues</li> <li>• Good use of sources to provide a critical analysis of the texts, events, principles, theories or arguments considered, with some evidence of own assessment</li> <li>• Clear, coherent argument running throughout and summarised in the conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Good selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</li> <li>• Balanced account and assessment of opposing views</li> <li>• Clear structure – overall, and within sections/paragraphs</li> <li>• Fluent style</li> <li>• Few inaccuracies in grammar and punctuation</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Good detailed knowledge and understanding of key texts, events, principles, theories interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Good use of different methods and approaches within the discipline</li> <li>• Clear identification of key issues</li> <li>• Good focus on key issues</li> <li>• Well-developed use of sources to provide a detailed critical analysis of the texts, events, principles, theories or arguments considered, with some evidence of own assessment</li> <li>• Sustained argument throughout and summarised in the conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Ability to conduct good in-depth, independent research, drawing on a wide range of primary and secondary sources</li> <li>• Good selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5</li> <li>• Balanced treatment of opposing views</li> <li>• Clear structure – overall, and within sections/paragraphs</li> <li>• Complete and consistent referencing (where appropriate)</li> <li>• Fluent style</li> <li>• Few inaccuracies in grammar and punctuation</li> </ul>

Class/Mark	Level 4	Level 5	Level 6
<p><b>Class II.2 (50-59)</b></p> <p>Commendable work, generally displaying:</p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Satisfactory knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>Appropriate use of different methods and approaches within the discipline</li> <li>Fairly clear identification of key issues</li> <li>Satisfactory focus on key issues</li> <li>Some use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Satisfactory selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</li> <li>Fairly balanced account and assessment of opposing views</li> <li>Fairly clear structure – overall, and within sections/paragraphs</li> <li>Reasonable style</li> <li>A number of inaccuracies in grammar and punctuation</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Satisfactory knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>Appropriate use of different methods and approaches within the discipline</li> <li>Fairly clear identification of key issues</li> <li>Satisfactory focus on key issues</li> <li>Some use of sources to provide a critical analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Satisfactory selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</li> <li>Fairly balanced account and assessment of opposing views</li> <li>Fairly clear structure – overall, and within sections/paragraphs</li> <li>Reasonable style</li> <li>A number of inaccuracies in grammar and punctuation</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Satisfactory detailed knowledge and understanding of key texts, events, principles, theories interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>Appropriate use of different methods and approaches within the discipline</li> <li>Fairly clear identification of key issues</li> <li>Satisfactory focus on key issues</li> <li>Some use of sources to provide a detailed critical analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Ability to conduct satisfactory independent research, drawing on a range of primary and secondary sources</li> <li>Satisfactory selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5</li> <li>Fairly balanced treatment of opposing views</li> <li>Fairly clear structure – overall, and within sections/paragraphs</li> <li>Some attempt at referencing, although this may be neither complete nor consistent</li> <li>Reasonable style</li> <li>A number of inaccuracies in grammar and</li> </ul>

Class/Mark	Level 4	Level 5	Level 6
			punctuation
<b>Class III (40-49)</b>  Adequate work, generally displaying:	<b>Marks of 45-49</b>  <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>Adequate knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <b>Intellectual and cognitive skills</b> <ul style="list-style-type: none"> <li>Appropriate use of different methods and approaches within the discipline</li> <li>Some attempt to identify key issues</li> <li>Some attempt to focus on key issues</li> <li>Limited use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <b>Transferable skills</b> <ul style="list-style-type: none"> <li>Some attempt to select material from a limited range of concise primary and secondary sources at the appropriate level</li> <li>Fairly balanced account and assessment of opposing views</li> <li>Some evidence of structure, probably following that found in one or more secondary sources</li> <li>Lacks fluent style</li> <li>A significant number of inaccuracies in grammar and punctuation</li> </ul>	<b>Marks of 45-49</b>  <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>Adequate knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <b>Intellectual and cognitive skills</b> <ul style="list-style-type: none"> <li>Appropriate use of different methods and approaches within the discipline</li> <li>Some attempt to identify key issues</li> <li>Some attempt to focus on key issues</li> <li>Limited use of sources to provide a critical analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <b>Transferable skills</b> <ul style="list-style-type: none"> <li>Some attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</li> <li>Fairly balanced account and assessment of opposing views</li> <li>Some evidence of structure, probably following that found in one or more secondary sources</li> <li>Lacks fluent style</li> <li>A significant number of inaccuracies in grammar and punctuation</li> </ul>	<b>Marks of 45-49</b>  <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>Adequate knowledge and understanding of key texts, events, principles, theories interpretations and arguments, with limited attention to detail</li> </ul> <b>Intellectual and cognitive skills</b> <ul style="list-style-type: none"> <li>Appropriate use of different methods and approaches within the discipline</li> <li>Some attempt to identify key issues</li> <li>Some attempt to focus on key issues</li> <li>Limited use of sources to provide a detailed critical analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <b>Transferable skills</b> <ul style="list-style-type: none"> <li>Some ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</li> <li>Some attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5</li> <li>Fairly balanced treatment of opposing views</li> <li>Some evidence of structure, probably following that found in one or more secondary sources</li> <li>Some attempt at referencing, although this may be neither complete nor consistent</li> </ul>

Class/Mark	Level 4	Level 5	Level 6
	<p><b>Marks of 40-44</b></p> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Some knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>Use of different methods and approaches within the discipline</li> <li>Very limited attempt to identify key issues</li> <li>Very limited attempt to focus on key issues</li> <li>Very limited use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>Attempt to summarise argument in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Very limited attempt to select material from a limited range of concise primary and secondary sources at the appropriate level</li> <li>Some attempt to consider opposing views</li> <li>Perceptible overall structure, but argument lacks clarity/organisation within paragraphs</li> <li>Lacks fluent style</li> <li>Many inaccuracies in grammar and punctuation</li> </ul>	<p><b>Marks of 40-44</b></p> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Some knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>Use of different methods and approaches within the discipline</li> <li>Limited attempt to identify key issues</li> <li>Limited attempt to focus on key issues</li> <li>Very limited use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Some attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</li> <li>Some attempt to consider opposing views</li> <li>Perceptible overall structure, but argument lacks clarity/organisation within paragraphs</li> <li>Lacks fluent style</li> <li>Many inaccuracies in grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Lacks fluent style</li> <li>A significant number of inaccuracies in grammar and punctuation</li> </ul> <p><b>Marks of 40-44</b></p> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Some knowledge and understanding of key texts, events, principles, theories interpretations and arguments, with very limited attention to detail</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>Use of different methods and approaches within the discipline</li> <li>Some attempt to identify key issues</li> <li>Some attempt to focus on key issues</li> <li>Very limited use of sources to provide a critical analysis of the texts, events, principles, theories or arguments considered</li> <li>Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Limited ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</li> <li>Limited attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5</li> <li>Some attempt to consider opposing views</li> <li>Perceptible overall structure, but argument lacks clarity/organisation within paragraphs</li> <li>Limited attempt at referencing, although</li> </ul>

Class/Mark	Level 4	Level 5	Level 6
			<p>this may be neither complete nor consistent</p> <ul style="list-style-type: none"> <li>• Lacks fluent style</li> <li>• Many inaccuracies in grammar and punctuation</li> </ul>
<p><b>Marginal fail (34-39)</b></p> <p>Defective work, generally displaying:</p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Partial knowledge and understanding of some key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Inadequate grasp of different methods and approaches within the discipline</li> <li>• Little attempt to identify key issues</li> <li>• Little attempt to focus on key issues</li> <li>• Poor use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>• No clear conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Little attempt to select material from a limited range of concise primary and secondary sources at the appropriate level</li> <li>• Little or no attempt to consider opposing views</li> <li>• Little evidence of structure</li> <li>• Very difficult to read</li> <li>• Multiple inaccuracies in grammar and punctuation</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Partial knowledge and understanding of key texts, events, principles, theories, interpretations and arguments</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Inadequate grasp of different methods and approaches within the discipline</li> <li>• Little attempt to identify key issues</li> <li>• Little attempt to focus on key issues</li> <li>• Poor use of sources to provide an analysis of the texts, events, principles, theories or arguments considered</li> <li>• No clear conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Little attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</li> <li>• Little or no attempt to consider opposing views</li> <li>• Little evidence of structure</li> <li>• Very difficult to read</li> <li>• Multiple inaccuracies in grammar and punctuation</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Partial knowledge and understanding of key texts, events, principles, theories interpretations and arguments, with no attention to detail</li> </ul> <p><b>Intellectual and cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Limited grasp of different methods and approaches within the discipline</li> <li>• Little attempt to identify key issues</li> <li>• Little attempt to focus on key issues</li> <li>• Poor use of sources to provide a critical analysis of the texts, events, principles, theories or arguments considered</li> <li>• No clear conclusion</li> </ul> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Little evidence of ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</li> <li>• Very limited attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5</li> <li>• Little or no attempt to consider opposing views</li> <li>• Little evidence of structure</li> <li>• Little or no attempt at referencing</li> <li>• Very difficult to read</li> <li>• Multiple inaccuracies in grammar and punctuation</li> </ul>

<b>Class/Mark</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Poor fail</b> (21-33)	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.
<b>Comprehensive fail</b> (0-20)	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.