

DCLS / V&A / coursework rubric

Marks	0-19	20-39	40-49	50-59	60-69	70-79	80-100
Theory (content knowledge and critical approach)	Major gaps and fundamental misconceptions.	Superficial understanding of the principles. Frequent misconceptions.	Basic understanding of basic principles. Occasional misconception.	Sound and broad knowledge of basic principles. Infrequent misconceptions.	Very good knowledge of foundational principles and their origins.	Very good understanding of the content and all main theories and their implications.	Highly detailed understanding of the content with evidence of comprehending the relationships within and beyond the unit context.
Methods (specialist skills, problem-solving, techniques)	Absence of correct methods. Fundamental errors.	Awareness of methodological trends with frequent erroneous choices or execution.	Correct approach with multiple erroneous choices or execution.	Correct approach with minor erroneous choices, execution or delivery.	Consistently correct choices, execution or delivery lacking complete clarity. Method limitations indicated.	Consistently correct choices, execution and delivery. Explicit reporting of limitations. Clear exposition.	Proficient error-free problem-solving. Creative or innovative work to apply methods to overcome challenges. Excellent exposition.
Discussions (explanation, interpretation, application, insight)	Non-existent, trivial or irrelevant discussions.	Elementary discussions with frequent errors.	Basic discussions with multiple errors and misconceptions.	Complete discussions with elementary observations. Rare mistakes.	Complete discussions with some advanced observations lacking consistent delivery. Basic insights.	Consistent and complete discussions linking ideas within the unit. Discussions with flow, focus and purpose. Clear insights and significance indicated.	Advanced, highly-focused and well-evidenced discussions synthesising ideas and concepts beyond the unit's scope. Highly proficient reasoning.
Academic skills, communication (style, format, clarity)	Absence of academic communication or communication clarity.	Communication and delivery skills with substantial flaws in clarity, format and style.	Basic standard of communication reached with multiple mistakes and limited adherence to the requirements.	Communication and delivery with numerous minor deficiencies and almost complete adherence to the requirements. Delivery lacking clear flow.	Clear delivery and communication at the required level covering the full scope of the requirements. Delivery has traces of focus and logical flow.	Error-free delivery and communication covering the full scope of the requirements. Delivery has clear focus and flow with internal links between related topics.	Proficient and skilful academic delivery and communication with elements stimulating insights and revealing internal links and relationships between results.
Support (evidence, sources, references, links)	No evidence of external sources or content linking.	Referencing, linking and evidence offered but lacking clarity or relevancy.	Referencing, linking and evidence offered with limited relevancy and justification.	Relevant sources used with weak justification and potential errors or misconceptions.	Relevant referencing, linking and evidence offered. Justifications are partially ambiguous.	Error-free, focused and justified referencing. Using links and cross-referencing to support the arguments.	Proficient, focused and highly-relevant referencing. Excellent use of sources and links to support the arguments.