# Level 4 - Generic grade descriptor: relationship of degree classification to percentage mark ranges and categorical grades (CG)

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| **Class** | **Mark range** | **CG%** | **General Characteristics** |
| FIRST  (Excellent) | 93 – 100 | 96 | Exceptional knowledge and understanding of the subject and its underlying concepts; critical evaluation/synthesis/analysis and of reading/ research; evidence of breadth and depth of reading/research to inform development of work; exceptional demonstration of relevant skills; excellent communication; performance in some, if not all, areas deemed beyond expectation of the level. |
| 85 – 92 | 89 |
| 78 – 84 | 81 | Excellent knowledge of the subject **as the student is typically able to go beyond what has been taught (particularly for a high 1st)**; evidence of breadth of reading/research to inform development of work; excellent demonstration of relevant skills; demonstrates strong communication skills. |
| 70 – 77 | 74 |
| UPPER SECOND  (Very good) | 67 – 69 | 68 | As below but very good work characterised by evidence of wider understanding of the subject as the student **is typically able to relate facts/concepts together with some ability to apply to known/taught contexts**; identification and selection of material to inform development of work; very good demonstration of relevant skills; demonstrates good communication skills. |
| 64 -66 | 65 |
| 60 – 63 | 62 |
| LOWER SECOND  (Good) | 57 – 59 | 58 | A good breadth of knowledge and understanding of the taught content although **balanced towards the descriptive rather than analytical**; uses set material to inform development of work; addresses all aspects of the given brief; good demonstration of relevant taught skills, though may be limited in range; communication shows clarity but structure may lack coherence. |
| 54 – 56 | 55 |
| 50 – 53 | 52 |
| THIRD  (Sufficient) | 47 – 49 | 48 | **Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts** but fails to make meaningful synthesis; relies on set material to inform development of work; generally addresses most of the requirements of the given brief; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses. |
| 44 – 46 | 45 |
| 40 – 43 | 42 |
| FAIL  (Insufficient) | 30 – 39 | 35 | Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work; given brief may be only tangentially addressed or may ignore key aspects of the brief; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent. |
| 20 – 29 | 25 |
| 10 – 19 | 15 | Highly insufficient or no evidence of knowledge or understanding of the subject; **understanding of taught concepts is typically at the word level with facts being reproduced in a disjointed or decontextualised manner**; ignores set material in development of work; fails to address most or all of the requirements of the brief; fails to demonstrate relevant skills; lacks basic communication skills. |
| 1-9 | 5 |
| ZERO | 0 | 0 | Work of no merit OR absent, work not submitted, penalty in some misconduct cases. |