

Grading Criteria – ENG2326

Essays will be marked holistically, with no specific percentage of marks for any one aspect. Instead, the marker will be making an overall judgement of the quality of the piece of work as a whole. Weaknesses in one area of the criteria may be compensated for by particular skill in another, and vice versa. Maximum length of the essay is 4,500 words; minimum length is 2,500 words.

Good:

1. Work at the highest levels will present a problem statement which is argumentative, specific and substantiated (there is evidence to support it).
2. The problem statement assumes the form of an argument which can consist of several linked questions. There is a link between problem statement and title, and between problem statement and discussion. At least one literary text and one adaptation of this text are subjected to discussion.
3. The essay has a clear structure. The student considers the flow of the argument from paragraph to paragraph and sustains the argument throughout. The various points made are all relevant to the problem under consideration in the essay.
4. The essay engages in detailed textual analysis, considering the literary and filmic strategies that can be discerned in the texts considered, and relating these strategies to the essay's overall argument. The essay demonstrates awareness of relevant theory, yet the emphasis is on the presentation and development of the student's own ideas.
5. The essay is written in formal English of a high standard, with no mistakes of grammar or spelling.

Average:

1. Includes a problem statement, which assumes the form of an argument and is for the most part sustained throughout.
2. The essay adopts a clear structure and the points made are relevant to the problem under consideration throughout.
3. The essay engages in detailed analysis, and demonstrates knowledge of relevant theory. It presents and to some extent develops the student's own ideas.
4. The essay is written for the most part in correct English, with only minor mistakes of grammar or spelling.

Poor:

1. The student's problem statement is excessively general or vague, or lacks substantiating evidence.
2. The structure lacks logic, and the points made are occasionally irrelevant to the problem under consideration.
3. The essay engages in some analysis, but has a tendency to repeat details of plot. The use of secondary material is limited, and there are few ideas presented by the student.
4. There are errors in grammar and spelling, though these do not prevent understanding of the essay text.

Unacceptable:

1. The essay lacks a problem statement.
2. The structure is illogical and confusing. The points made lack relevance.
3. The essay lacks analysis, simply retelling the story of the texts under consideration. The essay makes little or no use of secondary material.
4. The essay is poorly written with numerous errors of grammar and spelling.

