

E-Quip Mark Scheme

90% above	A++
85-89%	A+
80-84%	A
75-79%	A-
70-74%	B+
65-69%	B
60-64%	B-
50-59%	C
UNDER 50%	FAIL

Grade Guide

A to A++

In addition to satisfying the criteria for B to A-, work which shows some or all of: flair, stylish and lucid use of English, particular creativity or originality, markedly thorough coverage of issues or literature. As appropriate to the topic, critical engagement with the relevant theological literature, and reflexive exploration of the integration of the theoretical literature; showing evidence of independent thought or critical evaluation skills; demonstration of an excellent understanding of the literature's context and audience; awareness or exploration of the underlying or tacit assumptions in the literature; an excellent ability to articulate and reflect on one's own hermeneutical approach to the literature. It would be unreasonable to expect work of a higher standard at this level.

B to A-

As appropriate to the topic, very good awareness of and interaction with relevant theoretical fields and methodologies; in particular, very good engagement with the relevant hermeneutical literature, showing very good evidence of critical evaluation of the literature; demonstration of a very good understanding of how the literature may apply to the topic or issue; a very good ability to articulate and/or reflect on one's own hermeneutical approach. A clear progression of argument which provides an overall coherence to the assignment; engagement with alternative views which convincingly clarifies and substantiates the writer's argument. Judicious use of the relevant primary sources; very good use of the appropriate standard reference tools. Engagement with the key relevant resources and scholars; reasoned, accurate and courteous presentation of and interaction with the full range of scholarly views; awareness of the contexts out of and into which the scholars speak. Use of clear standard written English, evident care in layout and spelling; use of headings, subheadings and paragraphing which enhances the argument, judicious and accurate footnoting of sources; accurate bibliography presented in appropriate format.

C to B-

As appropriate to the topic, awareness of the relevant theoretical fields and methodologies; in particular, some engagement with the relevant hermeneutical literature. Some evidence of understanding of how the literature may apply to the topic or issue with some ability to critically

evaluate. Some ability to articulate and/or reflect on one's own hermeneutical approach Clear logical argument or development, judiciously supported and illustrated by appropriate evidence; well-focused on the task; appropriate critical engagement with alternative perspectives and approaches; well-reasoned conclusions drawn from the discussion. A good grasp of relevant primary sources; competent use of the appropriate standard reference tools. Clear evidence of reading and broad appreciation of the subject, awareness and good engagement with differing views and their arguments. Well-crafted work in grammatical and readable English; clear layout and good spelling' almost entirely accurate and judicious citation of relevant sources and bibliography.

FAIL

Work which shows significant deficiencies in one or more of these areas: A poor or inadequate understanding of many of the central issues in the literature of the relevant theoretical models and fields; lack of interaction with the relevant theological and educational literature, no exploration of the integration of the material and key literature omitted, misunderstanding of the key issues or themes or how the material applies in educational practice. Lacking the ability to articulate and/or reflect on one's own hermeneutical approach. Poor or confused structure; inadequate use of suitable evidence in support of points' defective focus on the task; conclusion shows some signs of being related to the discussion. A weak grasp of the primary sources and inadequate use of the standard reference tools. Little to no engagement with alternative views and approaches. Unclear or ungrammatical English with numerous spelling errors or poor citation of sources.