ENG1303 British Literature assessment guidelines

For the course content and learning outcomes, please see the course description here: https://www.uio.no/studier/emner/hf/ilos/ENG1303/. The current syllabus can be found in Leganto.

In the 4-hour school exam, students will answer two essay questions from a selection of five. Questions will focus on specific literary texts from the pensum; these can be from any part of the course.

There is no fixed upper or lower limit on length. However, answers below 500 words (or 1000 words for the complete paper) are unlikely to pass.

Excellent

- The answers present directly relevant, sophisticated and interesting responses to the chosen questions using appropriate analytical terms.
- Arguments are very well organised and supported with pertinent examples. The answers demonstrate a nuanced understanding of the question, the course texts and, where relevant, wider issues in literary history.
- A very high standard of written academic English, with few technical (e.g. grammatical or spelling) errors.

Very good

- Work in this category provides clearly focused answers which are well argued and supported, demonstrating a sound knowledge base and very good engagement with the course reading.
- The arguments presented are mainly effective, coherent and well organised.
- The answers are fluently and accurately written for the most part, perhaps with occasional inaccuracies.

Good

- The answers are mainly relevant and succeed in addressing the chosen questions. There is clear evidence of engagement with and knowledge of the relevant texts, though there may be some imprecision.
- Some aspects of the arguments may be slightly less fully developed than in the higher categories.
- The answers demonstrate good written expression overall, but some shortcomings may be evident.

Satisfactory

- Answers in this category show a partial answering of the question, with a solid, but limited, engagement with the texts, and may be rather mechanical in approach (for example, a reliance on description at the expense of interpretation). Some basic errors may be in evidence.
- Arguments are fair, with some use of relevant examples, but knowledge may be sparse in certain areas.
- Written English is generally readable, but may be somewhat weak at times.

Poor

- Answers may not satisfactorily address the question asked. They may also lack focus and be prone to unsubstantiated assertions, based on a limited understanding of the course materials.
- The arguments may not be well organised and may not always follow logically.
- Written expression in English may be more problematic (and more frequently so) than in the above categories.

Unacceptable

- Work in this range may have some of the following shortcomings:
  - Inadequate knowledge
  - Insufficient length
  - Failure to address the question
  - Incoherent argument
  - Very poor language use