Assessment Guidelines, ENG2332/4427 Poetry in English

Exam scripts (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.

Good:
1. Work at the highest levels will assert an **argument,** through the use of a thesis statement which is argumentative (i.e. it could also be disputed), specific (it is not over general or vague) and substantiated (there is some evidence to support it).
2. The argument is delivered through the use of a clear, logical essay **structure**. The student considers the flow of the argument from paragraph to paragraph, making logical links that are easy for the reader to follow, and sustains the argument throughout. The various points made are all **relevant** to the topic and argument under consideration in the essay, and that relevance is made explicitly clear.
3. The essay engages in detailed **analysis**, considering the literary and dramatic strategies that can be discerned in the texts considered, and relating these strategies to the essay's overall argument. The essay demonstrates detailed awareness of the **critical** and/or **historical** contexts to the texts considered and to the specific topic under consideration.
4. The essay is written in formal English of a high standard, with no mistakes of **grammar** or **spelling**. It adopts an objective, but persuasive academic tone which reinforces the argument that the student is making.

Average:
1. Includes an **argument**, which is for the most part sustained throughout.
2. The essay adopts a clear **structure** and the points made are **relevant** to the topic under consideration throughout.
3. The essay engages in detailed **analysis**, and demonstrates some knowledge of the **critical** or **historical** context.
4. The essay is written for the most part in correct English, with only very minor mistakes of **grammar** or **spelling**.

Poor:
1. The student's **argument** is excessively general or lacks substantiating evidence.
2. The **structure** lacks logic, and the points made are **occasionally irrelevant** to the topic and argument under consideration.
3. The essay engages in some **analysis**, but has a slight tendency to merely summarize the contents of the literary work in question. The essay demonstrates some knowledge of the **critical** or **historical** context.
4. There are errors in **grammar** and **spelling**, though these do not prevent understanding of the essay text.

Unacceptable:
1. The essay lacks an **argument**.
2. The **structure** is illogical and confusing. The points made lack **relevance** to the topic under consideration.
3. The essay lacks **analysis**, merely summarizing the contents of the literary work in question. The essay demonstrates poor knowledge of the **critical** and **historical** context.
4. The essay is poorly written with numerous errors of **grammar** and **spelling**.