

# UNIVERSITY OF ABERDEEN COMMON GRADING SCALE (CGS)

## (predominantly essay-based courses)

STEP 1 Based on descriptors assess the band into which the work falls (A-G)		STEP 2	STEP 3	AWARD		GRADE POINT
Band Descriptor	Band	Grade		Honours Class	PGT Award	GRADE POINT
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Outstanding ability and critical thought.</li> <li>Evidence of extensive reading / research.</li> <li>Superior understanding showing significant signs of originality and an in-depth understanding of the topics covered (in particular in relation to the comprehension and analysis of relevant legal theories and legal argument).</li> <li>Use of new information, new methodology or new theory.</li> <li>Original insight and power of analysis in which arguments are cogent and well supported in almost all respects or demonstrate creativity or originality.</li> <li>Excellent grasp of appropriate critical concepts.</li> <li>Excellence in understanding and critical analytical ability.</li> <li>Evidence of wide reading and discriminating use of relevant literature sources and work experience where appropriate.</li> <li>A firm sense of relevance.</li> <li>Illuminating and intelligent use of quotation or other illustrative material.</li> <li>Ability to present well-structured and persuasive argument.</li> <li>A superior and effective command of English.</li> <li>No significant deficiencies within the context of the assessment format.</li> <li>Consistently high standard of presentation.</li> </ul>	<b>Excellent</b>	<b>A3</b>	A1	<b>First</b>	<b>Distinction</b>	22
			A2			21
			A3			20
			A4			19
			A5			18
			A5			18
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Able to argue logically and organise answers well.</li> <li>Shows a thorough grasp of concepts.</li> <li>Good use of examples to illustrate points and justify arguments.</li> <li>Evidence of reading and wide appreciation of subject</li> <li>Good understanding of critical concepts.</li> <li>Ability to distinguish and deploy relevant material.</li> <li>Accurate and effective use of quotation or other illustrative material (e.g., well organised use of secondary material).</li> <li>Orderly / effective presentation of arguments which are mostly well supported.</li> <li>Clear and effective expression.</li> <li>Develops and analyses the core issues covered by the assessment while dealing with some advanced aspects of the assessment topic and shows an ability to engage in debate on relevant material.</li> <li>Highly competent work demonstrating clear understanding of the issues.</li> <li>Some signs of presenting information in a new light or drawing strands together in a new framework.</li> </ul>	<b>Very Good</b>	<b>B2</b>	B1	<b>Upper Second</b>	<b>Commendation</b>	17
			B2			16
			B3			15
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Repetition of lecture / seminar notes without evidence of further appreciation of subject.</li> <li>Lacking illustrative examples and originality.</li> <li>Basic / clear level of understanding of the relevant concepts.</li> <li>Knowledge of a sufficient number of core materials / ideas to substantiate general statements.</li> <li>Appropriate use of quotation or other illustrative material.</li> <li>Ability to recognise core issues and to construct a coherent answer which keeps these in view.</li> <li>Arguments are well constructed but omit or do not develop sufficiently some significant issues.</li> <li>Clear and grammatical style.</li> <li>Develops and analyses the core issues covered by the assessment to a limited extent but shows understanding of relevant material.</li> <li>Satisfactory presentation.</li> </ul>	<b>Good</b>	<b>C2</b>	C1	<b>Lower Second</b>	<b>Pass</b>	14
			C2			13
			C3			12
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Limited ability to argue logically and organise answers.</li> <li>Failure to develop or illustrate points.</li> <li>Some knowledge of a restricted range of issues related to the assessment suggesting a lack of understanding of some key concepts</li> <li>Limited understanding of relevant issues or technical terms.</li> <li>Presentation of material which shows only a limited ability to understand and correctly deploy the work of others.</li> <li>Identifies and states accurately relevant principles but fails to develop or analyse the core issues covered by the assessment.</li> <li>Shows limited understanding of relevant material.</li> <li>Arguments are badly constructed or superficial.</li> <li>Contains flaws in logic or methodology or both.</li> <li>Limited use of relevant literature sources and (where appropriate to the assignment) work experience.</li> <li>Weak/simplistic presentation.</li> </ul>	<b>Pass</b>	<b>D2</b>	D1	<b>Third</b>	<b>Pass</b>	11
			D2			10
			D3			9
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Poor / inappropriate / inaccurate presentation.</li> <li>Tendency to irrelevance.</li> <li>Some attempt at an answer but seriously lacking in content and or ability to organise thoughts</li> <li>Little evidence of coherent thinking or organisation.</li> <li>Inability to identify or state accurately even basic ideas relevant to the core issues covered by the assessment;</li> <li>Reproduces in an inappropriate or incorrect manner the work of others;</li> <li>Significant errors or misconceptions in respect of a core issue covered by the assessment which indicate a serious misunderstanding of the assessment topic;</li> <li>Deficiencies in structure, presentation and formulation of arguments which are sufficiently serious to indicate a serious lack of understanding of the assessment topic.</li> <li>Fails to meet the required standard.</li> </ul>	<b>Weak</b>  (may be eligible for compensatory credit)	<b>E2</b>	E1	<b>Fail</b>	<b>Fail</b>	8
			E2			7
			E3			6
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>No appreciable evidence of coherent thinking or organisation</li> <li>Contains major errors or misconceptions which indicate a fundamental misunderstanding of the assessment topic.</li> <li>Deficiencies in structure, presentation and formulation of arguments which are sufficiently serious to indicate a fundamental lack of understanding of the assessment topic.</li> <li>Consistently poor presentation.</li> </ul>	<b>Poor</b>	<b>F2</b>	F1	<b>Fail</b>	<b>Fail</b>	5
			F2			4
			F3			3
<p>Token or no submission.</p>	<b>Very Poor</b>	<b>G2</b>	G1	<b>Fail</b>	<b>Fail</b>	2
			G2			1
			G3			0

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STEP 1 Based on descriptors assess the band into which the work falls (A-G)		STEP 2	STEP 3	AWARD		GRADE POINT
Band Descriptor	Band	Grade		Honours Class	PGT Award	
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Outstanding knowledge and understanding of concepts and theories</li> <li>Superior skill and judgement in solving problems.</li> <li>A consistently high standard of accuracy in reasoning and calculation</li> <li>Ability to express arguments with a high level of precision.</li> <li>Possibly signs of creative ability.</li> </ul>	Excellent	<b>A3</b>	A1	First	Distinction	22
			A2			21
			A3			20
			A4			19
			A5			18
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Sound knowledge and understanding of most concepts and theories.</li> <li>Ability to solve problems similar in general character to ones seen previously.</li> <li>Reasoning and calculation generally accurate and correctly presented.</li> </ul>	Very Good	<b>B2</b>	B1	Upper Second	Merit	17
			B2			16
			B3			15
<p>Work, which is largely and predominately characterised by evidence of the following:</p> <ul style="list-style-type: none"> <li>Competence in understanding central concepts and theories.</li> <li>Ability to produce standard lines of argument and calculations in problem solving.</li> <li>Few totally fallacious arguments or inaccurate calculations.</li> </ul>	Good	<b>C2</b>	C1	Lower Second	Pass	14
			C2			13
			C3			12
<p>Work, which is largely and predominately characterised by the following:</p> <ul style="list-style-type: none"> <li>Ability shown in performing routine calculations and producing short logically correct arguments in familiar situations</li> <li>Limited understanding of the theory.</li> </ul>	Pass	<b>D2</b>	D1	Third	Pass	11
			D2			10
			D3			9
<p>Work, which is largely and predominately characterised by the following:</p> <ul style="list-style-type: none"> <li>An insecure grasp of basic concepts leading to nonsensical reasoning.</li> <li>Ability to calculate correctly only in very restricted areas.</li> </ul>	Weak (may be eligible for compensatory credit)	<b>E2</b>	E1	Fail	Fail	8
			E2			7
			E3			6
<p>Work, which is largely and predominately characterised by the following:</p> <ul style="list-style-type: none"> <li>A lack of knowledge and understanding of the basic theory thus making it impossible to produce reasoned argument or accurate calculations.</li> </ul>	Poor	<b>F2</b>	F1	Fail	Fail	5
			F2			4
			F3			3
Token or no submission.	Very Poor	<b>G2</b>	G1	Fail	Fail	2
			G2			1
			G3			0