

MARKING CRITERIA
MML AND LINGUISTICS SCHEDULED PAPER ESSAYS

In the following marking criteria higher grades should demonstrate not only the qualities specified for that class but also all the qualities expected of lower grades.

<i>Mark</i>	<i>Class</i>	<i>Keyword</i>	<i>Description</i>	<i>Subdivision</i>
80-85	I* Dist.	OUTSTANDING	An outstanding performance, excellent in all aspects: range of material covered, argument, analysis and exposition. Virtually without flaw, lapse or inconsistency, in which all the qualities deemed to constitute first-class work are present in a remarkable degree.	
75-79 ↓ 70-74	I	EXCELLENT ↓ VERY GOOD	Work that is very good or excellent both in the range and command of the material covered and in argument and analysis. The answer engages closely and critically with the question; provides full supporting evidence, with insight and innovation in presentation; possibly using unusual examples; shows evidence of some originality in presentation; brings in relevant material from a wide but coherent range of sources; shows confident mastery of detail; and is well-planned and complete. Commentaries provide fresh insights to the text and are interestingly structured.	75-79: Excellent performance, meeting all, or virtually all, of these criteria. 70-74: Very good performance meeting many of these criteria.
60-69	II.1	GOOD	Work that shows a good broad-based knowledge of the topic, presented in an organised way, clearly argued and focused on the set question, and with appropriate, but routine, exemplification. Broadly accurate in technical detail. Commentaries show good organisation, and offer perceptive comments on the text. A 'linear' commentary (which offers a running commentary on the text from beginning to end) may be in this class if the comments are perceptive and accurate and it does not fall into précis and paraphrase.	65-69: A persuasive and effective answer, regularly, but not consistently, sophisticated in analysis and impressive in displaying relevant knowledge; includes some attempt to treat the evidence critically and to synthesise arguments. 60-64: Competent and accurate in the reproduction of received ideas, showing evidence of reading of the principal sources of published work on the subject, and supported with reasonable exemplification.

(continues)

50-59	II.2	FAIR	Competent and broadly relevant work, but lacking in breadth of reference, or poorly related to the question or clumsy in presentation. May contain some fairly basic factual errors. An answer that would normally fall into the II.1 class may fall into this class if it is too short, rushed, unfinished or badly organised. Commentaries marred by too much précis or paraphrase, or uncritical description, but there is some attempt at analysis.	55-59: Competent understanding of the basic material with reasonable organisation and focus, but may tend to state ideas rather than explain or justify them. 50-54: Deficiencies in understanding and coverage together with poor organisation and focus (the argument may emerge in a fragmentary unfocused or incoherent way). Some material may be irrelevant or its significance left unclear.
40-49	III	POOR	Work which shows some knowledge of the material, but is seriously deficient in understanding, breadth of reference and/or organisation and/or presentation of evidence. May miss the point of the question, or be unduly brief. Commentaries consist largely of précis and paraphrase, with technical details (e.g. rhyme schemes or rhetorical figures in literary texts, the presence of linguistic features) mentioned without analytical comment.	45-49: A valid underlying argument is discernible. 40-44: Directionless and/or padded.
15-39	F	FAIL	Completely fails to demonstrate understanding of material; or irrelevant or extremely superficial.	

Notes:

Exceptions: An essay which fails to address the question adequately will receive a lower mark than its overall quality would otherwise gain.

Examiners should note that where an essentially similar paper is set in the MML Tripos for both Part II and Part IB and in the Linguistics Tripos for Part IIA and IIB, Part IB scripts should be marked separately from Part II scripts and Part IIA scripts should be marked separately from Part IIB scripts. In the marking of Part IB scripts, credit should be given for sophistication or subtlety of argument, even if the range of texts or information referred to is more limited than would be expected at Part II. Priority should be given to rewarding original ideas and interesting arguments, even if this means condoning the occasional lapse on inaccuracy. (See Section 13.9 of the IEB)

In MML Papers Sp4 and Sp9 students may write one or more of their essays in Spanish rather than in English. Examiners are to follow the marking criteria in exactly the same way, irrespective of language chosen. A student will not be advantaged or disadvantaged for writing in either language.

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