

Media Writing and Production

MED 5003
Screenplay

MODULE GUIDE

2018/2019
Semester 1

Level HE5

Contents

1. Module Overview	2
2. Learning and Teaching Strategy	2
3. Module Communications	2
4. Module Description	2
5. Learning Outcomes and Assessments	3
6. Assessment Deadlines	3
7. Assessment Feedback	4
8. Module Calendar	4
9. Formative Assessment	10
10. Indicative Reading	10
11. Guidelines for the Preparation and Submission of Written Assessments	12
12. Procedures for Examinations	13
13. Academic Misconduct	13
14. Assessments	14
15. General Assessment Criteria for Written Assessments	Error! Bookmark not defined.



1. Module Overview

Module Tutors	Alison Down
Tel. no.	
Email	A.Down@bolton.ac.uk
Office Location	T4-014 Eagle Tower
Drop-in Availability	Teaching Timetables available outside office. Drop in availability posted outside office.
Weblink to Moodle Class	https://moodle.bolton.ac.uk/course/view.php?id=8953
Weblink to Module Specification	https://modules.bolton.ac.uk/MED5003

2. Learning and Teaching Strategy

A blended learning approach is used in the module. You will receive lectures in practices, techniques and theory of writing short screenplays, and the pre-production work necessary for the production of short films. In addition you will give presentations in story workshops, carry out writing and practical exercises, and read, critique and evaluate each other's work in story workshops and online.

This module is delivered via two 1 ½ hour sessions on Thursdays over 15 weeks. To complete the module successfully you must also allocate a substantial amount of independent study time. Most sessions comprise a formal lecture and a seminar. Weeks 2, 4 and 9 will include tutorials (group and individual) in which you have the opportunity to discuss your progress on the module with your Module Tutor.

3. Module Communications

The Module Tutor's contact details are provided at the top of this page. You must check your **University of Bolton email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt; however responses will be longer in holiday periods.

4. Module Description

This module will give you an introduction to the study and practice of feature film storytelling. You will learn how to use appropriate dramatic narrative strategies to create original dramatic work. You will research your subject material and write extracts of a feature film.

This will include:

Viewing a range of different feature films in national and international context.

Analysing the structure of feature films.

Understanding structure.

Making presentations.

Writing a premise. Writing outlines. Writing step outlines. Writing script extracts.

Researching ideas.

Ethical responsibility when creating stories.

Creating characters.

The art of rewriting.

The international context of the feature film market.

5. Learning Outcomes and Assessments

Learning Outcomes	Assessment
L01: Use appropriate dramatic narrative strategies in writing a feature film script extracts and other documents to create original dramatic work.	Assessment 1: Portfolio
L02: Write effective feature film outlines and scripts drawing on your own individual vision, perception, observation, ideas and feelings.	Assessment 1: Portfolio
L03: Respond creatively to others' responses to your early drafts and be able to improve your story outlines and scripts on the basis of peer and tutor feedback.	Assessment 1: Portfolio
L04: Carry out independent research to enhance dramatic accuracy in outlines, treatments and screenplays and use research skills effectively to create believable situations, actions and characters.	Assessment 1: Portfolio

6. Assessment Deadlines

Assessment item		Due Date	Weight
1	Portfolio of scripted work including Act 1 of feature film and supporting development documents.	18/12/2018	100%

7. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your assignment and examination work to be marked and feedback provided not more than 15 working days** from the deadline date. However, please note that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time you read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

8. Module Calendar

Session No.	Date or Week Commencing	Topics Covered
1	24/9/2018	<p>Welcome to MED5003 Screenplay!</p> <p>This module will give you an introduction to the study and practice of feature film storytelling. You will learn how to use appropriate dramatic narrative strategies to create original dramatic work. You will research your subject material and write extracts of a feature film.</p> <p>We've got a lot of writing to do! Brace yourselves!</p> <p><u>Week 1 - Introduction to Module (See Module Handbook).</u></p> <p>Introduction to online aspects of the module. Introduction to research and presentation.</p> <p>Ideas development with focus on extended writing for screen ideas. Reading/watching - films/ screenplays/ creating treatments, working with critical theoretical texts. Script analysis and review of story structure.</p> <p>Ground rules for work-shopping and group work.</p> <p>Independent study Read and view a film from Moodle Reading List, to identify the scale of story told in feature films/TV.</p>

		Research/Ideas development.
2	1/10/2018	<p><u>Week 2 - Bolton Film Festival</u></p> <p>As part of your degree course you will be attending BFF this week and have been allocated a festival pass. The festival could in itself provide some ideas for research and inspiration. Normal classes have been replaced by this activity this week to allow for you to participate in industry workshops and screenings.</p> <p>Independent reading and viewing in Moodle.</p>
3	8/10/2018	<p><u>Week 3 - Ideas development, research and pitching (See Module Handbook)</u></p> <p>AM: Focus on pitching. Ideas development: The idea, the audience and the industry (includes Genre).</p> <p>Writing exercises - premise ideas, loglines, characters, themes.</p> <p>Writing the logline & premise. Discuss premise ideas.</p> <p>Research ideas discussion.</p> <p><i>'In a film, there are three things. Character, story, and plot. Each is related, but certainly not the same. The story is what emerges when your characters move through a plot.'</i> (John August, Screen writer)</p> <p>PM Ideas Tutorials</p> <p>Independent study:</p> <p>Research and planning.</p>
4	15/10/2018	<p><u>Week 4 - Working with documents (See Module Handbook)</u></p> <p>Viewing a range of different feature films in national and</p>

		<p>international context.</p> <p><u>Treatments, Pitches, Outlines, Beat-sheets etc etc</u></p> <p><i>All of these documents are points on the journey to writing a script – and are guaranteed to make even the steeliest writer’s heart sink a little. But as writers, you need to learn to embrace them, even if you can’t quite get to love them! If you can enjoy writing these documents, and the process of creating them, it will be an enormous help to your success (and creative enjoyment) as a screenwriter. (Phil Shelley, Industry Script Consultant)</i></p> <p>Focus on working with industry documents.</p> <p>Planning and writing the first draft story outline.</p> <p>Seminal screenwriting texts.</p> <p>PM Tutorials</p> <p>Independent study</p> <p>Research</p>
5	22/10/2018	<p><u>Week 5 - Presentations and Pitches (Cont'd) - Narrative structure (Cont'd) (See Module Handbook)</u></p> <p>This week you'll be making presentations/pitches to group with supporting ppts about your script ideas with a focus on structure, character and identifying key conflict.</p> <p>In your lecture there will be a focus on narrative strategies.</p> <p>Writers Journey – reading.</p> <p>Character development.</p> <p>Independent study</p> <p>Story Outlines/treatments for first draft workshop.</p>

6	29/10/2018	<p><u>Week 6 - TIRI Week - activity tbc.</u></p> <p>In Week 7 we will be workshopping all scripts to date.</p> <p>You need to have a first draft of Act 1 ready for class reading/workshopping for evening of Monday 6th of November. All scripts should be in Celtx and uploaded to forum as PDFs. Please ensure they have a working title on your title page.</p>
7	5/11/2018	<p><u>Week 7 Presentations and Pitches (See Module Handbook)</u></p> <p>AM: Individual Presentations/Pitches to class.</p> <p><i>When you pitch, you've got to remember that you're pitching story, and while character and action may be the glue that holds everything together, it all starts within the context of story. (Syd Field: Script Guru)</i></p> <p>Focus on narrative. Your presentation will need to show an awareness of structure. This will enable you to create a written pitch re: 3 act or 5 act structure.</p> <p>Focus on First Act</p> <p>Syd Field – reading.</p> <p>PM: Character Creation and Conflict.</p> <p>This session will focus on character creation, wants and needs conflicts and dramatic action.</p> <p>Story Outlines and Cards Workshop - PM</p> <p>Independent study</p> <p>Character biogs and Story Outlines first draft workshop – submitted on Moodle.</p>
8	12/11/2018	<p><u>Week 8 Dialogue (See Module Handbook)</u></p> <p>This session will focus on the development of dialogue and sub-text for your scripts.</p> <p>Script Workshop</p>

		<p>Independent study</p> <p>Script development</p>
9	19/11/2018	<p><u>Week 9 - Script Tutorials</u></p> <p>I'll meet everyone this morning to talk about script structure and scripts to date. When you are not in a tutorial you'll be working on your scripts or treatment docs. In the afternoon you'll be working with your partners on your scripts and giving formative feedback.</p> <p>Independent study</p> <p>Script development working on formative feedback.</p>
10	26/11/2018	<p><u>Week 10</u></p> <p>In this session we'll look at Theme, identifying key themes in your scripts but also themes in produced screenplays. We'll look at the link between theme, metaphor and visual story telling.</p> <p>PM: Script Workshop</p> <p>Independent study</p> <p>Script development</p>
11	3/12/2018	<p><u>Week 11</u></p> <p>This session will re focus on scenes and sequences within Act 1.</p> <p>We'll review the set up of Protagonist journey and characters they meet along the way.</p> <p>Script Workshop AM.</p> <p>Independent study</p> <p>Script development and development documents.</p>

12	10/12/2018	<p><u>Week 12</u></p> <p>Script / Treatment Workshop.</p> <p>Please bring all development documents to class this week.</p> <p>This session will focus on how to proof and work on a final rewrite.</p>
13	17/12/2018	<p><u>Week 13</u></p> <p><u>SUMMATIVE DEADLINE: DEC 18TH.</u></p> <p>Please read Moodle guidance.</p> <p>Submit your story outline in Turnitin PART 1 as a PDF.</p> <p>Your story outline should include:</p> <p>Title</p> <p>Logline</p> <p>Synopsis, include genre and audience.</p> <p>1- 3 page treatment of complete story - in present tense.</p> <p>3 main character descriptions.</p> <p>Please submit your script extract (Act 1) in Turnitin PART 2 as a PDF with a title page.</p> <p>PLEASE READ YOUR SUBMISSION PPT THOROUGHLY BEFORE SUBMITTING.</p>
14	7/1/2019	Module tutorials. Individual times tbc.
15	13/1/2019	Assessment Marking.

9. Formative Assessment

Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It takes a variety of forms including ideas pitching, group activities and discussion, Tutorials (Group & Individual), feedback on assessment drafts, Group tutorial review sessions and Research skills workshops and does not contribute to the final module mark.

10. Indicative Reading

Dethridge, L. (2003) *Writing Your Screenplay*. St. Leonards: Allen & Unwin

Grove, E. (2007) *Raindance Writers' Lab: Write and Sell the Hot Screenplay*. London: Focal Press

Gulino, P. J. (2004) *Screenwriting: The Sequence Approach: The Hidden Structure of Successful Screenplays*. London: Continuum

Halliwell, S. (1987) *Aristotle, Poetics (1987) Translation & Commentary*. London: Duckworth

Parker, P. (1999) *The Art & Science of Screenwriting*. London: Intellect Books

Potter, C. (2001) *Screen Language: From Film Writing to Film Making*. London: Methuen

Snyder, B. (2005) *Save the Cat*. Studio City CA: Michael Wiese Productions

Other recommended text include:

Marks, D. (2009) *Inside Story*, Bloomsbury

McKee, R. (2007) *Story*, Harper Collins

Parker, P. (1999) *The Art & Science of Screenwriting*. London: Intellect Books

Potter, C. (2001) *Screen Language: From Film Writing to Film Making*. London: Methuen

Seeger, L. (1994.), *Making A Good Script Great*, London: Samuel French

Snyder, B. (2005) *Save the Cat*. Studio City CA: Michael Wiese Productions

Vogler, C. (1999) *The Writer's Journey*, Pan, London

Yorke, J. (2014) *Into The Woods*, Penguin Press

You are also advised to continue to use Field S, Screenplay as recommended in Year 1 or any other Syd Field book <http://sydfield.com/>, to regularly use module Moodle page to see recommended screenplay reading, and consult with your lecturer for genre specific reading in your chosen area.

11. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).
Where a word limit is specified, the following penalty systems applies:
 - Up to 10% over the specified word length = no penalty
 - 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
 - More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.
4. All written work should be referenced using the standard University of Bolton referencing style– see: <https://www.bolton.ac.uk/library/Study-Skills/Referencing/Home.aspx>
5. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
6. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
7. **Late work will be subject to the penalties:**
 - Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
 - More than 7 calendar days late = This will be counted as non-submission and no marks will be recorded.

Where assessments are graded Pass/Fail only they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline date as described below.

8. **In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted.** This must be agreed by your Programme Leader, following a discussion the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure, with the exception of extensions for individual projects which, at the discretion of the Programme Leader, may be longer than 14 days.

Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedures.

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

12. Procedures for Examinations . N.A

13. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin*.

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<https://www.bolton.ac.uk/about/governance/policies/student-policies/>

14. Assessments

Assessment Number	1
Assessment Type (and weighting)	Portfolio
Assessment Name	Portfolio of scripted work
Assessment Submission Date	18/12/2018

Learning Outcomes Assessed:

LO1: Use appropriate dramatic narrative strategies in writing a feature film script extracts and other documents to create original dramatic work.

LO2: Write effective feature film outlines and scripts drawing on your own individual vision, perception, observation, ideas and feelings.

LO3: Respond creatively to others' responses to your early drafts and be able to improve your story outlines and scripts on the basis of peer and tutor feedback.

LO4: Carry out independent research to enhance dramatic accuracy in outlines, treatments and screenplays and use research skills effectively to create believable situations, actions and characters.

Assessment Brief: This assignment requires you to create a portfolio of original written work. This will include Act 1 of an original feature length screenplay (between 20 and 25 pages) and its development documents: a prose treatment for whole story, three character biographies, and a short proposal for genre and industry market.

Your portfolio should reflect your learning in screenplay and demonstrate your understanding of character, plot structure, themes and formatting.

Submission Instructions:

Development documents/Treatments should be word-processed in Arial 12-point font, be double-spaced, on A4 size paper. Writing should appear on only one side of the paper, be fully justified and with each page being numbered in the footer, numbering to be centred.

Script should be formatted in industry format. Celtx is free and available on campus and on-line. Work should be submitted as a PDF. Word docs are not acceptable for script submissions.

See Section 10 Guidelines for the Preparation and Submission of written coursework, which will give you details on how to submit your work electronically. You are required to submit only electronic copies of your written assessments.

Specific Assessment Criteria:

(Please note that the General Assessment Criteria will also apply. Please see section 15)

MWP Creative Writing Assessment Criteria

1st 85+

Outstanding/Professional Level

Work is of or near professional standard, demonstrating an outstanding understanding of creative writing technique, employing forms, techniques and strategies which have been studied in class and deploying them to outstanding effect. It contains exceptional evidence of form and structure, a well-developed individual voice, style and register in its careful and precise use of language, and is exceptionally original, insightful and intelligent.

It demonstrates an outstanding/professional understanding of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows an outstanding/professional understanding of the needs of its readers/audience, and/or its subject matter is adequately addressed.

If working in screen or stage, it shows outstanding/professional evidence of structure, character development, and theme, including use of narrative devices, and understanding of genre and format.

The presentation shows outstanding/professional evidence of crafting, redrafting and/or editing, including layout and correct grammar, punctuation and spelling.

1st 70-85

Excellent/Near professional level

Work is of excellent quality, approaching professional standard. It shows an excellent understanding of creative writing technique, clearly and to excellent effect demonstrating the forms, techniques and strategies which have been studied in class. It contains strong evidence of form and structure, a well-developed individual voice, style and register in its use of language, and is highly original, insightful and intelligent.

It demonstrates an excellent understanding of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows an excellent understanding of the needs of its readers/audience, and/or its subject matter is adequately addressed. 12

If working in screen or stage, it shows excellent evidence of structure, character development, and theme, including use of narrative devices, and understanding of genre and format.
The presentation shows excellent evidence of crafting, redrafting and/or editing, including layout and correct grammar, punctuation and spelling.

Upper 2nd 60-69

Very Good

Work shows a very good understanding of creative writing technique, clearly demonstrating the forms, techniques and strategies which have been studied in class. It contains clear evidence of form and structure, a developing individual voice, style and register in its use of language, and is original, insightful and intelligent.

It demonstrates a very good understanding of the majority of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows a very good understanding of the needs of its readers/audience, and/or its subject matter is well addressed.

If working in screen or stage, it shows very good evidence of structure, character development, and theme, including use of narrative devices, and understanding of genre and format.

The presentation shows very good evidence of crafting, redrafting and/or editing, including layout and correct grammar, punctuation and spelling.

Lower 2nd 50-59

Good

Work shows a good grasp of creative writing technique, but may have some flaws in the effective use of language, forms, techniques, strategies, methods and/or tools which have been studied in class. There will be some evidence of a developing individual voice, style and register in its use of language, and it may demonstrate some originality and intelligence.

It demonstrates a good understanding of the majority of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows a good understanding of the needs of its readers/audience, and/or its subject matter is adequately addressed.

If working in screen or stage, it shows good evidence of structure, character development and theme, including use of narrative devices, and understanding of genre and format.

The presentation shows good evidence of crafting, redrafting and/or editing, including layout and correct grammar, punctuation and spelling. 13

3rd 40-49

Adequate

Work shows a basic grasp of creative writing technique, but may have flaws in the effective use of language, forms, techniques, strategies, methods and/or tools which have been studied in class. There may be some evidence of a developing individual voice, style and register in its use of language, and/or demonstrate some originality and intelligence, but these may be underexplored and/or underdeveloped.

It demonstrates an adequate understanding of the majority of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows an adequate understanding of the needs of its readers/audience, and/or its subject matter is adequately addressed.

If working in screen or stage it shows adequate evidence of structure, character development, and theme, including use of narrative devices, and understanding of genre and format.

The presentation shows adequate evidence of crafting, redrafting and/or editing, including layout and correct grammar, punctuation and spelling.

Fail 30-39

Unsatisfactory

Work fails to show a basic grasp of creative writing technique, and has flaws in the effective use of language, forms, techniques, strategies, methods and/or tools which have been studied in class. There is unsatisfactory evidence of a developing individual voice, style and register in its use of language, and/or it fails to demonstrate originality and intelligence.

It demonstrates an unsatisfactory understanding of the majority of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows an unsatisfactory understanding of the needs of its readers/audience, and/or its subject matter is inadequately addressed.

If working in screen or stage, it does not show evidence of structure, character development, and theme, including use of narrative devices, and understanding of genre and format.

The presentation does not show satisfactory evidence of crafting, redrafting and/or editing, including layout and correct grammar, punctuation and spelling. 14

Fail 0-29

Poor

Work fails to show any evidence of creative writing technique, and has serious flaws in the effective use of language, forms, techniques, strategies, methods and/or tools which have been studied in class. It does not display evidence of a developing individual voice, style and register in its use of language, and it fails to demonstrate originality and intelligence.

It demonstrates a poor understanding of the majority of the following, as appropriate to the medium: creative imagination and/or artistic flair; voice, style and/or register; structure and form, including use of dramatic/narrative devices, moments and/or setting(s)/place(s); characterisation; use of language/imagery.

It shows a poor understanding of the needs of its readers/audience, and/or its subject matter is inadequately addressed.

If working in screen or stage it shows poor evidence of structure, character development, and theme, including use of narrative devices, and understanding of genre and format.

The presentation shows poor evidence of crafting, redrafting and/or editing, including layout, grammar, punctuation and spelling.

General Assessment Guidelines for Written Assessments [Level HE5](#)

	%	Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	85-100%	Directly relevant to title. Expertly addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an exceptional knowledge/understanding of theory and practice for this level through the identification and critical analysis of the most important issues and themes.	Makes exceptional use of appropriate arguments and/or theoretical models. Demonstrates some distinctive or independent thinking. Presents an exceptional critical analysis of the material resulting in clear, logical and original conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	An exceptionally well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style.
Class I (Excellent Quality)	70-84%	Directly relevant to title. Addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an excellent knowledge/understanding of theory and practice for this level through the identification and analysis of the most important issues and themes.	Makes creative use of appropriate arguments and/or theoretical models. Presents an excellent analysis of the material resulting in clear, logical conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	An excellently written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style.
Class II/i (Very Good)	60-69%	Directly relevant to title. Addresses most of the assumptions of the title and/or the requirements of the brief.	Demonstrates a very good knowledge/understanding of theory and practice for this level through the identification and analysis of key issues.	Uses sound arguments or theoretical models. Presents a clear and valid analysis of the material in the main with clear, logical conclusions.	Logically constructed in the main. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	A very well written answer with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and a range of appropriate references cited in reference list in the correct style.
Class II/i (Good Quality)	50-59%	Generally addresses the title/brief, but sometimes considers irrelevant issues.	Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and analysis of some key issues.	Presents largely coherent arguments. Evidence of attempted analysis, with some descriptive or narrative passages. Conclusions are fairly clear and logical.	For the most part coherently articulated and logically structured. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main.	Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title/brief. Superficial consideration of the issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to analyse key issues.	Presents basic arguments, but focus and consistency lacking in places. Issues are vaguely stated. Descriptive or narrative passages evident which lack clear purpose. Conclusions are not always clear or logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Significant degree of irrelevance to the title/brief. Only most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues.	Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. Style is non-academic.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title/brief is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Inadequate arguments and no analysis. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling and expression. Style is non-academic.	An absence of academic sources and poor referencing technique.

General Assessment Guidelines for Written Assessments **Level HE6**

	%	Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	85-100%	Directly relevant to title. Expertly addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an exceptional knowledge/understanding of theory and practice for this level. Demonstrates the ability to expertly identify and critically appraise the most important issues, themes and questions. Demonstrates originality in conceptual understanding.	Makes exceptional use of appropriate arguments and/or theoretical models. Presents an exceptional critical evaluation of the material results in clear, logical and insightful conclusions. Demonstrates distinctive or independent thinking.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	An exceptionally well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. An extensive range of contemporary and relevant references cited in the reference list in the correct style.
Class I (Excellent Quality)	70-84%	Directly relevant to title. Addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions.	Makes creative use of appropriate arguments and/or theoretical models. Demonstrates some distinctive or independent thinking. Presents an excellent critical evaluation of the material results in clear, logical and illuminating conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	An excellently written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses most of the assumptions of the title and/or the requirements of the brief.	Demonstrates a very good knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions.	Uses sound arguments or theoretical models. Presents a sound critical evaluation of the material resulting in clear and logical conclusions.	Logically constructed in the main. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	A very well written answer with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and a wide range of appropriate references cited in reference list in the correct style.
Class II/ii (Good Quality)	50-59%	Generally addresses the title/brief, but sometimes considers irrelevant issues.	Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and critical appraisal of some key issues, themes and questions.	Presents largely coherent arguments. Evidence of attempted analysis and critical evaluation, with some descriptive or narrative passages. Conclusions are fairly clear and logical.	For the most part coherently articulated and logically structured. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main.	Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title/brief. Superficial consideration of the issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to critically appraise some key issues, themes and questions.	Presents basic arguments, but focus and consistency lacking in places. Issues are vaguely stated. Descriptive or narrative passages evident which lack clear purpose. Conclusions are not always clear or logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Significant degree of irrelevance to the title/brief. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level. Key issues and themes not identified or appraised.	Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. Style is non-academic.	Limited sources and weak referencing.

Fail	<34%	<p>Relevance to the title/brief is intermittent or missing.</p> <p>The topic is reduced to its vaguest and least challenging terms.</p>	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	<p>Inadequate arguments and no analysis.</p> <p>Descriptive or narrative in style with no evidence of critique.</p> <p>Conclusions are sparse.</p>	<p>Unstructured.</p> <p>Lack of articulation.</p> <p>Format deficient</p>	<p>For the type of assignment the presentational style &/or layout is lacking.</p> <p>FTP as above.</p>	<p>Poorly written with numerous deficiencies in grammar, spelling and expression.</p> <p>Style is non-academic.</p>	An absence of academic sources and poor referencing technique.
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General Assessment Guidelines for Written Assessments **Level HE7**

		%	Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
DISTINCTION	Exceptional Quality	85-100%	Directly relevant to title/brief. Expertly addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an exceptional knowledge of theory and practice for this level. Insightfully interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding.	Presents an exceptional critique of key research material resulting in clear, original and illuminating conclusions. Demonstrates distinctive, insightful and creative solutions to complex problems. Produces exceptional work that makes a contribution to the development of knowledge and understanding in the subject area.	Coherently articulated and logically structured. An appropriate format is used.	Exceptional presentational style & layout, appropriate to the type of assignment. Effective inclusion of figures, tables, plates (FTP).	Exceptionally well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. An extensive range of contemporary and relevant references cited in the reference list in the correct style.
	Excellent Quality	70-84%	Directly relevant to title/brief. Expertly addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an excellent knowledge of theory and practice for this level. Expertly interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding.	Presents an excellent critique of key research material resulting in clear, original and illuminating conclusions. Demonstrates insightful and creative thinking solutions to complex problems. Produces excellent work that makes a contribution to the development of knowledge and understanding in the subject area.	Coherently articulated and logically structured. An appropriate format is used.	Excellent presentational style & layout, appropriate to the type of assignment. Effective inclusion of figures, tables, plates (FTP).	Excellently written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style.
MERIT	Good Quality	60-69%	Directly relevant to title/brief. Addresses the assumptions of the title and/or the requirements of the brief well.	Demonstrates a sound knowledge of theory and practice for this level. Comprehensively interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding	Presents a cohesive critique of key research material resulting in clear and original conclusions. Demonstrates creative solutions to complex problems. Produces superior work that makes a contribution to the development of knowledge and understanding in the subject area	For the most part coherently articulated and logically constructed. An appropriate format is used.	Very good presentational style & layout, appropriate to the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style.
PASS	Satisfactory Quality	50-59%	Generally addresses the assumptions of the title and/or the requirements of the brief. Minor irrelevance in places.	Demonstrates an adequate knowledge of theory and practice for this level. Some minor omissions. Satisfactorily interprets some appropriate concepts and theoretical models. Demonstrates some originality in conceptual understanding.	Presents some critique of key research material resulting in original conclusions. Loss of focus in places. Demonstrates some creativity in solving complex problems. Produces satisfactory work that makes some contribution to the development of knowledge and understanding in the subject area.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is legible and mainly academic.	Key contemporary and relevant academic sources are drawn upon. Most sources are accurately cited in the text and reference list/bibliography. Minor weaknesses evident.

FAIL	Borderline Fail	45-49%	Some implications of issues explored. Some irrelevant and/or superficial arguments.	Some omissions evident in knowledge of theory and practice at this level. Insufficient understanding of appropriate concepts and theoretical models. Demonstrates some conceptual understanding in places.	A limited amount of critique of key research material with description in places. Lacks creativity. Some original conclusions.	Limited attempt at articulation and problems with structure. Some formatting errors.	Some weaknesses in the presentational style & layout. Some inappropriate use of FTP.	Intermittent lapses in grammar and spelling. Style hinders clarity in places and is not academic throughout.	Limited number of contemporary and relevant sources cited. Weaknesses in referencing technique.
	Fail	30-44%	Significant degree of irrelevance to the title and/or brief. Issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level. Limited understanding and application of concepts.	A basic argument is presented, but too descriptive or narrative in style. Limited originality and creativity. Conclusions are not clearly stated.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar make reading difficult in places. Simplistic or repetitious style impairs clarity.	Inappropriate sources and poor referencing technique.
		<30%	Relevance to the title and/or brief is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of conceptual understanding.	Severely limited arguments. Descriptive or narrative in style with no evidence of critique and originality or creativity. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.