MicroCPD Bridge Document: Annotated example

The purpose of this document is to help students apply the Taught Postgraduate Generic Marking Criteria directly to this A1 assessment. It should be noted that markers will have access to this document but will be using the generic marking criteria to assign grades and provide feedback. At the end, you will find a glossary of terms that may be helpful.

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| Section | Weighting\* |  | Understanding | Depth of Knowledge | Structure | General |
| Scientific Summary | 35% | Top Grade | Advanced, in-depth, authoritative understanding of key issues with evidence of originality. Must be explained clearly to fully demonstrate understanding. Includes gap in knowledge, research aims and/or hypotheses, plan for answering questions, and what this will contribute to the current literature. Appropriate techniques clearly described and explained. | Key issues analysed, wide range of sources used selectively to support argument/ discussion. Strong evidence of critical approach to key issues and ability to evaluate arguments. 2-3 primary sources should be used and cited (and included in a reference list). | Coherent and compelling work logically presented. Story clearly told using appropriate scientific language. | In-depth knowledge of topic is presented in an insightful way, outstanding research potential showing originality and/or independent thought. Citations appropriately formatted. |
| Bare Pass | Understanding of some key issues of topic, with some explanation of issues in scientific terms. Some lay explanations may be evident. Attempt made to describe appropriate technique, although explanation may be lacking. | Some key issues addressed, with evidence of critical approach and ability to evaluate arguments. Relevant sources used to support argument/ discussion, but there may be gaps in background literature. | Competent work in places but lacks fluency/ coherence. | Work displays knowledge and understanding, but it variable. Citations may not always be appropriately formatted. |

\*Weighting percentages are for guidance only and may not relate to marking; this assessment is marked holistically as a coherent whole.