

Marking Criteria for HI2B1 Podcast Group Project

What is being assessed:

- **Communication:** clarity of expression; persuasiveness and engagement; use of images, design and sound (where applicable) to enhance communication; understanding of audience.
- **Knowledge, understanding and analysis:** understanding of the strengths and limitations of the podcast format for historians seeking to engage with the present; clarity and strength of argument; engagement with contemporary and historiographical debates; ability to engage with contemporary issues in historical and historiographical context.
- **Reflection:** understanding of role in the group; ability to critically evaluate contribution of self and others; understanding of skills and knowledge gained, and lessons learned; respectfulness and inclusivity.

Group vs individual marks:

There will be one mark awarded for the project overall (i.e. separate marks will not be assigned for each component).

The structured reflections will be taken into account in the final marks as follows:

- if it is clear from the student comments on contribution that certain students contributed significantly more than others, or if a student's reflections are of a significantly higher standard than the project, these students will be given at least one additional scale point.
- if it is clear from the student comments on contribution that certain students contributed significantly less (but did still contribute), or if a student's reflections are of a significantly lower standard than the project, these students will be deducted at least one scale point.
- if it is clear from the student comments on contribution that a group member leaving the group had a negative effect on their assignment, the rest of the group will be given at least one additional scale point.
- if it is clear from the student comments on contribution that one member did not participate at all in the assignment, that student may receive zero for the assignment.
- If there are discrepancies between the group as to who contributed what, the group may be called for an interview before marks are released.

Class	Scale	Mark	Generic Descriptor	Podcast Group Project Descriptor
First	Excellent 1st	100	Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.	The project is exceptionally clearly and engagingly expressed in all elements and explicitly engages with, and demonstrates respect for, the proposed audience. The project demonstrates excellent understanding of the role of the podcast for historians engaging with the present, and critically engages with historical and historiographical issues raised by the chosen theme. The project makes a sophisticated and original contribution to podcasting. The podcast and website are of a professional standard. The rationale provides a very well-evidenced and highly persuasive argument.
		94	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.	The student takes on a leadership role in the project, and demonstrates a high level of respectfulness and inclusivity. The student is able to critically reflect on, and critically evaluate, their role in the group and their learning from the project.
	High 1st	88	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.	The project is very clearly and engagingly expressed in all elements, and understands, and demonstrates respect for, the proposed audience. The project demonstrates excellent understanding of the role of the podcast for historians engaging with the present, and engages with historical and historiographical issues raised by the chosen theme. The project makes a sophisticated contribution to podcasting. The rationale provides a well-evidenced and persuasive argument.
	Upper Mid 1st	82		The student may take on a leadership role in the project, and demonstrates a high level of respectfulness and inclusivity. The student is able to critically reflect on, and accurately evaluate, their role in the group and their learning from the project.
	Lower Mid 1st	78		
Low 1st	74			
Upper Second (2.1)	High 2.1	68	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.	The project is well expressed in all elements, though there may be some unevenness, and understands the proposed audience. The project demonstrates understanding of the role of the podcast for historians engaging with the present, and identifies historical and/or historiographical issues raised by the chosen theme. The rationale provides an evidenced argument.
	Mid 2.1	65		The student demonstrates a good level of respectfulness and inclusivity. The student is able to reflect on, and accurately evaluate, their role in the group and their learning from the project.
	Low 2.1	62		
Lower Second	High 2.2	58	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.	The quality of the expression may be limited in some or all elements and the project may not demonstrate understanding of the proposed audience. The project demonstrates understanding of the role of the podcast for historians engaging with the present, and may identify historical and/or historiographical issues raised by the chosen theme. The rationale may provide an argument based on some evidence, though it may also be descriptive rather than analytical.
	Mid 2.2	55		The student demonstrates a reasonable level of respectfulness and inclusivity. The student is able to accurately evaluate their role in the group and their learning from the project.
	Low 2.2	52		
Third	High 3rd	48		

	Mid 3rd	45		
	Low 3rd	42	Work of limited quality, demonstrating some relevant knowledge and understanding.	<p>The quality of the expression will be limited in all or most elements and does not demonstrate understanding of the proposed audience. The project demonstrates some understanding of the role of the podcast for historians engaging with the present, and may identify historical issues raised by the chosen theme. The rationale may provide an argument based on some evidence, though it will likely be descriptive rather than analytical.</p> <p>The student demonstrates a limited level of respectfulness and inclusivity. The student is able to provide a limited evaluation of their role in the group and their learning from the project.</p>
Fail	High Fail (sub Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.	<p>The quality of the expression will be poor in all or most elements, and does not demonstrate understanding of the proposed audience. The project demonstrates limited understanding of the role of the podcast for historians engaging with the present, and may identify historical issues raised by the chosen theme, but is subject to significant omission or errors. The rationale is descriptive rather than analytical and lacks a clear argument.</p> <p>The student may be disrespectful of others. The student is unable to accurately evaluate their role in the group and their learning from the project.</p>
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.	<p>The quality of the expression is very poor in all or most elements, and does not demonstrate understanding of the proposed audience. The project demonstrates limited understanding of the role of the podcast for historians engaging with the present, and may identify historical issues raised by the chosen theme, but is subject to very serious omission or errors. The rationale is descriptive rather than analytical and lacks a clear argument.</p> <p>The student may be disrespectful of others. The student is unable to accurately evaluate their role in the group and their learning from the project.</p>
		25		
	Low Fail	12	Poor quality work well below the standards required for the appropriate stage of an Honours degree.	<p>The quality of the expression will be very poor in all elements. The project demonstrates very limited understanding of the role of the podcast for historians engaging with the present, and may identify historical issues raised by the chosen theme, but is subject to very serious omission or errors.</p> <p>The student may be disrespectful of others. The student is unable to accurately evaluate their role in the group and their learning from the project.</p>
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases	No submission or work of no merit.