

Seminar Contribution

What is being assessed:

- Oral Communication: clarity of expression; persuasiveness; respectfulness and inclusivity; asking useful/probing questions; contributions that extend the discussion.
- Knowledge and Understanding: evidence of preparation of core and/or wider reading; demonstrates comprehension of the readings and/or seminar questions
- Methodological Approaches: ability to discern, explain, or engage with historiographical or methodological issues raised by the readings and/or seminar questions
- Analysis: engagement with and evaluation of readings; focus on meaning rather than description; evidence and argument-driven responses to seminar questions

Class	Scale	Mark	Generic Descriptor (20 point scale)	Seminar Contribution 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 student engages in both large and small group discussions [and, if applicable, online] with exceptionally clearly expressed oral contributions that demonstrate excellent understanding of the readings and the wider significance of the seminar questions. The student is able to critically engage with historiographical and methodological issues raised by the reading or seminar questions. The student provides well-evidenced and persuasive arguments
		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.

in response to questions or source analysis, and makes sophisticated and original contributions to knowledge. The student asks questions, or makes contributions, that extend the discussion and may be of professional standard. In discussion with others, the student takes on a leadership role with regard to respectfulness and inclusivity. [If applicable, the student is able to critically reflect on, and critically evaluate, their seminar performance]

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 student engages in both large and small group discussions [and, if applicable, online] with very clearly expressed oral contributions that demonstrate excellent understanding of the readings and the wider significance of the seminar questions. The student is able to engage with historiographical and methodological issues raised by the reading or seminar questions. The student provides well-evidenced and persuasive arguments in response to questions or source analysis. The student asks questions, or makes contributions, that extend the discussion. In discussion with others, the student demonstrates a high
Upper Mid 1st	82		
Lower Mid 1st	78		
Low 1st	74		

				level of respectfulness and inclusivity. [If applicable, the student is able to critically reflect on and accurately evaluate their seminar performance]
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 student engages in both large and small group discussions [and, if applicable, online] with clearly expressed oral contributions that demonstrate understanding of the reading and the seminar questions. The student is able to identify, and may be able to explain, historiographical and/or methodological issues raised by the reading or seminar questions. The student provides evidenced arguments in response to questions or source analysis. The student may make contributions that extend the discussion. In discussion with others, the student demonstrates a good level of respectfulness and inclusivity. [If applicable, the student is able to reflect on and accurately evaluate their seminar performance]
	Mid 2.1	65		
	Low 2.1	62		
	High 2.2	58		

Lower Second	Mid 2.2	55	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.	The student may engage only in small group discussions [and, if applicable, online] with contributions that demonstrate understanding of the reading and the seminar questions. The quality of their oral expression may be limited. The student may be able to identify historiographical or methodological issues raised by the reading or seminar questions. The student provides answers in response to questions or source analysis that may be fact-based or descriptive rather than interpretive. In discussion with others, the student demonstrates a reasonable level of respectfulness and inclusivity. [If applicable, the student is able to accurately evaluate their seminar performance]
	Low 2.2	52		
Third	High 3rd	48	Work of limited quality, demonstrating some relevant knowledge and understanding.	The student may engage only partially in small group discussions [and, if applicable, online] with contributions that demonstrate some understanding of the reading or the seminar questions. The quality of their oral expression may lack coherence. The student provides answers in response to questions or source analysis that are fact-based or descriptive. In discussion with others, the
	Mid 3rd	45		
	Low 3rd	42		

				student demonstrates limited respectfulness and inclusivity. [If applicable, the student is able to provide a limited evaluation of their seminar performance]
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.	The student attends but does not engage in discussion [Online contributions, if applicable, are brief]. Contributions may demonstrate some understanding of the reading or the seminar questions. The student's oral expression lacks coherence. Responses to questions may be inaccurate or incomplete. The student may be disrespectful of others. [If applicable, the student is unable to accurately evaluate their seminar performance]
	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.	The student attends but does not engage in discussion. [Online contributions, if applicable, are very brief, inaccurate, or incomplete.] Responses to questions, when prompted, are inaccurate or incomplete. The student may be disrespectful of others. [If applicable, the student is unable to accurately evaluate their seminar performance]

		25	Poor quality work well below the standards required for the appropriate stage of an Honours degree.	The student attends but does not engage in discussion or answer questions. [Online contributions, if applicable, are inaccurate or incomplete.] The student may be disrespectful of others. [If applicable, the student is unable to accurately evaluate their seminar performance]
	Low Fail	12		
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases	Absent without authorisation. [No contribution to online element, if applicable].