Assessment 2 Marking Rubric

IQM3002 Research Project and Skills Enhancement

Sample 2026 · Staff only

AO2 Reading – Use, Synthesis, and Critical Engagement with Sources

Maximum 60 marks.

High band group · 60–42 / 41–36

The essay demonstrates clear and accurate understanding of academic sources and integrates ideas from multiple texts. Sources are synthesised effectively to support analysis, rather than described individually. Critical engagement with arguments, evidence, and research methods is well developed, with clear awareness of strengths, limitations, and scope of the research literature.

Middle band group · 35–30 / 29–24

The essay demonstrates general understanding of academic sources, though engagement may be uneven. Some synthesis across sources is evident, but sections may rely on descriptive or source-by-source discussion. Critical engagement is present but limited in depth or consistency.

Low band group · 23–18 / 17–0

Understanding of sources is limited, unclear, or inaccurate. The essay relies heavily on description with little or no synthesis. Critical engagement with research is minimal or absent, and sources are used superficially or inappropriately.

AO4 Writing – Structure, Argument Development, and Academic Writing

Maximum 90 marks.

High band group · 90–63 / 62–54

The student presents a clear, well-developed thesis that is sustained across the essay. The argument is coherent, logically structured, and effectively signposted. Paragraphs are well organised with clear topic sentences. Academic register is consistently appropriate, with confident author voice and accurate integration of sources. Referencing is accurate and consistent.

Middle band group · 53–45 / 44–36

The student presents a generally clear argument, though thesis development may be uneven. Organisation is mostly logical, but some sections or paragraphs may lack focus or cohesion. Academic register is generally appropriate, though clarity or precision may vary. Author voice is present but not always confident or sustained.

Low band group · 35–27 / 26–0

The essay lacks a clear or sustained thesis. Organisation is weak or inconsistent, with limited coherence at paragraph or essay level. Academic register is inappropriate or inconsistent, and integration of sources is unclear or incorrect. Writing issues significantly impede clarity of meaning.

Mark record and result

Criterion	Mark awarded	Evidence and rationale
AO2 Reading	/60	
AO4 Writing	/90	
Total	/150	

Component percentage = total ÷ 150 × 100. Record the criterion scores in the Word marking documents. The module result is credit weighted; do not add raw component marks together.

Grade	Component percentage
A*	80–100
A	70–79
B	60–69
C	50–59
D	40–49
E	30–39
U	0–29

Use calculated percentages without inventing an intermediate rounding rule. Record administrative and authenticity issues separately from academic rationale. Other conclusions and source selections are acceptable where justified by evidence and the rubric.