

## **What are the different marking criteria for each grade (P-HD) and level of study (BIB100-500)?**

Every paper submitted to AC that is eligible for a grade from Pass through to High Distinction is marked according to various criteria ([see here](#) for AC's policy on grades and the various criteria) in relation to both academic quality as well as varying levels of expectation based on the level of the course (i.e. 100-500 level study). This means that there is a variation in expected skill level from class to class and assessment to assessment. A precise definition of all of these criteria is somewhat impossible to outline here, but some general guidelines can be offered.

100 and 400 level classes are somewhat “elementary”. Their purpose is to introduce the student to the key literature/scholars on the particular subject and introduce the student to basic level academic writing. The student needs to demonstrate an awareness of the mainstream scholarship and an ability to engage this at an elementary level while presenting a coherent paper that adequately addresses the requirements set out in the assessment. For the 400 level, these skills need to be demonstrated with more precision than the 100 in keeping with the postgrad level of a 400 class.

200-300 and 500 classes are intermediate to advanced levels of the above requirement. At these levels, the student must demonstrate more thorough and precise awareness of the key scholarship, as well as engage this material far more critically than at the basic level of study. They must also be able to show advanced skills in critical thinking as well as be able to articulate their thoughts/arguments clearly.

In a perfect world, every new student would pass through these increasingly difficult levels of study, beginning with 100 level subjects and gradually moving to 200, 300, and beyond. However, many of our students at AC enter their studies with credits for the 100 or 400 level classes and sometimes go straight into the 300 level classes in the degree or 500 level in the masters. This is due also to the nature of timetabling and subjects that are available from semester to semester. In these scenarios, the student has not had the opportunity to build up their research and writing skills in the lower level classes, and are instead thrown in the deep end. As such, we recognise that fixed criteria are not always appropriate, however, we also want to maintain a quality academic standard. To this end, the below table is offered as a general framework for the various levels of grades, but also assumes an increasing level of difficulty from 100-500 level classes.

There are a variety of biblical assessments that a student will undertake at AC, however, each one shares similar elements. The table below outlines the requirements for each of

these elements in general terms, but note that some of these will not be applicable in some assessments. Therefore, use this as a general guide. Also, note that when we mark papers, there is a certain “sense” when reading them. Generally a paper will, on the whole, have the characteristics of a P, C, D, or HD and this will inform the marker of how to grade it. So while there is a mathematical process involved in the marking grid, there is also a general quality that helps to classify a grade.

<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
<p><b>Context section</b></p> <p>Fair understanding of context of passage within the wider canon. Brief description of book’s purpose. Brief description of the literary form of the passage, social, and historical setting, authorship and dating. Literature used supportively but not critically in discussion.</p>	<p>Satisfactory comprehension of context of passage within the wider canon. Main purpose of book described. Good portrayal of the literary form of the passage, social and historical setting, authorship and dating. Literature used carefully in discussion although remains limited and descriptive.</p>	<p>Good comprehension of the context within the wider canon. Main purpose of book integrated with its context. Good portrayal of the literary form of the passage, social and historical setting, authorship and dating. Good breadth of literature consulted and used critically in discussion.</p>	<p>Excellent, succinct synthesis of the context of passage within the wider canon. Main purpose of book integrated comprehensively with its context. Genre, form, and literary issues identified and discussed in conjunction with its background. Social and historical setting, authorship and dating positions clearly defined, integrated and supported. Excellent breadth of literature consulted and used critically in discussion.</p>
<p><b>Biblical text section</b></p> <p>Main message of passage generally identified and discussed within its social and historical context. Verses generally examined. Fair interaction with biblical scholarship.</p>	<p>Main message of passage articulated within its social, historical and literary context. Verses examined in detail. Satisfactory interaction with biblical scholarship.</p>	<p>Good understanding of the main message of the passage, articulated within its social, historical and literary context. Excellent attention to specifics of the verses. Good interaction with biblical scholarship.</p>	<p>Excellent comprehension of the main message of the passage, articulated within its social, historical and literary context. Thorough interaction with biblical scholarship. Consistent interpretative methodology utilized. Key discussions of the verses terms and meanings analyzed.</p>
<p><b>Application section</b></p> <p>Minimal integration of the context and main themes of the passage with a biblical perspective. General application and thoughts</p>	<p>Satisfactory integration of the context and main themes of the passage with a biblical perspective. Clear application and thoughts articulated for</p>	<p>Good integration of the context and main themes of the passage with the biblical perspective. Thorough application of</p>	<p>Excellent integration of the context and main themes of passage with the biblical perspective. Excellent applications articulated for the</p>

<p>articulated for the contemporary setting. Adequate praxis aspects presented.</p>	<p>the contemporary setting. Praxis aspects presented with reasonable level of creative thought.</p>	<p>thoughts articulated for the contemporary setting. Praxis aspects presented with a good level of creative and independent thought.</p>	<p>contemporary setting. Praxis aspects clearly articulated with high level of independent and creative thought.</p>
<p><b>Language and referencing</b></p> <p>Simple errors made in spelling, punctuation, &amp; grammar. Fair expression. Fair abstract. General introduction to scope of paper. General conclusion of paper's thesis. Minimum number of general quality sources cited. Satisfactory citation details, multiple errors.</p>	<p>Minimal errors in spelling, punctuation, &amp; grammar. Clear expression. Satisfactory abstract. Careful introduction to scope of paper. Conclusion presents paper's thesis in broad terms. Minimum to maximum number of satisfactory quality sources cited. Minimum errors in citation details.</p>	<p>Virtually no errors in spelling, punctuation, grammar. Good flair and clarity of expression. Good abstract. Careful and detailed introduction to scope of paper. Conclusion logically connected to rest of paper and states paper's thesis well. Maximum number of good quality sources cited. Virtually no errors in citation details</p>	<p>No errors in spelling, punctuation, grammar. Excellent expression. Excellent and succinct abstract. Clear, detailed and engaging introduction. Conclusion summarizes paper's thesis strongly. Maximum number of excellent quality sources cited. No errors in citation details.</p>