

# Department of Anthropology

## Undergraduate Writing Guide

### General approach

Essays allow scope for independent thought and research, helping students to develop skills in organization, analysis and logical argument. In writing essays, you are encouraged to make informed judgements, backed up with appropriate evidence. It is insufficient to summarise course material or copy passages directly from books, articles or the Internet. Nor is it sufficient to present 'common knowledge' or rely on the claims, opinions or experiences of family, friends or acquaintances.

### Answering the Question

In preparing to write your essay, first make sure you understand the question and how it relates to course material. Then make sure you answer the question as set or approved by the course convenor, fulfilling the requirements or following the guidelines provided in your course material. This means following the instructions in the essay handout, using your lecture notes, and doing the relevant reading and research. Do not begin to write without proper planning and preparation. Picking up on a single word from the topic—say, 'witchcraft'—and simply setting down all that you can find out about that topic will attract a poor grade, as will 'raving' about a limited aspect of the topic. Tutors may take up this matter in further detail in tutorials.

### Organisation and structure

In most cases an essay should contain a basic point or thesis. Essays should be well rounded and present balanced arguments that work towards the thesis. Note that 'argument' here doesn't mean a conflict, but a persuasive line of reasoning, which should lead to a definite conclusion.

Most essays call for a good clear introductory paragraph or section, which sets out the dimensions of the topic and the way you intend to handle it. This should be followed by the body of your argument, point by point, each supported by evidence. Your arguments should be arranged in a logical and persuasive manner, allowing the reader to follow your thought processes with ease; make sure the relationship between one idea and the next is made clear. The conclusion is your chance to draw all of your arguments together to state the answers, as outlined in your introduction, to your research questions.

Essays should have properly structured paragraphs. A paragraph begins with a topic sentence that introduces the main idea and ends with a concluding sentence that preferably also provides a transition to the following paragraph. Each paragraph should be indented before the first word of the first line, with blank lines between paragraphs. Because paragraphs contain linked ideas and the necessary supporting information, they should be longer than a single sentence.

### Grammar and Style

An essay is an example of formal writing, and proper grammar, including appropriate punctuation, is required. Spelling mistakes and gross grammatical errors are unacceptable. A well written essay will receive a higher mark than a poorly written essay containing the same information. The importance of editing your work cannot be overstated. This means printing out your draft and taking a pencil to it, looking for gaps in logic, choppy segments, unclear wording and errors in grammar, punctuation, spelling and formatting. Expect to write one or more drafts, editing and proofreading each one until you have a clean, polished, flowing essay.

With your written work you should aim to be clear and concise. Avoid 'padding' just to reach a desired length, overgeneralizations and 'empty' sentences, as well as

grandiloquent, flowery or unnecessary language. Avoid abbreviations (e.g. 'Nat. Sci.') and contractions (e.g. 'shouldn't'). Make sure taxonomic names—i.e. '*Genus species*'—are italicised, as well as any non-English words that are not in common usage in the English language, including Māori words.

### **Help with Academic Problems**

If you are having trouble in academic areas such as preparing and structuring assignments, essay writing, written expression, spoken language, grammar, etc., the following campus services may be of assistance.

- **Student Learning Centre**

You can access a wide range of academic support services at the Student Learning Centre. They aim to facilitate the development of effective learning and performance skills in students and help those who encounter difficulties in their studies. They offer workshops, one-on-one consultation and drop-in hours with qualified and experienced tutors in many areas such as reading, concentration, time management, writing, punctuation, and oral skills. They have special programmes for Māori students and Pacific Islands students, as well as Language Exchange and Computer Skills Development programmes. Find them at:

Room 320, Kate Edger Information Commons  
<http://www.slc.auckland.ac.nz>

- **DELNA: Get your written or spoken English skills assessed**

If you struggle with your written English (grammar, syntax, spelling, punctuation, etc.) or if English is not your first language, consider having your skills assessed through the DELNA programme. They can administer a test, free of charge, that will help you pinpoint the areas you need to work on in your written and spoken English and advise you on where you can get the help you need.

<http://www.delna.auckland.ac.nz>

- **ELSAC: English Language Self Access Centre**

If you have difficulty with writing essays, understanding lectures, reading effectively, giving presentations, speaking English, or any other aspect of English, then the English Language Self Access Centre (ELSAC) is the place for you. You can study individually by using their fun and innovative computer programs, DVDs and print material. They can also meet with you to help you plan a course of action. Their services are free of charge.

Level 1, Kate Edger Information Commons  
<http://www.elsac.auckland.ac.nz>

- **Library Courses**

The university library offers an extensive array of workshops to help you learn to conduct library research and make maximum use of their resources. These are free of charge.

<http://www.library.auckland.ac.nz/instruct/>

### **Policy on Sexist Language**

The Anthropology Department has a policy of avoiding sexist language. Use gender-neutral language except where you are specifically referring to males or females—in particular, this entails avoiding the use of masculine generics. For example: 'man' or 'men' should be used to refer only to the male sex or gender. 'His' refers to something to do with men, but not women and not men and women. To refer to all humans

the acceptable forms are 'humanity', 'humankind', 'human beings', 'humans', etc. Use 'he', 'his', 'him', etc. to refer to men, and 'she', 'her', etc. to refer to women. Use the plural neuter gender 'they' (even in singular cases) or 'he/she', 'his/her', etc. when you are referring to a situation involving men and women, or when gender is irrelevant or unclear. Marks will be deducted for using sexist language.

### Formatting and Presentation

All essays are expected to conform to the following formatting guidelines, unless your convenor specifies otherwise:

- Your essay must be typed using a standard 12-point serif font and double line spacing (not 1.5 line spacing).
- Use A4 paper. Set the left margin to 30 mm and the right margin to 25 mm. Print on only one side of the page to facilitate marking.
- Include the cover sheet supplied by your course convenor or the departmental cover sheet (see Figure 1 for an example). It needs to include the following information: student identification number, title, student's name, convenor's name, and the name of the department, course and tutor information, date of submission and word count.
- Number your pages, beginning on the first page after your title page. Put your student ID number (but not your name) on each page.
- Staple your essay in the upper left corner prior to submission. Essays should not be submitted in folders, covers, spines, or any other binding unless otherwise instructed.
- Figures, such as maps or pictures, and tables, may be included, either embedded in the text (between paragraphs) or at the end of the essay. Any included figure or table should provide relevant information to the topic and be properly formatted, as illustrated by Figure 1 of this Essay Guide. All figures and tables must be parenthetically referenced in the text, and labelled. If the figure or table is not original, its source (minimally, author and date) should be referenced in the caption.

A sample title page template for an essay submission. The page is enclosed in a rectangular border. In the top right corner, the student ID number '1234567' is displayed. The main body of the page contains several fields for text entry, each preceded by a label: 'Assignment or Essay Title', 'Submitted by: Your Name', 'Submitted to: Convenor's Name, Department of Anthropology, University of Auckland', 'Anthropology Course Number, Tutor's Name', and 'Submission Date'.

**Figure 1.** Sample title page, stapled in upper left corner:

## **Submission**

You should make every effort to complete and hand in your assignment on the date it is due. If no time is specified the essay should be submitted no later than 4 pm on the due date. Do not slide assignments under the lecturer's or tutor's door; do not attempt to hand assignments directly to staff at the Anthropology Office. All work is date-stamped on the day it is received. Work left in the assignment boxes after hours will be date-stamped the following workday morning.

ANTHRO 106/106G assignments should be placed in the assignment box labelled "ANTHRO 106 assignments". It is located on Level 8, Human Sciences Building.

We take great care with essays, but with so many students we do not have time for long inquiries about mislaid essays. It is your responsibility to have a copy of your essay before handing in the original, as we do not assume responsibility for lost work.

## **Late Work and Extensions**

Whether or not late work is accepted, and penalties for late work if it is accepted, are at the discretion of the course convenor. If the convenor accepts late work, it will be marked down at a rate determined by the convenor out of fairness to other students who have handed theirs in on time. This rate is commonly a third of a letter grade per day, including Saturday and Sunday, after the due date. This means that what might have been an 'A' assignment if handed in by the due date could receive, at most, an A- if handed in a day late, a B+ if two days late, a B on the third day past its deadline, and so on.

Extensions for assignments are also at the discretion of the course convenor. If you are prevented from meeting a deadline by a minor ailment, e.g., flu, the convenor will consider the case on its merits and, if warranted, allow you an extension of time to submit the work. The convenor will decide whether or not you should provide supporting evidence, such as medical or counsellors' certificates. Read your course outline for this information.

If serious illness or other misfortune has impaired your performance on a written test, you may apply through the Examinations Office for a 'Written Test Aegrotat.' Note that this is for a test that you have taken, not for a test you have missed.

## **Plagiarism**

You must at all times strive to avoid plagiarism, which is the unreferenced copying or paraphrasing of material written by others or the unacknowledged use of other people's ideas. It is essential that other people's words and ideas be acknowledged appropriately through referencing and citation. Plagiarism is regarded very seriously, whether the material used was from a book, the Internet, or a friend's essay from last year. A plagiarised assignment will only one mark and will be subject to the Faculty and University guidelines on cheating. Penalties may include not receiving course credits, a monetary fine, suspension from the university or even expulsion.

Likewise, other matters covered by the University of Auckland guidelines and policies on conduct of coursework are subject to Faculty and University guidelines on cheating. The University of Auckland regards it as the student's responsibility to know and follow its regulations. Documents explaining university policy on Conduct of Coursework and Use of Third-Party Assistance in Undergraduate Work can be accessed at <http://www.auckland.ac.nz/uoa/about/teaching/plagiarism/plagiarism.cfm>. Some

lecturers upload these to CECIL course pages, but you are subject to the regulations regardless of whether they do or not.

## **Documentation**

All of us make use of other people's ideas and writings in our essays. This is a sign of good scholarship. However, you must make it quite clear just whose ideas and writings you are using. This involves providing referencing within the text itself, as well as a Reference List at the end of the assignment providing full citations for works referenced in the text. These are explained in detail below. Many students initially have difficulty with referencing and citation. If you are unsure ask your tutor for help or visit the Student Learning Centre.

## **In-Text Referencing**

References are incorporated into the text of your essay and identify the source of a particular opinion, point of fact, paraphrase or quotation. They serve to mark off your own opinions from those of others, demonstrate that you can and do engage with scholarly material and allow a reader who has any doubts about what you have to say to check up on the sources.

Academic disciplines have different conventions about references. In the Department of Anthropology we use parenthetical references in Chicago style. This means that as you must provide within the text, in parentheses, the following information: the author's last name, the year of publication, and—where possible—the page number where the piece of information was found. N.B.: Be sure to use in-text referencing rather than footnote referencing. In-text referencing is illustrated in the following passage:

Lienhardt (1956) shows clearly the importance of belief systems and their effect on realms of social life. The cult of the Rain Queen among the Lovedu (Krige and Krige, 1954) and the importance of shades among the Pondo (Hunter, 1961) are examples of this. While it is clear how these beliefs help to maintain the respective societies, it does not necessarily illustrate Durkheim's contention that 'in worshipping God, [humans are] ... really worshipping [their] ... own social system' (Beattie 1966:221).

In this passage, the name of the writer and the year of publication of the reference are given in the text. This information usually appears in parentheses, although the writer's name may appear as part of the text, in which case only the year of publication appears in parentheses. The numbers following the date are the numbers of the page(s) where the particular information is given. The date and page number(s) are separated by a colon.

The words in square brackets have been inserted by the person quoting the paragraph. You should always enclose in square brackets any material you add to the quote. Usually this is done to amend the tense or singular/plural expression in order to ensure consistency with the surrounding text, or to clarify the subject matter of the quote. The ellipses (...) mark text that you omit. Use an ellipsis whenever you omit words from a work you are quoting. N.B.: An ellipsis consists of three, and only three, periods, irrespective of the amount of text omitted.

You will have noted in the example above that there are three basic formats in which references must be cited:

- a) Where you refer to the author directly in the text. In this case there is no need to repeat the author's name within the reference as well:

Sahlins (1972:12) has commented that access to land, and not legal ownership of land, is of primary importance.

- b) Where you cite the author without directly referring to them in the text. In this case all reference material must be included within parentheses:

Access to land, and not legal ownership of land, is deemed to be of primary importance (Sahlins 1972:12).

- c) Where you are summarising the author's whole argument. In this cases there is no need to give a specific page number:

Sahlins (1995) famously argued that Obeyesekere's account of Cook's death was replete with wishful thinking and reverse moralization.

In these examples you have informed the reader who the author is, which of this author's works you are citing (by giving the date of the publication), and, if relevant, the specific location within the work where the piece of information was found (by giving the page number after the colon).

### **When to Include a Reference**

Many students have difficulty in knowing just when to cite references. The only real way to learn this is by reading and seeing how other writers have gone about the task. When in doubt, provide a reference—overdoing it is far better than under-referencing. This includes material found on Web sites. Except for very common phrases, it is a good idea to treat any sequence of three or more words taken directly from another source as a quotation. In general, you should cite references in the following cases:

- a) When quoting directly from another author (i.e., when using their exact words).  
For example:

Traditionally, the definition and description of ethnic groups as social categories has been, in anthropology, an elusive task. 'Questions have arisen as to whether ethnic groups should be categorised on the basis of cultural, organisational, political or social factors, or some synthesis of these' (Robbins 1976:280). The problem has not yet been solved, but recent work...

You should use direct quotes sparingly and with discretion. As a general rule they should be used only when an author has phrased something particularly well, or when the actual *words* used are so important that the original meaning might be lost if you were to change them. Where you do use direct quotes, ensure you incorporate the quote smoothly into surrounding text and make clear that you understand what the author meant by it.

- b) When paraphrasing—that is, closely following but not replicating an author's words.
- c) When giving facts, especially when repeating basic information. For example:

In Tokelau the office of 'chief' is not very important (Wilson 1982), but this does not necessarily mean that one can...

Amongst the Pondo a legal marriage cannot take place without the passage of cattle from the groom's lineage to that of the bride (Hunter 1936:69). Amongst the Khoi, on the other hand...

d) When summarising the arguments of other writers. For example:

While Poulantzas (1976) has emphasized the importance of class consciousness, it should also be remembered that one cannot...

### **The Reference List or Bibliography**

Since you have not given detailed information about the works you have referred to in the body of your essay, you must do so using a Reference List, placed after your essay's conclusion and appendices. Here you must give full citations for all the works you have referred to within the text, as follows:

- List only works you have referred to in the body of your text. Do NOT include any works that you have not referred to in your text.
- Arrange references alphabetically by author and chronologically (least recent first) for each author.
- Do not separate the references by type (e.g., do not separate books from journals). All source types should be integrated into a single list, with the exception of audio recordings and films/videos.
- All references should be formatted using the hanging indent format. Word processing programmes can format hanging indents for you. For example, in Word, select Format>Paragraph, and select hanging indent.
- Do not insert a blank line between references.
- Referencing software can help you format your Reference List automatically. A common one is EndNote, which can be purchased for a small fee directly from the University.
- Titles of articles in journals are in lower case, except for the initial letter, proper nouns, and after a colon. Use standard headline-style capitalisation in book titles.
- Italicise book and journal titles, but not article and chapter titles.
- Avoid fancy formatting in your bibliography: do not number the entries, do not precede entries with bullets, do not use bold. Use normal text and italics as indicated in our examples; use underlining for URLs only
- Only include the information required and nothing more.

In the Department of Anthropology we use the Chicago (B) style for the Reference List. Below you will find citation formats for specific types of works and examples of each. You must follow these formats as you prepare your Reference List. N.B.: We have used headings below to help you easily locate relevant formats. Do NOT use such headings or separate your sources by type in your Reference List. We have included examples of the most common items that you will be citing. Occasionally you will need to cite something else. You can seek your lecturer's or tutor's advice or check the Chicago Style Guide in the General Library's reference section.

### **Articles**

Last Name, First Name [or Initial]. Year. Article title. *Journal Title* Vol# (Issue#):Pages.

Firth, Raymond. 1954. Anuta and Tikopia: Symbiotic elements in social organization. *Journal of the Polynesian Society* 63 (2):87–131.

Nonanka, Kay, B. Desjardins, J. Légaré, H. Charbonneau, and T. Miura. 1990. Effects of maternal birth season on birth seasonality in the Canadian population during the seventeenth and eighteenth centuries. *Human Biology* 62 (5):701–17.

## Books

Last Name, First Name [or Initial]. Year. *Book Title*. Edition [if not first]. Location: Publisher.

Browner, Tara. 2002. *Heartbeat of the People: Music and Dance of the Northern Pow-wow*. Urbana: University of Illinois Press.

Firth, Raymond. 1967. *The Work of the Gods in Tikopia*. 2<sup>nd</sup> ed. London: Athlone Press.

## Chapters in Edited Books

Last Name, First Name [or Initial]. Year. Chapter title. In *Book Title*, edited by Initial Last Name, Pages. Location: Publisher.

Beaudry, Nicole. 1997. The challenges of human relations in ethnographic enquiry: examples from Arctic and Subarctic fieldwork. In *Shadows in the Field: New Perspectives for Fieldwork in Ethnomusicology*, edited by G. F. Barz and T. J. Cooley, 63–83. New York: Oxford University Press.

Green, Roger C. 1979. Lapita. In *The Prehistory of Polynesia*, edited by J. D. Jennings, 27–60. Cambridge: Harvard University Press.

## Theses

Last Name, First Name [or Initial]. Year. Thesis Title. Type of work, Institution.

Best, Simon. 1984. Lakeba: A Prehistory of a Fijian Island. Unpublished PhD thesis, University of Auckland.

## Book Reviews

Reviewer Last Name, Reviewer First Name [or Initial]. Year Of Review. Review of *Reviewed Work*, by First Name Last Name. *Journal Title* Vol# (Issue#):Pages.

Lewis, E. D. 2006. Review of *Timothy and the Ethnographic Film*, by Lene Pedersen. *American Anthropologist* 108 (3):518–519.

## Web Sites and Electronic Materials

Citations for electronic sources and Web sites are somewhat more flexible as circumstances may vary. Strive to provide as much information as possible, including the following: name of author, name of site, type of source, name of specific text or page, date of the work (if you can find one), date you accessed the page, URL. You should save a copy of all Web pages that you are citing, since Web content and page locations change frequently and you may be called upon to demonstrate the source of your information, claims or quotations. If you are referring generally to an organisation's Web site it may be sufficient to refer to it within the text only and not include a full reference in the Reference List.

Please note that electronic articles accessed through the university's online databases, such as JSTOR, have direct print counterparts and therefore are not considered Web sources. Please cite them as you would any other print source. The full print citation can normally be found on the page containing the link to the article.

Below are examples of how to cite Web pages, etc.

Education New Zealand [Web site]. International student numbers by sector and country of origin: 1998–2002. Accessed 13 May 2006 at:

[http://www.educationnz.org.nz/facts\\_stats/chart\\_1.pdf](http://www.educationnz.org.nz/facts_stats/chart_1.pdf)

Gilman, Bruce. Forró, the Northeast's uncouth sound that won Brazil's Southeast elite.

*Brazzil Magazine* [Web site]. 24 April 2006. Accessed 25 September 2006 at:

<http://www.brazzil.com/content/view/9585/78/>

La Guayabita [blog]. Racial profiling on the NYC subway. Entry posted by user 'mbq' 18 February 2008. Accessed 20 February 2008 at: <http://laguayabita.blogspot.com/>  
Oxford University Press. *Oxford English Dictionary: Third Edition*. 2002. CD-ROM.  
Walrond, Carl. Tokelauans. *Te Ara: The Encyclopedia of New Zealand* [online resource].  
Uploaded 21 September 2007. Accessed 26 February 2008 at:  
<http://www.teara.govt.nz/NewZealanders/NewZealandPeoples/Tokelauans>

### Personal Communications

E-mail messages and personal communications are rarely listed in the reference list. However, their provenance needs to be made clear in the text. Examples:  
'In an e-mail message to the author (31 October 2005), John Doe revealed that...'  
'In conversation with the author in October 2005, John Doe maintained that...'

### Audio Recordings

Artist/Group [or Composer]. Track Title(s). *Album Title*, Company/Label Catalogue#. Artist [if composer listed above]. YearOfIssue (recorded [year of recording]). Country/location [if relevant]. Medium. SupplementaryMaterials.

*Chinese Buddhist Music: Chinese Buddhist Ceremonies Recorded by John Levy*, Lyrichord Discs LYRCH222. 2004. Compact disc. Booklet (5 pp.) by Laurence Picken and John Levy.

Loevendie, Theo, Ihsan Özgen, Guus Janssen, and M. van Duynhoven. *Inspirations: Rotterdam Concert*, Kalan Yapum CD035. 2005. Compact disc.

Various Artists. *River of Song: A Musical Journey down the Mississippi*, Smithsonian Folkways Recordings SFW 40086. 1998. Two compact discs.

Audio recordings should be listed in a separate section entitled 'Discographical References', following the Reference List.

### Films

Director's Last Name, First Name. *Film Title*. Medium. Distributor's Location: Distributor.

MacDougall, David, and Judith MacDougall. *Photo Wallahs: An Encounter with Photography in Mussoorie, A North Indian Hill Station*. VHS. Canberra: Ronin Films. 1996.

The titles of the films should be in the same form (e.g. italics) as the title of a book or journal. When citing them in-text, use the name(s) of the director(s) and the year, similar to a book—e.g., (Owen 1974), (MacDougall and MacDougall 1996). In the end matter, films should be listed in a separate section entitled 'Filmography', following the Reference List.

### Multiple Works by a Single Author

Where a single author is listed for more than one title, the author's name is replaced by a 3-em dash, as per examples below. . References to the same author are placed in chronological order from earliest to most recent. Where there is more than one publication by the same author in the same year, they are distinguished by lower case letters and listed in order of citation in the text.

Firth, Raymond. 1936. *We, the Tikopia: A Sociological Study of Primitive Kinship in Polynesia*. London: Allen & Unwin.

———. 1954. Anuta and Tikopia: Symbiotic elements in social organization. *Journal of the Polynesian Society* 63 (2):87–131.

- Groves, Colin P. 1984a. Pigs east of the Wallace Line. *Journal de la Société des Océanistes* 39:105–119.
- . 1984b. Of mice and men and pigs in the Indo-Australian archipelago. *Canberra Anthropology* 7:1–19.

**‘Double’ Citations: Citations Taken from Secondary Sources**

Do not include in your Reference List any works you have not yourself read or consulted. If you are referring to a work you have not seen yourself, but rather through a secondary source, you need to make this clear. In the body of your essay, format the reference as follows:

According to Boas (1928:11, quoted in Rabinow 1991:60) ‘a clear understanding of the principles of anthropology illuminates the social practices of our time...’

You should also distinguish between works that are cited by another and works that are quoted by another. For example, if Rabinow used Boas’s exact words, you should follow the format above. However, if Rabinow is paraphrasing Boas’s words, you would cite it as follows:

According to Boas (1928, cited in Rabinow 1991), ...

In either case, in the Reference List, you would include Rabinow, but not Boas—because you have consulted Rabinow’s work, as follows:

- Rabinow, Paul, 1991. Resolutely late modern. *Recapturing Anthropology: Working in the Present*, edited by R. Fox, 59—72. Santa Fe: School of American Research Press.

Coursework marks are internally assessed by the “Course Assessor” and are provisional until the assessment has been undertaken. Assessment criteria are below:

Grade	% Value	Dept. of Anthropology: Coursework Descriptors
A+	90–100	Work of high to exceptionally high quality in the following measures will distinguish an A+.
A	85–89	Work in the ‘A’ grade range will show most of the following: <ul style="list-style-type: none"> <li>• Grasp of the core theoretical and substantive literature relating to the topic. Ability to integrate that literature with the argument.</li> <li>• Strong evidence of creative, critical or original thought.</li> <li>• Excellent knowledge and understanding of subject matter and appreciation of issues.</li> <li>• Well formulated arguments based on strong relevant evidence.</li> <li>• Well structured writing and coherent prose.</li> <li>• Acknowledgement of secondary sources in the approved house style.</li> <li>• Understands and applies the most effective research methods.</li> <li>• Where appropriate, illustrations, maps, diagrams and tables are well integrated with the text.</li> </ul>
A-	80–84	Work that demonstrates nearly all of the above, but to a lesser degree, will distinguish an A.
B+	75–79	A B+ should be a very competent piece of work with several of the features that distinguish an ‘A’.
B	70–74	Work in the B grade range will show most of the following: <ul style="list-style-type: none"> <li>• Good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points.</li> <li>• Arguments clearly developed and based on convincing evidence.</li> <li>• Literature and arguments relevant to the topic.</li> <li>• Some evidence of creative, critical or original thought.</li> <li>• Structured argument and coherent prose.</li> <li>• Acknowledgement of secondary sources in the approved house style.</li> <li>• Ability to demonstrate competence in understanding research methods and applying them, where appropriate.</li> <li>• Where appropriate, effective use of illustrations, maps, diagrams and tables.</li> </ul>
B-	65–69	Work that demonstrates nearly all of the above, but to a lesser degree, will distinguish a B-.
C+	60–64	A C+ should be a satisfactory piece of work with some of the features that distinguish an ‘B’.
C	55–59	Work in the C grade range will show most of the following: <ul style="list-style-type: none"> <li>• Some grasp of the subject matter, but limited understanding or use of the literature.</li> <li>• Some grasp of theory and methods, but not necessarily well integrated.</li> <li>• Arguments not always coherent and well structured or relevant to the topic.</li> <li>• C grade work may be too descriptive, or draw on a limited range of evidence in responding to the issue. It indicates some grasp of factual matter but does not always apply this coherently or thoughtfully to the questions addressed.</li> </ul>
C-	50–54	A C- is a bare pass.
D+	45–49	A ‘D’ grade is an unsatisfactory piece of work. This may be as a result of: <ul style="list-style-type: none"> <li>• Lack of breadth and depth.</li> <li>• Gaps in the argument or literature.</li> <li>• Simplistic, incoherent or absent argument. Lack of evidence to substantiate claims.</li> <li>• Poor prose. Patchy referencing.</li> <li>• May contain material irrelevant to the topic and/or be too short.</li> </ul>
D	40–44	
D-	0–39	

