

Thesis A overall contributes 20% to the overall Thesis Mark.

Thesis A report marking scheme (out of 100) - contributes 75% to the overall Thesis A Mark

Criterion 1: Literature Review (50)

Criterion 2: Articulating a research problem and a plan (20)

Criterion 3: Project-dependent preparations (20)

Criterion 4: Document presentation (10)

Criterion 1: Literature Review (50)

Mark	Brief description	Longer explanation / examples
<25	Deficient	Deficient work may be characterised by a number of features, including inappropriate reliance on sources not peer reviewed (such as the internet), not reviewing what should be the core of the literature in a particular area, or not reviewing any recent work (within, for example, the last 5 years although this will depend somewhat on the field).
25-32	Adequate	The literature reviewed is sufficient to inform the proposed research, although it is likely that further review will be required as the work progresses. What distinguishes work at this level from work at the next level up is quantity: an adequate review of the literature sketches enough that the reader can see what the picture is about, but neglects significant aspects. ie, are there significant holes in this review?
33-37	Solid	The most significant areas of literature relevant to the proposed work have been reviewed. There are no major "holes". What is generally missing in this band, but present in higher quality work, is the student showing that they understand the conceptual relationships between the different reviewed works.
38-42	Solid, and linked	The most significant areas of literature relevant to the proposed work have been reviewed and the student has clearly identified one or more knowledge gaps. The student will have shown that they understand the conceptual relationships between reviewed works and between reviewed works and the student's research project. i.e., the student makes intellectual connections between the different parts of the review and puts their work in context.
43-50	Of review paper quality	In addition to meeting the quality at the previous band – "Solid, and linked" – the student has made a critical assessment of the literature in the context of their research project to a depth and breadth that is of the quality that could be anticipated to be seen in a journal review paper.

Criterion 2: Articulating a research question, plan and thesis outline (20)

Mark	Brief description	Longer explanation / examples
<10	Broad context missing.	The research problem is not explained, and no clear demonstration of student understanding. Research plan is not present or does not have sufficient details to demonstrate they can successfully complete a thesis project. No thesis outline is presented (i.e., thesis chapter headings).

10-12	Broad context present.	Research problem and plan are presented, but lack detail and a logical plan of investigation. There is enough of a plan to believe that the research project is feasible.
	No specific plan.	Generic chapter headings may show no particular relevance to the research.
13-15	Broad context present. Specific logical plan.	Research problem and plan are presented and include some details. There is enough of a plan to believe that the research project is feasible, and that student understands the resources and time required. The plan does not appear to be informed by the literature review – it sits largely separately to the literature review; it is not part of the narrative developed in the review. Thesis outline reflects the research plan, but lacks enough details.
16-17	Broad context present. Specific logical plan. Plan fits the review narrative.	The plan fits within the narrative set out by the literature review – the student makes clear why the plan is developed this way in the narrow context of the reviewed literature. The research plan demonstrates a logical and feasible course of action. Realistic milestones have been set. Thesis outline that demonstrates a logical vision for the thesis.
18-20	Broad context present. Specific and robust logical plan. Plan fits the review narrative.	The plan is robust and has provision for project variations and contingencies. The plan fits within the narrative set out by the literature review – the student makes clear why the plan is developed this way in the context of the reviewed literature. Thesis outline includes sub-sections, logical flow with a clear connection to the project plan and literature review.

Criterion 3: Project dependent preparations (20)

Mark	Brief description	Longer explanation / examples
<10	Poor preparations	Little evidence for project-dependent preparations is given. The student does not understand what preparations are needed for the project.
10-12	Some preparations	Most project-dependent essential skills are identified, and the student has acquired most of the skills.
13-15	Decent preparations	All the project-dependent essential skills are identified, and the student has acquired most of the skills.
16-17	Good preparations	All the project-dependent essential skills are identified, and the student has acquired all the skills.

Mark	Brief description	Longer explanation / examples
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18-20	Excellent preparations	All the project-dependent essential skills are identified. The student has not only acquired all the skills but also done additional work (completed partial design of a system/some algorithms/interface etc.)
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Criterion 4: Document presentation (10)

<5	Impedes document reading	Presentation is poor to the extent that it impedes reading of the document. Examples include multiple inconsistent citation styles or incomplete citations, unintelligible grammar, figures or tables not labelled or badly inconsistent document formatting.
5	Poor formatting / document structure	Document is not at a professional level. Although figures and diagrams are labelled and references in text match reference list (and vice versa), formatting is unclear and inconsistent to the extent that the reader can lose track of the context when reading.
6-7	Poor judgement with respect to layout, possible padding	Appropriate use of section and sub-section heading structures. Figures and diagrams are labelled, formatting is consistent, references in text match reference list (and vice versa), pictures are clear and attributed, sections clearly labelled. There may be superfluous material present, such as unnecessary, repetitive or unusually large figures, unnecessarily lengthy text, unusually wide margins, unnecessary appendices, etc.
7-8	Professional, may have issues with data presentation	Everything from above, plus a logical flow of sections, and appropriate judgement in the placement data, tables or figures in the body of the work or the appendices. Figures and diagrams are correctly and clearly labelled, text spacing aids readability, consistent formatting, references in text match reference list (and vice versa), pictures are clear and attributed, sections clearly labelled. Some of the graphical presentation of data is inappropriate - poor choice of axes, overcrowding, poor use of chart space etc.
9-10	Professional, concise and readable	Everything from above, plus text is clear and concise. Graphical presentation of data is appropriate, clear and economical.