

Criteria for assessment for Foundations in Faith for the New Evangelisation

	DISTINCTION	MERIT	PASS	RESUBMISSION REQUIRED
Student shows knowledge, understanding and links with Church teaching and clarity of expression	<ul style="list-style-type: none"> • The work submitted demonstrates a good, very good or excellent knowledge and understanding of the content of the reading. • Strong links are made with the Church’s teaching in the Catechism and possibly some other documents which are referred to in the unit. • Explanations are clearly made, are easy to follow and are suitable for the audience. • Material from previous units is applied to the notes if relevant. • “Church” vocabulary is used with an awareness that it may need explaining. • Only essential phrases are directly quoted. 	<ul style="list-style-type: none"> • The work submitted demonstrates a reasonable knowledge and understanding of the content of the reading. • Links are made with the Church’s teaching in the Catechism. • Most explanations are clear but there may be a few muddled comments. • Some attempt to use “Church” vocabulary. • Most sources are summed up in student’s own words 	<ul style="list-style-type: none"> • The work submitted demonstrates a general understanding of the subject with some knowledge of the Church’s teaching relevant to the question. • <i>There may be too much emphasis on quoting directly from sources, with, or without quote marks.</i> 	<ul style="list-style-type: none"> • Notes demonstrate an inadequate level of knowledge and understanding of the subject. • All or most of the notes are taken directly from the sources without referencing or adding quote marks, and no attempt has been made to interpret or explain them.
Structure & organisation of the notes	<ul style="list-style-type: none"> • Notes are very well structured with a very good organisation of explanations. • Good use of subheadings • Notes begin with an introduction and end with a conclusion. • Notes make use of clear paragraphs or subsections. • The structure of the work is suitable for being used in catechesis. • Footnotes are used for explaining vocabulary or further points if relevant. • Assignment is within the given word count. • All directly quoted material is in quote marks. 	<ul style="list-style-type: none"> • The material is structured with some coherence. • There may be some use of subheadings. • Notes may have an introduction and/or conclusion. • At the top end, the structure of the work may lend itself to being used in catechesis. • Work is set at 1.5 spacing • Assignment is within or is close to the word count. • Quote marks are generally used. 	<ul style="list-style-type: none"> • The material is presented with some sense of order, but ideas may be fragmented. 	<ul style="list-style-type: none"> • The material has not been presented in a clear way; • The material is not relevant to the question
Relevance and focus of answers	<ul style="list-style-type: none"> • The question has been directly and effectively addressed and all comments are relevant to the question set, with no major omissions. • The introduction introduces the subject. • The conclusion sums up the content of the notes 	<ul style="list-style-type: none"> • The question has been addressed, with most material relevant to the question set. • There may be minor omissions which have been indicated by the tutor • There may be some additional material 	<ul style="list-style-type: none"> • The question has been addressed, with some material relevant to the question set. 	<ul style="list-style-type: none"> • The question was addressed in an inappropriate manner; or the wrong question is

	with no new material.	which is true but not relevant to this question.		answered.
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The work reflects the Joy of the Good News of Salvation in Christ; is Trinitarian-Christocentric & reflects the priority of grace	<ul style="list-style-type: none"> • Notes begin with a proclamation of the Good News of salvation in relation to the subject. • The structure of the work reflects the joy of the Good News of salvation in Christ. • Notes are Trinitarian and Christocentric. • There is a strong awareness of the priority of grace. • <i>Top marks will reflect all four of these attributes.</i> 	<ul style="list-style-type: none"> • The work is positive and reflects the Good News of Christ. • Possibly some awareness of the priority of grace. • Some attempt to refer to the Divine Persons rather than just “God”. 	<ul style="list-style-type: none"> • The work explains Church teaching without necessarily making it appear to be Good News. • Generally, “God” is referred to without indicating that He is Father, Son and Holy Spirit. 	<ul style="list-style-type: none"> • The work is negative or too secular in outlook
Reading, accuracy of references and bibliography	<ul style="list-style-type: none"> • The material submitted demonstrates that the required reading has been undertaken, with references to the Catechism, the unit and Sacred Scripture as a minimum. • References to earlier units if relevant are included. • References to the sources used are accurately made. (Top marks are awarded for detailed references, e.g. “St. Augustine, <i>Confessions</i>, in CCC 30”, or “Dei Verbum 11 in unit 4 p...”) • A correctly laid out bibliography is included. <i>Top marks are awarded to bibliographies which include publisher and date of texts and date accessed of internet sources.</i> 	<ul style="list-style-type: none"> • The material submitted demonstrates that the required reading and has been undertaken. • Some references are made to the sources (Sacred Scripture, the Catechism and the unit) • There is some kind of bibliography. 	<ul style="list-style-type: none"> • The material submitted demonstrates that some of the required reading has been undertaken. • There may be some attempt to reference sources. 	<ul style="list-style-type: none"> • That essential, required reading has not been undertaken; • Resubmission is also required if there is evidence of an unacceptable evidence of plagiarism or any other form of academic misconduct.
Comments overall:	<ul style="list-style-type: none"> • Grades are given for three or more ticks in a column. • Distinction grades are given when some or all of these targets are met. The more targets met the higher the distinction. • The overall grade of the unit reflects the majority of the grades, e.g. 3 merits and a distinction mean a merit and vice-versa. • The overall grade of the course reflects the number of grades given in the course as a whole, so for the 45 graded tasks if 30 are distinction then the overall grade of the course is a distinction. (Unit 12 tasks 1-3 are not graded). 			

