



# EPSOM

COLLEGE

## ACADEMIC SCHOLARSHIP: TASK DESCRIPTORS

Score	Descriptor
13-15	<b>Excellent</b> <ul style="list-style-type: none"><li>• Consistent engagement and participation for the duration of the session;</li><li>• Relevant, perceptive and accurate ideas with supporting reasoning or examples;</li><li>• Minimal prompting required to gain depth or expand on answers;</li><li>• All responses demonstrate high levels of ambition, independence, and genuine academic interest;</li><li>• The candidate demonstrates very clear potential to contribute to the academic life of the school.</li></ul>
10-12	<b>Very good</b> <ul style="list-style-type: none"><li>• Mostly consistent engagement and participation for extended sections of the session;</li><li>• Mostly relevant and accurate ideas are presented, usually supported with reasoning or examples;</li><li>• Some prompting is required to elucidate ideas;</li><li>• Responses demonstrate some level of ambition, independence, and academic interest;</li><li>• The candidate demonstrates potential to contribute to the academic life of the school.</li></ul>
7-9	<b>Good</b> <ul style="list-style-type: none"><li>• Participation and engagement in the session are more consistent than inconsistent;</li><li>• Mostly relevant but straightforward or relatively superficial ideas are presented;</li><li>• Reasoning and examples are offered only when prompted;</li><li>• Their contributions do not always demonstrate high levels of ambition, independence, or academic interest;</li><li>• The candidate demonstrates potential to contribute to a narrow area of the academic life of the school.</li></ul>
4-6	<b>Satisfactory</b> <ul style="list-style-type: none"><li>• May hesitate to participate and engage for extended sections of the session;</li><li>• Some superficial ideas are presented, and reasoning and examples are not given without prompting;</li><li>• Any contributions do not demonstrate high levels of ambition, independence, or academic interest;</li><li>• It is unclear whether there is genuine academic inquiry beyond what is learnt in lessons;</li><li>• The candidate is likely to work hard but may not contribute much to the academic life of the school.</li></ul>
1-3	<b>Weak</b> <ul style="list-style-type: none"><li>• The candidate struggles to engage and participate during the session;</li><li>• Require significant guidance from the teacher/assessor, following which any response is limited;</li><li>• Limited evidence of ambition, independence, and academic interest beyond what is learnt in lessons;</li><li>• The candidate is likely to sometimes work hard, but is unlikely to contribute much to the academic life of the school.</li></ul>