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| **Grade descriptors for Level 5 work** | | |
| **29 and below**  **Fail** | A **very limited** response to the tasks set. The work demonstrates most or all of the following characteristics | * The work does not achieve any of the learning outcomes. * The work is poorly-structured and contains significant factual and conceptual errors. * The work demonstrates significant deficiencies across much of the work submitted with many areas of the 30-39 Grade Descriptors not achieved. * The work shows a misunderstanding of key concepts and principles; * The work does not answer the question set; * The work does not engage with the necessary material and relies on too few sources; * The work shows a lack of self-direction and personal responsibility, and may often be incomplete. * The work uses poor use of vocabulary and grammar leading to ineffective communication and misunderstandings. * UCB standards for referencing or acknowledgement of sources are lacking. * Work at this level needs to the student to reconsider the approach taken to answering questions and addressing tasks. * The work does not uphold the values of academic enquiry and uses expressions of extremism that amount to incitement to hate, violence or discrimination |
| **30-39**  **Fail** | A **limited** response to the tasks set. The work demonstrates most or all of the following characteristics | * The work does not achieve all of the learning outcomes and has factual and conceptual errors. * The presentation of work does not follow the assignment’s requirements. * The structure does not help the reader follow main points, * The work’s introduction is poor. * There is insufficient reading or inappropriate reading and no evidence of engaging with key texts to support the work. * The work rarely pays attention to the quality, range and appropriateness of sources used. * UCB referencing standards are not always adhered to and sources are sometimes not acknowledged. * The work barely demonstrates any understanding of basic ideas and so demonstrates no insight into and/or awareness of key concepts and principles. * The work does not show any links to and understanding of vocational practice. * The work shows no evidence of the ability to compare and contrast different ideas or issues. * The work takes a basic descriptive approach to the task set. * The work presents ineffective conclusions and recommendations. * Reflection is descriptive, too general and rarely demonstrates how the tasks were approached or considers the experience of completing the assignment. * Uses of language and concepts have inaccuracies that often lead to misunderstandings. |
| **40-49**  **Third Class** | An **adequate** response to the tasks set. The work demonstrates most or all of the following characteristics | * The presentation of work does not fully follow the assignment’s requirements. * There is little structure to help the reader follow the discussion, * The work needs a clearer introduction stating what it will contain and do. * There is limited reading, and some reliance on non-recommended sources, with limited evidence of engaging with key texts to illustrate and support discussion. * The work pays minimal attention to the quality, range and appropriateness of sources, creating discussion that may lack some currency and reliability. * The work does not consistently adhere to the UCB referencing standards and/or acknowledge all sources. * The work demonstrates a basic understanding of discipline-related ideas, demonstrating some insight into, or awareness of, key concepts and principles. * The work needs to show more links to and understanding of vocational practice. * There is adequate evidence of the ability to compare and contrast different ideas and issues in order to arrive at responses, though some parts of the work are descriptive. * There is a basic awareness and application of key models and theories. * The work shows limited evidence of drawing and presenting clear/relevant conclusions and recommendations based upon discussion. * Reflection, though sometimes descriptive, attempts to demonstrate how the tasks were approached and considers the experience of completing the assignment. * Uses of language has some inaccuracies that lead to some misunderstandings. |
| **50-59**  **Lower second Class** | A **competent** response to the tasks set. The work demonstrates most or all of the following characteristics | * The presentation of work follows the assignment’s requirements. * There is a structure to help the reader follow the discussion, and the work has a clear introduction stating what it will contain and do. * There is evidence of appropriate reading and engaging with key texts to illustrate and support discussion in a balanced way. * The work pays attention to the quality, range and appropriateness of sources leading to discussion that often displays currency and reliability. * UCB referencing standards are adhered to when acknowledging sources. * The work demonstrates an understanding of discipline-related ideas, demonstrating awareness of key concepts and principles. * The work demonstrates links to and understanding of vocational practice in context. * There is awareness of key models and theories. * There is some evidence of the ability to compare and contrast different ideas and issues in order to arrive at responses, though some parts of the work may be descriptive. * The work draws and presents relevant conclusions and recommendations based upon discussion. * Reflection clearly demonstrates how the tasks were approached, discusses what has been learnt, considers the experience of completing the assignment, and details the need for future action. * Uses of language has few or minor inaccuracies resulting in clear understanding. |
| **60-69**  **Upper second Class** | A **good** **to very good** response to the tasks set. The work demonstrates most or all of the following characteristics | * The presentation of work follows the assignment’s instructions effectively. * The work has a good structure to help the reader follow the discussion, and an effective introduction explaining what it will contain, and do and why. * There is good/very good evidence of relevant reading and of engaging with key texts to illustrate and support discussion and analysis. * The work pays good attention to the quality, range and appropriateness of sources leading to balanced discussion that displays currency and reliability. * The work uses UCB referencing standards for acknowledging sources. * The work displays a good/very good understanding of discipline-related ideas, demonstrating awareness of key concepts and principles and how these do, or could, inform the subject. * There is evidence of the ability to compare and contrast different ideas and issues in order to arrive at good responses. * There is appropriate use of key models and theories to support the discussion. * The work demonstrates clear links to current vocational practice and demonstrates good understanding of key practices/techniques in context. * The work draws and presents conclusions and recommendations that flow from the discussion. Reflection analyses the approach taken, analyses what has been learnt, and details reasons for future action. * Uses of language has no inaccuracies resulting in clear communication of ideas. |
| **70-79**  **First Class** | An **excellent** response to the tasks set. The work demonstrates most or all of the following characteristics | * The presentation of work follows the assignment’s instructions effectively. * The work has an excellent structure that clearly signposts discussion, and an excellent introduction explaining what it will contain and do and why. * There is strong evidence of relevant reading and of engaging confidently with key texts to illustrate and support discussion and analysis. * The work comments on the quality, range and appropriateness of sources using these to create balanced discussion that clearly displays currency and reliability. * The work adheres to the UCB referencing standards and acknowledges all sources. * The work displays an excellent understanding of discipline-related ideas, demonstrating clear awareness of key concepts and principles and how these do, or could, inform the subject. * The work applies clear and current links to vocational contexts and demonstrates strong understanding of industry-informed practices/techniques in context. * There is clear evidence of the ability to compare and contrast different ideas and issues in order to arrive at insightful responses. * There is skilful application of key models and theories to support the work. * The work draws and presents convincing conclusions and viable recommendations that flow from balanced discussion. * Reflection clearly demonstrates a critical evaluation of the approach taken, evaluates what has been learned, and provides a viable plan for improvement. * The work effectively uses language throughout the work resulting in clear communication of ideas. |
| **80+**  **First Class** | An **exceptional** response to the tasks set. The work demonstrates most or all of the following characteristics | * The work is characterised by going beyond the 70-79 Grade Descriptors to show an ideal structure and presentation that fully addresses the assignment’s tasks with confidence and clarity. * Work graded at this level show an insightful treatment of the work of others relevant to the task and the ability to discuss alternative responses and solutions and select accordingly, * The work shows an impressive understanding and use of key concepts, principles and industry-informed practice. * The work communicates persuasively and convincingly, detail key issues * The work draws perceptive conclusions and recommendations. * The work displays high levels of initiative, decision-making and achievement. * The work approaches and performs all tasks set exceptionally well. Work graded at this level is rarely perfect and may contain minor errors. However, any such errors will not detract from the work’s exceptional response to set tasks. |

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**PROPOSED MARK**

(The work has been subject to UCB moderation procedures and is subject to ratification by the Examination Board)

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| **Student Name: Programme:**  **Overall Comments and specific recommendations for improving work:**  Areas of Strength    Areas for Improvement |
| Grade:  Marker’s signature: Date: |