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| **grade descriptors for level 7 work** | | |
| **29 and below**  **Fail** | An **unsuitable** response to the tasks set. The work demonstrates most or all of the following characteristics | * Work graded at this level does not achieve any of the learning outcomes. * The work is poorly-structured and contain significant factual and conceptual errors. * The features of work in this category indicate performance that shows 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 may rely on too few sources; * The work shows a lack of self-direction and personal responsibility, * The work is incomplete. * The work displays poor use of vocabulary and grammar leading to ineffective communication and misunderstandings. * The student does not use UCB standards for referencing or acknowledge sources used. * The work 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 **very limited** response to the tasks set. The work demonstrates most or all of the following characteristics | * Work graded at this level 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, and 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 not always adhered to and sources 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. * There is no evidence of the ability to compare and contrast different ideas or issues. * The work adopts 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**  **Fail** | A **limited** response to the tasks set. The work demonstrates most or all of the following characteristics | * Work graded at this level may not achieve all of the learning outcomes and has some factual and conceptual errors. * The presentation of work does not follow the assignment’s requirements clearly. * The structure does not help the reader follow main points, * The work’s introduction needs improvement. * There is insufficient reading and limited evidence of engaging with key texts to support the work. * The work needs to pay more attention to the quality, range and appropriateness of sources used. * UCB referencing standards not always adhered to when acknowledging sources. * The work demonstrates only a limited understanding of theory and models and demonstrates little insight into and awareness of key concepts and principles. * The work shows only few links to and understanding of vocational practice. * There is limited evidence of the ability to compare and contrast different ideas or issues. * The work takes a largely descriptive approach to the task set. * The student presents ineffective conclusions and recommendations. * Reflection is descriptive, and rarely demonstrates how the tasks were approached or considers the experience of completing the assignment. * Uses of language and concepts have inaccuracies that lead to some misunderstandings. |
| **50-59**  **Pass** | An **adequate** response to the tasks set. The work demonstrates most or all of the following characteristics | * The presentation of work follows the assignment’s instructions adequately. * The work has a clear structure, a logical flow and an effective introduction explaining the work’s design and approach. * There are few or no conceptual or factual errors. * There is evidence of reading and engaging with key texts to illustrate and support clear analysis and evaluation. * The work pays attention to the reliability of sources leading to discussion that displays use of models and theories that have currency and credibility. * The work uses UCB referencing standards for acknowledging sources. * The work displays an understanding of appropriate discipline-related concepts and demonstrates insights into and application of key concepts and principles. * There is evidence of the ability to analyse and evaluate different or competing ideas, issues and argument. * The work evaluates and applies key models and theories with reference to real-world contexts, to arrive at clear responses. * The work demonstrates links to current vocational practice and demonstrates an understanding of key practices/techniques in context. * The work draws and presents viable conclusions and recommendations that flow from analysis and evaluation. * Reflection clearly demonstrates self-evaluation when discussing the approach taken, evaluates what has been learned and provides a plan of how to improve. * Uses of language and concepts have few inaccuracies resulting in clear communication of ideas |
| **60-69**  **Merit** | 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 that clearly signposts discussion to follow and a confident introduction explaining the work’s design and rationale. * There are no conceptual or factual errors. * There is good/very good evidence of contemporary reading and of engaging confidently with key texts to illustrate and support analysis and evaluation. * The work employs reliable sources using these to create balanced analysis and evaluation that clearly displays currency and credibility. * The work adheres to the UCB referencing standards and acknowledges all sources. * The student displays a good/very good understanding of discipline-related ideas and demonstrates a confident application of key concepts and principles in context. * The work applies clear and convincing links to current vocational contexts and demonstrates an evaluation of industry-informed practices/techniques when arriving at solutions. * There is strong evidence of the ability to analyse and evaluate complex ideas and issues. * The work convincingly evaluates and applies key models, theories and argument in a real world context to arrive at convincing responses. * The student demonstrates some ability to improve on the discipline’s existing theory and models. * The student draws and presents well-structured, insightful and viable conclusions and recommendations that flow from confident analysis and evaluation. * Reflection clearly demonstrates a critical self-evaluation when discussing the approach taken, * The work critically evaluates what has been learned, and provides a viable plan for improvement. * The work uses general and discipline-specific language and concepts effectively throughout the work resulting in clear communication of ideas. |
| **70-79**  **Distinction** | 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 to follow and a confident and convincing introduction explaining the work’s design and rationale. * There are no conceptual or factual errors. * There is excellent evidence of reading and confident engagement with a wide range of contemporary texts to illustrate and support often complex analysis and evaluation. * The work employs reliable and credible sources using these to create balanced analysis and evaluation that clearly displays currency and credibility. * The work adheres to the UCB referencing standards and acknowledges all sources. * The work displays an excellent understanding of discipline-related concepts and demonstrates a confident application of key concepts and principles in context. * The work applies clear and convincing accounts of current vocational contexts and demonstrates a critical evaluation of industry informed practices/techniques when arriving at solutions. * There is strong evidence of the ability to analyse and evaluate complex ideas and issues. * The work convincingly evaluates and applies key models, theories and argument in a real-world context to arrive at convincing responses. * The student demonstrates a clear ability to improve on the discipline’s existing theory and models. * The student draws and presents well-structured, perceptive and viable conclusions and recommendations that flow from confident analysis and evaluation. * Reflection clearly demonstrates a critical self-evaluation when discussing the approach taken, critically evaluates what has been learned, and provides a viable plan for improvement. * The work uses effective general and discipline-specific language and concepts throughout the work resulting in a persuasive communication of ideas. |
| **80+**  **Distinction** | 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 and confident evaluation of the work of key and contemporary authors and the ability to appraise and construct perceptive arguments when solving complex problems. * The work shows an impressive evaluation and application of key concepts, principles and industry informed practice and advanced skills of critical self-reflection. * The work communicates complex issues and ideas persuasively, evaluating key data and drawing convincing and imaginative conclusions and recommendations. * Work shows confidence in creating their own models and theory when addressing challenges within the discipline. * 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 responses 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: |