

GRADE DESCRIPTORS FOR LEVEL 4 WORK

<p>29 and below Fail</p>	<p>An unsuitable response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>Work graded at this level does not achieve any of the learning outcomes. It may be 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.</p> <p>Work may show a misunderstanding of key concepts and principles; it may not answer the question set; it may not engage with the necessary material and may rely on too few sources; it may show a lack of self-direction and personal responsibility, and may often be incomplete.</p> <p>Work at this level may have poor use of vocabulary and grammar leading to ineffective communication and misunderstandings. The student may not use UCB standards for referencing or acknowledge sources used. Work at this level needs to the student to reconsider the approach taken to answering questions and addressing tasks.</p>
<p>30-39 Fail</p>	<p>A poor response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>Work graded at this level does not achieve all of the learning outcomes and has factual and conceptual errors.</p> <p>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 student rarely pays attention to the quality, range and appropriateness of sources used. UCB referencing standards not always adhered to and sources sometimes not acknowledged.</p> <p>The student barely demonstrates any understanding of basic ideas and so demonstrates no insight into and/or awareness of key concepts and principles. The student 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 student takes a basic descriptive approach to the task set.</p> <p>The student 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.</p>

<p>40-49 Third Class</p>	<p>An adequate response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>The presentation of work does not fully follow the assignment's requirements. There is little structure to help the reader follow main points, and the work needs a clearer introduction stating what it will contain and do.</p> <p>There is limited reading and little evidence of engaging with key texts to support the work. The work gives only limited insight into the material used. Little attention paid to the quality, range and appropriateness of sources used. UCB referencing standards not always adhered to when acknowledging sources.</p> <p>The student demonstrates a basic understanding and exploration of ideas and so demonstrates limited insight into and awareness of key concepts and principles. The student needed to show some links to and understanding of vocational practice.</p> <p>There is minimal evidence of the ability to compare and contrast different ideas or issues, with the student taking a descriptive approach to the task set.</p> <p>The student may not draw and present clear conclusions and recommendations. Reflection may be descriptive when considering the experience of completing the assignment.</p> <p>Uses of language has some inaccuracies that lead to some misunderstandings.</p> <p>The work has a simple structure and attempts to follow the presentation required by the assignment's instructions.</p> <p>The work has a simple introduction showing what it will contain and do, along with a basic range of reading that shows some evidence of engaging with key texts and some insight into the material used. UCB referencing standards are often adhered to when acknowledging sources.</p> <p>The student demonstrates a satisfactory understanding and exploration of ideas and shows some insight and awareness of key concepts and principles. The student demonstrates some links to and understanding of vocational practice.</p>
<p>50-59 Lower second Class</p>	<p>A competent response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>Uses of language has some inaccuracies that lead to some misunderstandings.</p> <p>The work has a simple structure and attempts to follow the presentation required by the assignment's instructions.</p> <p>The work has a simple introduction showing what it will contain and do, along with a basic range of reading that shows some evidence of engaging with key texts and some insight into the material used. UCB referencing standards are often adhered to when acknowledging sources.</p> <p>The student demonstrates a satisfactory understanding and exploration of ideas and shows some insight and awareness of key concepts and principles. The student demonstrates some links to and understanding of vocational practice.</p>

		<p>There is some evidence of the ability to compare and contrast different ideas or issues, though some parts of the work may be descriptive.</p> <p>The student attempts to draw and present relevant conclusions and recommendations. Reflection demonstrates how the tasks were approached, outlines what has been learned, and considers the experience of completing the assignment along with the need for future action.</p> <p>Uses of language shows few or minor inaccuracies resulting in clear understanding.</p>
<p>60-69 Upper second Class</p>	<p>A good to very good response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>The work has a clear structure that helps the reader follow the contents and follows the presentation required by the assignment's instructions.</p> <p>The work has a good introduction to what it will contain and do, along with a good range of reading that shows evidence of engaging with key texts and wider reading with good insight into the material used. The student uses UCB referencing standards for acknowledging sources.</p> <p>There is evidence of clear understanding and exploration of ideas with insight and awareness of key concepts and principles. There is good evidence of the ability to compare and contrast different ideas or issues.</p> <p>The student demonstrates links to current vocational practice and demonstrates understanding of key practices/techniques in context.</p> <p>The student does well to draw and present conclusions and recommendations. Reflection discusses the strengths and weaknesses of the approach taken, discusses what has been learnt, and details of the need for future action.</p> <p>Uses of language has no inaccuracies resulting in clear communication of ideas.</p>
<p>70-79 First Class</p>	<p>An excellent response to the tasks set. The work demonstrates most or all</p>	<p>The work has an excellent structure that allows it to flow well and clearly follows the presentation required by the assignment's remit. The student provides an excellent introduction to what the work will contain and do.</p>

	<p>of the following characteristics</p> <p>There is an excellent range of reading that shows evidence of confidently engaging with key texts and wider reading to support ideas, showing insight into the material used.</p> <p>The work adheres to the UCB referencing standards and acknowledges all sources.</p> <p>An excellent understanding and exploration of ideas with insight and awareness of key concepts and principles demonstrated. There is strong evidence of the ability to compare and contrast different ideas or issues.</p> <p>The student demonstrates a convincing range of links to current vocational contexts and demonstrates a strong understanding of key practices/techniques in context.</p> <p>The student draws and presents clear and convincing conclusions and recommendations. Reflection clearly demonstrates a balanced discussion of the approach taken, discusses what has been learnt, and provides a plan of how to improve.</p> <p>The student effectively uses language and concepts throughout the work resulting in clear communication of ideas.</p>
<p>80+ First Class</p>	<p>An exceptional response to the tasks set. The work demonstrates most or all of the following characteristics</p> <p>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.</p> <p>Students 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, whilst showing an impressive understanding and use of key concepts, principles and industry-informed practice. The student will communicate persuasively and convincingly, detail key issues and draw perceptive conclusions and recommendations.</p> <p>Students graded at this level display high levels of initiative, decision-making and achievement. The student 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.</p>

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

Click
here
to

Student Name:

Programme:

Overall Comments and specific recommendations for improving work:

Areas of Strength

Areas for Improvement

Grade:

Assessor's signature:

Date: