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| **Grade descriptors for Level 6 work** | | |
| **29 and below**  **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 any of the learning outcomes. * The work is poorly-structured and contains 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 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 vocabulary and grammar leading to ineffective communication and misunderstandings. * The work does not use UCB standards for referencing or acknowledge sources used. * The work needs 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 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**  **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. * The structure needs improving to help the reader follow the discussion. * The work needs a clearer introduction stating what it will contain, with a rationale stating why. * There is limited reading reliance on non-recommended sources. * The work engages with key texts to illustrate and support analysis and evaluation in only a basic manner. * The work pays some attention to the reliability of sources and some discussion has currency and credibility. * The work does not consistently adhere to the UCB referencing standards and acknowledges most sources. * The work demonstrates a basic understanding of discipline-related ideas, and demonstrates some insight into, or awareness of, key concepts and principles. * The work needed to show stronger links to and understanding of vocational practice. * There is evidence of the ability to analyse and evaluate different ideas and issues in order to arrive at suitable responses. * There is some awareness of key models and theories and their uses, though some parts of the work are descriptive. * The work does not draw and present clear conclusions and recommendations based upon analysis and evaluation. * Reflection, though sometimes descriptive, demonstrates how the tasks were approached and considers the experience of completing the assignment. * Uses of language may have 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 follows the assignment’s requirements, and there is a structure to help the reader follow the discussion. * There is a clear introduction stating what the work will contain, with a rationale stating why. * There is evidence of appropriate reading and engaging with key texts to illustrate and support some analysis and evaluation. * The work pays attention to the reliability of sources leading to discussion that often displays currency and credibility. * UCB referencing standards are adhered to when acknowledging sources. * The work demonstrates an understanding of discipline-related ideas, and demonstrates insight into key concepts and principles. * The work demonstrates useful links to and understanding of vocational practice in context. * There is some evidence of the ability to analyse and evaluate different ideas and issues in order to arrive at responses, though some parts of the work are descriptive. * The ability to compare and contrast key models and theories and their uses is evident. * The work draws and presents relevant conclusions and recommendations based upon some analysis and evaluation. * Reflection clearly demonstrates the strengths and weaknesses of the approach taken, considers what has been learned, and details the need for future action. * Uses of language has few or no 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, a logical flow and an effective introduction explaining the work’s design and approach. * There is good/very good evidence of reading and engaging with key texts to illustrate and support clear analysis and evaluation. * The work pays good attention to the reliability of sources leading to balanced discussion that displays currency and credibility and uses UCB referencing standards for acknowledging sources * The work displays a good/very good understanding of discipline-related ideas and demonstrates convincing insights into key concepts and principles. * There is good evidence of the ability to analyse and evaluate different or competing ideas and issues. * The work evaluates and applies key models and theories, often with reference to real world contexts, to arrive at clear responses. * The work demonstrates convincing links to current vocational practice and demonstrates a strong understanding of key practices/techniques in context. * The work draws and presents viable conclusions and recommendations that flow from analysis and evaluation. * Reflection critically evaluates the approach taken, appraises what has been learnt, and provides a plan of how to improve. * 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 the work’s design and rationale. * There is excellent evidence of 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 work displays an excellent understanding of discipline-related ideas and demonstrates a confident application of key concepts and principles. * The work applies clear and convincing links to vocational contexts and demonstrates an evaluation of industry-informed practices/techniques in context. * There is strong evidence of the ability to analyse and evaluate complex ideas and issues. * The work confidently evaluates and applies key models and theories in a real world context to arrive at convincing responses. * The work draws and presents insightful and viable conclusions and recommendations that flow from confident analysis and evaluation. * Reflection clearly demonstrates a critical self-evaluation of the approach taken, critically evaluates what has been learned, and provides a viable plan for improvement. * The student 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, whilst showing an impressive understanding and use of key concepts, principles and industry-informed practice. * The work communicates persuasively and convincingly, detail key issues and draw 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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| **Student Name: Programme:**  **Overall Comments and specific recommendations for improving work;**  Areas of Strength    Areas for Improvement |
| Grade:  Marker’s signature: Date: |

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**PROPOSED MARK**

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