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| **Grade descriptors for Level 4 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 does not achieve any of the learning outcomes. * Poorly-structured and contains significant factual and conceptual errors. * Work shows significant deficiencies across much of the work submitted with many areas of the 30-39 Grade Descriptors not achieved. * Work shows a misunderstanding of key concepts and principles; * Work does not answer the question set /engage with the necessary material /relies on too few sources; * Work shows a lack of self-direction and personal responsibility, and may often be incomplete. * Work shows poor use of vocabulary and grammar leading to ineffective communication and misunderstandings. * The work does not use UCB standards for referencing or acknowledge sources used. * Work not upholding 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 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 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 main points, and the work needs a clearer introduction stating what it will contain and do. * 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. * Limited attention paid to the quality, range and appropriateness of sources used. * UCB referencing standards not always adhered to when acknowledging sources. * The work demonstrates a basic understanding and exploration of ideas and so demonstrates limited insight into and awareness of key concepts and principles. * The work needed to show some links to and understanding of vocational practice. * 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. * The student may not draw and present clear conclusions and recommendations. * Reflection may be descriptive when considering 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 work has a simple structure and attempts to follow the presentation required by the assignment’s instructions. * 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. * The work demonstrates a satisfactory understanding and exploration of ideas and shows some insight and awareness of key concepts and principles. * The work demonstrates some links to and understanding of vocational practice. * There is some evidence of the ability to compare and contrast different ideas or issues, though some parts of the work may be descriptive. * The work 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. * Uses of language shows 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 work has a clear structure that helps the reader follow the contents and follows the presentation required by the assignment’s instructions. * The work has a good/very 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 work uses UCB referencing standards for acknowledging sources. * There is evidence of clear understanding and exploration of ideas with insight and awareness of key concepts and principles. * There is good/very good evidence of the ability to compare and contrast different ideas or issues. * The work demonstrates links to current vocational practice and demonstrates understanding of key practices/techniques in context. * The work 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. * 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 work has an excellent structure that allows it to flow well and clearly follows the presentation required by the assignment’s remit. * The work provides an excellent introduction to what the work will contain and do. * 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. * The work adheres to the UCB referencing standards and acknowledges all sources. * 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. * The work demonstrates a convincing range of links to current vocational contexts and demonstrates a strong understanding of key practices/techniques in context. * The work 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. * The work effectively uses language and concepts 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. * Work graded at this level display 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 do 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: |