

GRADE DESCRIPTORS FOR LEVEL 6 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>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>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>



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<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. 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.</p> <p>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.</p> <p>The student demonstrates a basic understanding of discipline-related ideas, and demonstrates some insight into, or awareness of, key concepts and principles. The student needed to show stronger links to and understanding of vocational practice.</p> <p>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.</p> <p>The student may 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.</p> <p>Uses of language may have some inaccuracies that lead to some misunderstandings.</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>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.</p> <p>There is evidence of appropriate reading and engaging with key texts to illustrate and support some analysis and evaluation. The student 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.</p> <p>The student demonstrates an understanding of discipline-related ideas, and demonstrates insight into key concepts and principles. The student demonstrates useful links to and understanding of vocational practice in context.</p>



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		<p>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 may be descriptive.</p> <p>The ability to compare and contrast key models and theories and their uses is evident.</p> <p>The student 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.</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>Uses of language has few or no inaccuracies resulting in clear understanding.</p> <p>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.</p> <p>There is good evidence of reading and engaging with key texts to illustrate and support clear analysis and evaluation. The student pays good attention to the reliability of sources leading to balanced discussion that displays currency and credibility. The student uses UCB referencing standards for acknowledging sources.</p> <p>The student displays a 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 student evaluates and applies key models and theories, often with reference to real world contexts, to arrive at clear responses.</p> <p>The student demonstrates convincing links to current vocational practice and demonstrates a strong understanding of key practices/techniques in context.</p> <p>The student 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.</p>
<p>70-79 First Class</p>	<p>An excellent response to the tasks set. The work</p>	<p>Uses of language has no inaccuracies resulting in clear communication of ideas.</p> <p>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.</p>



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	<p>demonstrates most or all of the following characteristics</p>	<p>There is excellent evidence of reading and of engaging confidently with key texts to illustrate and support analysis and evaluation. The student employs reliable sources using these to create balanced analysis and evaluation that clearly displays currency and credibility.</p> <p>The work adheres to the UCB referencing standards and acknowledges all sources.</p> <p>The student displays an excellent understanding of discipline-related ideas and demonstrates a confident application of key concepts and principles.</p> <p>The student applies clear and convincing links to vocational contexts and demonstrates an evaluation of industry-informed practices/techniques in context.</p> <p>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.</p> <p>The student 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.</p> <p>The student effectively uses language throughout the work resulting in clear communication of ideas.</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>80+ First Class</p>	<p>An exceptional response to the tasks set. The work demonstrates most or all of the following characteristics</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: