

GRADE DESCRIPTORS FOR LEVEL 5 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.</p> <p>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 the discussion, and the work may need a clearer introduction stating what it will contain and do.</p> <p>There is limited reading, and some reliance on non-recommended sources, with limited evidence of engaging with key texts to illustrate and support discussion. The student pays minimal attention to the quality, range and appropriateness of sources, creating discussion that may lack some currency and reliability. The work does not consistently adhere to the UCB referencing standards and/or acknowledge all sources.</p> <p>The student demonstrates a basic understanding of discipline-related ideas, demonstrating some insight into, or awareness of, key concepts and principles. The student needed to show more links to and understanding of vocational practice.</p> <p>There is adequate evidence of the ability to compare and contrast different ideas and issues in order to arrive at responses, though some parts of the work are descriptive. There is only some awareness and application of key models and theories.</p> <p>The student may not draw and present clear and/or relevant conclusions and recommendations based upon discussion. Reflection, though sometimes descriptive, attempts to demonstrate 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>The presentation of work follows the assignment's requirements. There is a structure to help the reader follow the discussion, and the work has a clear introduction stating what it will contain and do.</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>There is evidence of appropriate reading and engaging with key texts to illustrate and support discussion in a balanced way. The student pays attention to the quality, range and appropriateness of sources leading to discussion that often displays currency and reliability. UCB referencing standards are adhered to when acknowledging sources.</p> <p>The student demonstrates an understanding of discipline-related ideas, demonstrating awareness of key concepts and principles. The student demonstrates links to and understanding of vocational practice in context. There is awareness of key models and theories.</p>



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		<p>There is some evidence of the ability to compare and contrast different ideas and issues in order to arrive at responses, though some parts of the work may be descriptive.</p> <p>The student draws and presents relevant conclusions and recommendations based upon discussion. Reflection clearly demonstrates how the tasks were approached, discusses what has been learnt, considers the experience of completing the assignment, and details the need for future action.</p> <p>Uses of language has 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 presentation of work follows the assignment's instructions effectively. The work has a good structure to help the reader follow the discussion, and an effective introduction explaining what it will contain, and do and why.</p> <p>There is good evidence of relevant reading and of engaging with key texts to illustrate and support discussion and analysis. The student pays good attention to the quality, range and appropriateness of sources leading to balanced discussion that displays currency and reliability. The student uses UCB referencing standards for acknowledging sources.</p> <p>The student displays a good understanding of discipline-related ideas, demonstrating awareness of key concepts and principles and how these do, or could, inform the subject. There is evidence of the ability to compare and contrast different ideas and issues in order to arrive at good responses. There is appropriate use of key models and theories to support the discussion.</p> <p>The student demonstrates clear links to current vocational practice and demonstrates good understanding of key practices/techniques in context.</p> <p>The student draws and presents conclusions and recommendations that flow from the discussion. Reflection analyses the approach taken, analyses what has been learnt, and details reasons 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 of the</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 what it will contain and do and why.</p>



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<p>following characteristics</p>	<p>There is strong evidence of relevant reading and of engaging confidently with key texts to illustrate and support discussion and analysis. The work comments on the quality, range and appropriateness of sources using these to create balanced discussion that clearly displays currency and reliability.</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, demonstrating clear awareness of key concepts and principles and how these do, or could, inform the subject.</p> <p>The student applies clear and current links to vocational contexts and demonstrates strong understanding of industry-informed practices/techniques in context.</p> <p>There is clear evidence of the ability to compare and contrast different ideas and issues in order to arrive at insightful responses. There is skilful application of key models and theories to support the work.</p> <p>The student draws and presents convincing conclusions and viable recommendations that flow from balanced discussion. Reflection clearly demonstrates a critical evaluation of the approach taken, evaluates what has been learned, and provides a viable plan for improvement.</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 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>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
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Student Name:

Programme:

Overall Comments and specific recommendations for improving work:

Areas of Strength

Areas for Improvement

Grade:

Assessor's signature:

Date: