

## University Level and Grade Descriptor – July 2019

*(Levels 5, 6 and continuing Level 7 study for 2021/22)*

This document defines the Sheffield Hallam University generic level and grade descriptors for application to undergraduate and postgraduate assessment, including Foundation degree (FdA / FdSC) and other provision using non-standard grade bands. The document also shows the relationship between classifications, percentage mark ranges and the equivalent categorical grade, as applicable to assessment at task and module level. The purpose of defining these descriptors is to determine the University standard against which Departments can develop their own courses, modules and marking schemes. [Staff guidance on the implementation and use of grade descriptors](#) is available on the Academic Services webpages.

### Generic level descriptors

The generic level descriptors provide a guide to the relative demand, complexity, depth of study and degree of learner autonomy expected of a learner at different stages of study irrespective of the subject and context. The University generic level descriptor is consistent with the Ofqual (Office of Qualifications and Examinations Regulation) National Qualifications Framework Levels 4, 5, 6 and 7. They reference the QAA Quality Code for Higher Education (2014).

### Generic grade descriptors

The generic grade descriptors define, for each level, the standards of performance expected across a categorical marking scale. These are aligned with the generic level descriptors identified above. The descriptors define common characteristics expected of work at each of the different marking bands, at each level of study. The descriptors also include **(bold text)** elements of the Structure of Observed Learning Outcomes (SOLO) taxonomy. These define different levels of understanding across the grades in terms of the structural complexity of students' responses. Departments and Course Teams may choose to contextualise the general grade descriptors to suit specific discipline areas; however, it is important to retain the Solo Taxonomy features of the descriptors. *NB In categorical marking, the highest mark awarded is 96%. However, in the rare situation of an assignment that is assessed at 100%, an exception can be made and 100% entered as the mark.*

### Guidance on use (see also FAQs)

*Note that from September 2021 colleagues should use the new version of grades for all level 4 and new level 7 enrolled students for assessments that use percentage marks.*

Colleagues should use the University level and grade descriptor as follows:

- **From September 2019, a categorical mark must be assigned to all level 4 assessments that use percentage marks.** In practice this means choosing from the categorical grades in the descriptors. The descriptors can be used alongside existing assessment grids (rubrics) so there is no need (unless desired) for re-design of feedback tools.
- **Level 5, 6 and 7** are also encouraged to adopt categorical marking - however consistency at the course and Department level is key and areas with joint provision (cross-Faculty and / or Department) must agree on an approach.
- **New provision** - in designing courses, course teams should ensure that course and module learning outcomes at each level are appropriate to the generic level descriptor. It should be used to design course and module outcomes and write pass descriptors. The categorical grade descriptors should form part of or be used alongside marking grids (rubrics) and feedback reports for assessment tasks.
- **Annual review and modifications** - as part of standard annual review processes, course teams should review existing provision in light of the generic level descriptor to see if developments are needed in the wording of aims, outcomes and assessment criteria.

## Generic level descriptor

<b>Level 4</b>	<b>Level 5</b>	<b>level 6</b>	<b>level 7</b>
<p><i>the student has:</i></p> <ul style="list-style-type: none"> <li>▪ sound knowledge of basic underlying concepts and principles associated with their area(s) of study</li> <li>▪ the qualities needed for employment requiring the exercise of some personal responsibility</li> <li>▪ the ability to develop new skills within a structured and managed environment</li> </ul>	<p><i>the student has:</i></p> <ul style="list-style-type: none"> <li>▪ knowledge and critical understanding of the well-established principles of their area(s) of study, and how those principles have developed</li> <li>▪ knowledge of the main methods of enquiry in the subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>▪ an understanding of the limits of their knowledge, and how this influences analyses and interpretations</li> <li>▪ the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making</li> <li>▪ the ability to develop existing skills and acquire new competences</li> </ul>	<p><i>the student has:</i></p> <ul style="list-style-type: none"> <li>▪ a systematic understanding of key aspects of their field of study, including acquisition of complex, coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</li> <li>▪ conceptual understanding in order to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</li> <li>▪ an appreciation of the uncertainty, ambiguity and limits of knowledge</li> <li>▪ the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable contexts</li> </ul>	<p><i>the student has:</i></p> <ul style="list-style-type: none"> <li>▪ a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</li> <li>▪ a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> <li>▪ originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</li> <li>▪ the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable contexts</li> <li>▪ the independent learning ability required for continuing professional development</li> </ul>
<p><i>the student can:</i></p> <ul style="list-style-type: none"> <li>▪ apply underlying concepts and principles within the context of the area of study</li> <li>▪ present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</li> <li>▪ communicate accurately and reliably, and with structured and coherent arguments</li> <li>▪ use different approaches to solving problems</li> <li>▪ manage their own learning</li> </ul>	<p><i>the student can:</i></p> <ul style="list-style-type: none"> <li>▪ apply underlying concepts and principles outside the context in which they were first studied</li> <li>▪ use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> <li>▪ effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences</li> <li>▪ deploy key techniques of the discipline effectively</li> <li>▪ evaluate the appropriateness of different approaches to solving problems</li> <li>▪ manage their own learning, and to make use of scholarly reviews and primary source</li> </ul>	<p><i>the student can:</i></p> <ul style="list-style-type: none"> <li>▪ apply methods and techniques to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects</li> <li>▪ critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), make judgements, and frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem</li> <li>▪ evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively</li> <li>▪ communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</li> <li>▪ deploy accurately established techniques of analysis and enquiry within a discipline</li> <li>▪ use analytical techniques and problem-solving skills that can be applied in different situations</li> <li>▪ manage their own learning, and to make use of scholarly reviews and primary sources at least some of which is at, or informed by, the forefront of defined aspects of a discipline</li> </ul>	<p><i>the student can:</i></p> <ul style="list-style-type: none"> <li>▪ evaluate critically current research and advanced scholarship in the discipline</li> <li>▪ evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> <li>▪ deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>▪ demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> <li>▪ continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul>

## Level 4 - Generic grade descriptor: relationship of degree classification to percentage mark ranges and categorical grades (CG)

Class	Mark range	CG%	General Characteristics
FIRST (Excellent)	93 - 100	96	Exceptional knowledge and understanding of the subject and its underlying concepts; critical evaluation/synthesis/analysis and of reading/research; evidence of breadth and depth of reading/research to inform development of work; exceptional demonstration of relevant skills; excellent communication; performance in some, if not all, areas deemed beyond expectation of the level.
	85 - 92	89	
	78 - 84	81	Excellent knowledge of the subject <b>as the student is typically able to go beyond what has been taught (particularly for a high 1<sup>st</sup>)</b> ; evidence of breadth of reading/research to inform development of work; excellent demonstration of relevant skills; demonstrates strong communication skills.
	70 - 77	74	
UPPER SECOND (Very good)	67 - 69	68	As below but very good work characterised by evidence of wider understanding of the subject as the student <b>is typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; identification and selection of material to inform development of work; very good demonstration of relevant skills; demonstrates good communication skills.
	64 - 66	65	
	60 - 63	62	
LOWER SECOND (Good)	57 - 59	58	A good breadth of knowledge and understanding of the taught content although <b>balanced towards the descriptive rather than analytical</b> ; uses set material to inform development of work; addresses all aspects of the given brief; good demonstration of relevant taught skills, though may be limited in range; communication shows clarity but structure may lack coherence.
	54 - 56	55	
	50 - 53	52	
THIRD (Sufficient)	47 - 49	48	<b>Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; relies on set material to inform development of work; generally addresses most of the requirements of the given brief; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	44 - 46	45	
	40 - 43	42	
FAIL (Insufficient)	30 - 39	35	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work; given brief may be only tangentially addressed or may ignore key aspects of the brief; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	20 - 29	25	
	10 - 19	15	Highly insufficient or no evidence of knowledge or understanding of the subject or <b>taught concepts; facts reproduced in a disjointed or decontextualised manner</b> ; ignores set material in development of work; fails to address most or all of the requirements of the brief; fails to demonstrate relevant skills; lacks basic communication skills.
	1-9	5	
ZERO	0	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases.

## Level 5 - Generic grade descriptor: relationship of degree classification to percentage mark ranges and categorical grades (CG)

Class	Mark range	CG%	General Characteristics
FIRST (Excellent)	93 - 100	96	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	85 - 92	89	
	78 - 84	81	Outstanding/excellent knowledge and understanding of the area of study <b>as the student is typically able to go beyond what has been taught (particularly for a mid/high 1<sup>st</sup>)</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research <b>beyond the prescribed range</b> , to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed beyond expectation of the level.
	70 - 77	74	
UPPER SECOND (Very good)	67 - 69	68	Very good knowledge and understanding of the area of study as the student <b>is typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	64 - 66	65	
	60 - 63	62	
LOWER SECOND (Good)	57 - 59	58	Good knowledge and understanding of the area of study <b>balanced towards the descriptive rather than analytical</b> ; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	54 - 56	55	
	50 - 53	52	
THIRD (Sufficient)	47 - 49	48	<b>Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	44 - 46	45	
	40 - 43	42	
FAIL (Insufficient)	30 - 39	35	Insufficient knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	20 - 29	25	
	10 - 19	15	Highly insufficient or no evidence of knowledge or understanding of the subject or <b>taught concepts; facts reproduced in a disjointed or decontextualised manner</b> ; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.
	1-9	5	
ZERO	0	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases.

## Level 6 - Generic grade descriptor: relationship of degree classification to percentage mark ranges and categorical grades (CG)

Class	Mark range	CG%	General Characteristics
FIRST (Excellent)	93 - 100	96	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation. <b>Work may achieve or be close to publishable or commercial standard.</b>
	85 - 92	89	
	78 - 84	81	Excellent knowledge and understanding of the area of study <b>as the student is typically able to go beyond what has been taught (particularly for a mid/high 1<sup>st</sup>);</b> evidence of extensive and appropriate selection and critical evaluation/ synthesis/analysis of reading/research <b>beyond the prescribed range</b> , to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed beyond expectation of the level.
	70 - 77	74	
UPPER SECOND (Very good)	67 - 69	68	Very good knowledge and understanding of the area of study as the student <b>is typically able to relate facts/concepts together with some ability to apply to known/taught contexts;</b> evidence of appropriate selection and critical evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	64 - 66	65	
	60 - 63	62	
LOWER SECOND (Good)	57 - 59	58	Good knowledge and understanding of the area of study <b>balanced towards the descriptive rather than critical or analytical;</b> evidence of appropriate selection and evaluation of reading/research, some may be beyond the prescribed range, but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	54 - 56	55	
	50 - 53	52	
THIRD (Sufficient)	47 - 49	48	<b>Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; general reliance on set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	44 - 46	45	
	40 - 43	42	
FAIL (Insufficient)	30 - 39	35	Insufficient knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; uses set sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	20 - 29	25	
	10 - 19	15	Highly insufficient or no evidence of knowledge or understanding of the subject or <b>taught concepts; facts reproduced in a disjointed or decontextualised manner;</b> fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.
	1-9	5	
ZERO	0	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases.

## Level 7: Generic grade descriptor: relationship of grades of achievement to percentage mark ranges and categorical grades (CG)

Class	Mark range	CG %	General Characteristics
DISTINCTION (Excellent)	93 - 100	96	Exceptional breadth and depth of knowledge and understanding evidenced by own independent insight and critical awareness of relevant literature and concepts at the forefront of the discipline; evidence of extensive and appropriate independent inquiry operating with advanced concepts, methods and techniques to solve problems in unfamiliar contexts; Cogent arguments and explanations are consistently provided using a range of media demonstrating an ability to communicate effectively in a variety of formats using a sophisticated level of the English language in an eloquent and professional manner to both technical and non-technical audiences; a sustained academic approach to all aspects of the tasks is evidenced; academic work extends boundaries of the disciplines and is beyond expectation of the level and <b>may achieve or be very close to publishable or commercial standard</b> .
	85 - 92	89	Excellent knowledge and understanding <b>evidenced by some clear independent insight and critical awareness of relevant concepts some of which are at the forefront of the discipline</b> ; evidence of appropriate independent inquiry operating with core concepts, methods and techniques to solve complex problems in mostly familiar contexts; Arguments and explanations are provided that is well-supported by the literature and in some cases uses a range of media demonstrating an ability to communicate effectively in a limited number of formats using own style that is suited to both technical and non-technical audiences; a sustained academic approach to most aspects of the tasks is evidenced; <b>one or more aspects of the academic work is beyond the prescribed range</b> and evidences a competent understanding of all of the relevant taught content.
	78 - 84	81	
	70 - 77	74	
MERIT (Good)	67 - 69	68	Very good knowledge and understanding is evidenced as the student <b>is typically able to independently relate taught facts/concepts together some of which are at the forefront of the discipline</b> ; evidence of some competent independent inquiry operating with core concepts, methods and techniques to solve familiar problems; Arguments and explanations are provided that are typically supported by the literature and in some cases may challenge some received wisdoms; competently uses all taught media and communication methods to communicate effectively in a familiar settings; an academically rigorous approach applied to some aspects of the tasks is evidenced; some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning.
	64 - 66	65	
	60 - 63	62	
PASS (Satisfactory)	57 - 59	58	Good knowledge and understanding of the area of study <b>balanced towards the descriptive rather than critical or analytical and mostly confined to concepts that are not at the forefront of the discipline</b> ; evidence of some independent reading and research to advance work and inform arguments and approaches; Arguments and explanations are limited in range and depth although some are adequately supported by the literature albeit descriptively rather than critically; competently uses at least one taught media and communication method to communicate appropriately in familiar settings; although the approach applied to some aspects of the tasks may lack academic rigour, there are some clear areas of competence within the prescribed range. Relies on set sources to advance work/direct arguments and communicated in a way which shows clarity but structure may not always be coherent.
	54 - 56	55	
	50 - 53	52	

FAIL (Insufficient)	40 - 49	45	<b>Knowledge and understanding is marginally insufficient as the student is typically only able to deal with terminology, basic facts and concepts;</b> Adequate knowledge of concepts within the prescribed range but fails to add meaningful detail or make sufficient links between concepts and facts to adequately solve problems posed by the assessment; some ability to independently select and evaluate reading/research however there is a strong reliance on set sources and to provide descriptive and unsubstantiated arguments/methods; communication/presentation is competent in places and at a threshold level as it fails to demonstrate clarity and focus; inability to adequately define problems and make reasoned judgements; The general approach to tasks lacks rigor and where there is competence and rigor, it is not sustained.
	30 - 39	35	
	20 - 29	25	<b>Knowledge and understanding is highly insufficient as the student is unable to evidence any meaningful understanding of two or more taught concepts or methods;</b> very limited evidence of reading and research to advance work; inadequate technical and practical skills as the student is unable to use and apply such skills to address problems or make judgements; limited or lack of understanding of the boundaries of the discipline and does not question received wisdom; approach to learning lacks autonomy and approach to tasks is not sustained; inability to communicate coherently.
	10-19	15	
	1-9	5	
ZERO	0	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases.

## Level 4: Foundation Degree FdA / FdSc: Generic grade descriptor

(also: University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Graduate Cert; Graduate Dip)

Class	Mark range	CG %	General Characteristics
DISTINCTION (Excellent)	93 - 100	96	Exceptional knowledge and understanding of the subject and its underlying concepts; critical evaluation/synthesis/analysis and of reading/ research; evidence of breadth and depth of reading/research to inform development of work; exceptional demonstration of relevant skills; excellent communication; performance in some, if not all, areas deemed beyond expectation of the level.
	85 - 92	89	
	78 - 84	81	Excellent knowledge of the subject <b>as the student is typically able to go beyond what has been taught</b> ; evidence of breadth of reading/research to inform development of work; excellent demonstration of relevant skills; demonstrates strong communication skills.
	70 - 77	74	
MERIT (Good)	65 - 69	67	Good to very good breadth of knowledge and understanding of the taught content; wider understanding of the subject as the student <b>is typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; identification and selection of material to inform development of work; good to very good demonstration of relevant skills; communication shows clarity and overall coherence.
	61-64	63	
	56-60	58	
PASS (Satisfactory)	51-55	53	<b>Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts</b> but may fail to make meaningful synthesis; <b>balanced towards the descriptive rather than analytical</b> ; relies on set material to inform development of work; generally addresses most of the requirements of the given brief; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	46-50	48	
	40-45	42	
FAIL (Insufficient)	30 - 39	35	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work; given brief may be only tangentially addressed or may ignore key aspects of the brief; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	20 - 29	25	
	10-19	15	Highly insufficient or no evidence of knowledge or understanding of the subject or <b>taught concepts; facts reproduced in a disjointed or decontextualised manner</b> ; ignores set material in development of work; fails to address most or all of the requirements of the brief; fails to demonstrate relevant skills; lacks basic communication skills.
	1-9	5	
ZERO	0	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases.



## Level 5: Foundation Degree FdA / FdSc: Generic grade descriptor

(also: University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Graduate Cert; Graduate Dip)

Class	Mark range	CG %	General Characteristics
DISTINCTION (Excellent)	93 - 100	96	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	85 - 92	89	
	78 - 84	81	Outstanding/excellent knowledge and understanding of the area of study <b>as the student is typically able to go beyond what has been taught (particularly for a Distinction)</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research <b>beyond the prescribed range</b> , to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed beyond expectation of the level.
	70 - 77	74	
MERIT (Good)	65 - 69	67	Good to very good knowledge and understanding of the area of study as the student <b>is typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; good to very good demonstration of relevant skills; strong communication skills.
	61-64	63	
	56-60	58	
PASS (Satisfactory)	51-55	53	<b>Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	46-50	48	
	40-45	42	
FAIL (Insufficient)	30 - 39	35	Insufficient knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	20 - 29	25	
	10-19	15	Highly insufficient or no evidence of knowledge or understanding of the subject or <b>taught concepts; facts reproduced in a disjointed or decontextualised manner</b> ; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.
	1-9	5	
ZERO	0	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases.