

Assessment form

AVA

Yr 2

Unit / Mofule:		
Term	Hours :	CP

STUDENT :

The marking descriptors show what student need to achieve in work to gain each grade.

Generic Criteria/Mark EU/SLO	10	9	8	7	6	5-1
Generic Criteria/Mark UK	≥70% A	60% - 69% B	50% - 59% C	40% - 49% D	35% - 39% E (6)	<35% F
Classification	1st	2:1	2:2	3rd	Marginal Fail Upgrading required (Agreatat)	Fail (Resit)
1. Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes
The extent to which knowledge is demonstrated: <i>relevant contextual or theoretical issues are identified, defined and described</i> <i>historical or contemporary practices are identified, defined and described</i> <i>appropriate technologies, methods and processes are identified, defined and described</i>	Outstanding breadth of knowledge of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices Extensive knowledge of relevant and specialist techniques and processes	A significant breadth of knowledge of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices Significant knowledge of relevant specialist techniques and processes	Confident knowledge of a range of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices Confident knowledge of relevant specialist techniques and processes	Familiar with a range of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices Sound knowledge of relevant specialist techniques and processes	Some knowledge of fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices Limited knowledge of relevant specialist techniques and processes Marginal Fail	No significant knowledge of fundamental contextual and theoretical issues or critical concepts No significant knowledge of relevant specialist techniques or processes Fail
2. Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge
The degree to which research methods are demonstrated: <i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i> <i>knowledge and information is selected, analysed, synthesised and evaluated in order to</i>	Relevant knowledge is systematically and rigorously explored and interpreted when proposing solutions to projects and problems which demonstrate evidence of independent thought Outstanding ability to analyse and synthesise	Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems which demonstrate evidence of independent thought Strong ability to analyse and synthesise knowledge to produce	Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems Sound ability to analyse and synthesise knowledge to produce	Relevant knowledge is competently explored and interpreted when proposing solutions to projects and problems Sound ability to apply and analyse knowledge to produce creative	Limited ability to manipulate or interpret relevant knowledge in seeking solutions to projects and problems Limited ability to apply knowledge to produce	Little or no ability to manipulate or interpret relevant knowledge in seeking solutions to projects or problems Little or no ability to apply knowledge to produce creative

generate creative ideas, solutions, arguments or hypotheses	knowledge to produce original creative practice and to evaluate results	creative practice and to evaluate results	creative practice and to evaluate results	practice and to evaluate results	creative practice	practice
3. Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills
The degree to which: appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions appropriate technologies methods and processes are demonstrated transferable, professional skills are effectively demonstrated	Accomplished and fluent application of specialist practical and technical skills Outstanding demonstration of transferable and professional skills	Accomplished application of specialist practical and technical skills Highly effective demonstration of transferable and professional skills	Strong application of specialist practical and technical skills Confident application of transferable and professional skills	Sound application of specialist practical and technical skills Sound application of transferable and professional skills	Rudimentary application of specialist practical and technical skills Rudimentary application of transferable and professional skills	Ineffective application of specialist practical and technical skills Ineffective application of transferable and professional skills

4. Commitment Personal and professional development Management of learning through reflection, planning, self direction, subject engagement and commitment	Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence of impacts	Reflection and planning is self directed, iterative and habitual. Strengths have been successfully built on, weaknesses have been mitigated	Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses	Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses	Sporadic evidence of reflection and planning not followed through consistently. Incomplete awareness of personal strengths and weaknesses	Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task
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Marks/Grades According to each criteria	1. Knowledge of contexts, concepts, technologies and processes	2. Understanding through application of knowledge	3. Application of technical and professional skills	4. Commitment	Final Mark/Grade
	%	%	%	%	%

