

Assessment form		AVA	Yr 3
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	<35% F
Classification	1st	2:1	2:2	3rd	Marginal Fail Upgrading required (Agreotat)	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 and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices Extensive knowledge of a range of relevant specialist techniques and processes	A breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices Significant knowledge of a range of relevant specialist techniques and processes	Confident knowledge of a range of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices Confident knowledge of a range of relevant specialist techniques and processes	Familiar with a range of contextual and theoretical issues and their relationship to a range of historical and contemporary practices Adequate knowledge of a range of relevant specialist techniques and processes	Some knowledge of fundamental contextual and their relationship to a range of historical and contemporary practices Limited knowledge of relevant specialist techniques and processes	Limited knowledge of contextual and theoretical issues and their relationship to a range of historical and contemporary practices. No significant knowledge of relevant specialist techniques or processes
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	Systematic and thorough application of a range of research methodologies	Rigorous application of a range of research methodologies to	Confident ability to apply a range of research methodologies to projects,	Competent ability to apply a range of research methodologies to projects,	Ability to apply a range of research methodologies to projects, problems and	No significant ability to apply research methodologies to projects, problems and

<p>demonstrated:</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, solutions, arguments or hypotheses</i></p>	<p>to projects and problems and hypotheses, with evidence of highly focused independent thought and some new insights into the subject</p> <p>Outstanding ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective and original results</p>	<p>projects and problems and hypotheses, with evidence of highly focused independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective results</p>	<p>problems and hypotheses, with clear evidence of independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to evaluate them in a wider context, generating effective results</p>	<p>problems and hypotheses with some evidence of independent thought or critical analysis</p> <p>Competent ability to produce a range of creative practices and evaluate them in a wider context to generate effective results</p>	<p>hypotheses with little evidence of independent thought or critical analysis</p> <p>Limited ability to produce a range of creative practices and to evaluate them in a wider context to generate effective results</p>	<p>hypotheses and no evidence of independent thought or critical analysis</p> <p>Little or no ability to produce range of creative practices or to evaluate them in a wider context to generate effective results</p>
<p>3.</p> <p>Application of technical and professional skills</p>	<p>Application of technical and professional skills</p>	<p>Application of technical and professional skills</p>	<p>Application of technical and professional skills</p>	<p>Application of technical and professional skills</p>	<p>Application of technical and professional skills</p>	<p>Application of technical and professional skills</p>
<p>The degree to which:</p> <p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p>	<p>Accomplished, original and fluent application of a range of specialist practical and technical skills</p> <p>Outstanding accomplishment of a range of advanced transferable and professional skills applied to complex situations and problems</p>	<p>Accomplished and original application of a range of specialist practical and technical skills</p> <p>Accomplished application of advanced transferable and professional skills to complex situations and problems</p>	<p>Confident and imaginative application of a range of specialist practical and technical skills</p> <p>Confident application of advanced transferable and professional skills to challenging situations and problems</p>	<p>Competent application of a range of specialist practical and technical skills</p> <p>Competent application of advanced transferable and professional skills</p>	<p>Basic application of a range of specialist practical and technical skills</p> <p>Limited application of advanced transferable and professional skills</p>	<p>Rudimentary application of a range of specialist practical and technical skills</p> <p>Ineffective application of a range of transferable and professional skills</p>

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

Any additional report/comment/remark on separate sheet