

## Grading Standards Characteristics – Getting the standard right

|                                          | Pass                                                                                                                                                                                                                                                                                                                                                                                       | Merit                                                                                                                                                                                                                                                                                                                                                                                                                  | Distinction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | The student can do the task(s) and meet the requirements, but not consistently with any depth or breadth.                                                                                                                                                                                                                                                                                  | The student performs well and shows clear understanding and skill, but not reliably and consistently at the highest level.                                                                                                                                                                                                                                                                                             | The student performs consistently at a high level with excellent understanding, skill and independence.                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>GS1 Knowledge &amp; Understanding</b> | <p>There is no grading standard for a pass; it is achieved by meeting the learning outcomes.</p> <p>The student's evidence may demonstrate:</p> <ul style="list-style-type: none"> <li>Relevant but basic knowledge and understanding.</li> </ul>                                                                                                                                          | <p>The student's evidence demonstrates:</p> <ul style="list-style-type: none"> <li>Knowledge is secure and relevant.</li> <li>Some analysis or explanation, not just description.</li> <li>Information is relevant and mostly well-selected.</li> </ul>                                                                                                                                                                | <p>The student's evidence demonstrates:</p> <ul style="list-style-type: none"> <li>Knowledge is confident, detailed, and well-integrated, which is applied accurately and purposefully throughout.</li> <li>There is clear analysis, synthesis, and evaluation.</li> </ul>                                                                                                                                                                                                                   |
| <b>GS2 Subject-Specific Skills</b>       | <p>There is no grading standard for a pass; it is achieved by meeting the learning outcomes.</p> <p>The student's evidence may demonstrate:</p> <ul style="list-style-type: none"> <li>Appropriate skills, though the application of these is limited.</li> <li>Descriptive approach, not analytical, mostly accurate, but some errors.</li> </ul>                                         | <p>The student's evidence demonstrates:</p> <ul style="list-style-type: none"> <li>Skills are applied well most of the time and are appropriate for the subject area and tasks.</li> <li>Subject-specific conventions have been followed correctly (e.g. scientific method).</li> <li>Clear, competent technique.</li> <li>Some inconsistencies or missed opportunities.</li> </ul>                                    | <p>The student's evidence demonstrates:</p> <ul style="list-style-type: none"> <li>Skills are precise, controlled, and well-judged, and strongly aligned to the subject area and tasks.</li> <li>Robust critical thinking.</li> <li>Effective problem-solving.</li> <li>Subject-specific conventions have been consistently and confidently followed.</li> <li>Technique is precise and well-judged.</li> </ul>                                                                              |
| <b>GS3 Transferable Skills</b>           | <p>There is no grading standard for a pass; it is achieved by meeting the learning outcomes.</p> <p>The student's evidence may demonstrate they have:</p> <ul style="list-style-type: none"> <li>Shown adequate understanding of the assignment brief.</li> <li>Followed guidance with limited independence.</li> <li>Some appropriate sources were used, but limited in range.</li> </ul> | <p>The student's evidence demonstrates:</p> <ul style="list-style-type: none"> <li>Presentation and/or communication is clear and well organised.</li> <li>Reliable but limited sources and references are mostly correct.</li> <li>Very good problem-solving or information-handling skills.</li> <li>Ability to follow instructions and a very good response to the requirements of the assignment brief.</li> </ul> | <p>The student's evidence demonstrates:</p> <ul style="list-style-type: none"> <li>A professional and fluent approach throughout.</li> <li>Writing is clear, structured and academic.</li> <li>The selection of high-quality and relevant sources, which are used critically and appropriately referenced.</li> <li>Excellent engagement with the assignment brief, closely following all instructions and addressing all requirements in a detailed and highly effective manner.</li> </ul> |