

# Access to HE Grading Scheme Toolkit

## Converting Assignment Briefs to Meet the Requirements of the Revised Grading Scheme

October 2023



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## Introduction

This guide to converting assignment briefs has been written by practitioners - for practitioners. Those who have contributed to this guide were members of the group of assessment practitioners who helped shape the three Grading Standards and who provided worked examples for the testing phase of the revised Grading Scheme.

The purpose of this guide is to provide a starting point for assessment practitioners in transitioning from the current Grading Scheme with its seven Grade *Descriptors* to the new Grading Scheme with three Grading *Standards*.

Full details of the revised Grading Scheme and the Grading Standards can be found on the [QAA website](#). It is advisable to familiarise yourselves with the new scheme before attempting to redraft existing assignment briefs.

This guide is separated into two distinct sections. The first section (Section A) includes some advice on understanding the interrelationship between the two grading schemes, along with a series of examples of mapping between the two schemes. The second section (Section B) includes some examples of assignment briefs, for existing assignments, that have been rewritten in the context of the three Grading Standards.

The examples given all use the same template, but practitioners should note that this is purely for the purpose of exploring the three Grading Standards and their components and sub-components; it is not indicative of a comprehensive assignment brief template. As a result, most of the examples contain instructions for practitioners which clearly would not be reproduced for students.

The template does not, for example, include sections for student declarations/plagiarism, submission dates, extensions, resubmission dates, penalties for late submission, or feedback to students. The templates that you use for your assignment briefs will, as now, be provided either by your centre/provider or Access Validating Agency (AVA).

You will encounter some slight differences in presentation in the examples provided, particularly in relation to how practitioners have laid out their additional guidance to students. You will also see in some assignment briefs, and for the purposes of this guide only, the full list of sub-components for each Grading Standard with the selected sub-components highlighted in colour; others simply list the selected sub-components.

As this guide is offered as a starting point for practitioners, we hope that it will generate discussion and further questions which QAA will be pleased to receive and address. We may also include some of these in the Grading Scheme FAQs which we will update periodically throughout the year.

Please send any questions to [ahe@qaa.ac.uk](mailto:ahe@qaa.ac.uk)

# Section A: Converting an Assignment Brief from Grade Descriptors to Grading Standards - A Practitioner's Guide

## Mapping Descriptors to Standards

A starting point for understanding the broader process is to consider the interrelationship between the current Grade Descriptors and the three Grading Standards. It may be helpful to look at the table below which sets out the relationship between the two grade metrics:

Grading Standard	Mapped coverage to Grade Descriptors
Knowledge and Understanding	GD1 / GD2
Skills	GD3 / GD4
Transferable Skills	GD5 / GD6 / GD7

It is likely that many assignments will not include all three Grade Descriptors, so attempting to match the Grade Descriptor components directly across to the new Grading Standards will not be possible for all Grading Standards.

However, you may find that considering the older Grade Descriptor components and the potential to map them to the newer Grading Standard components and sub-components will help to get the process started.

### Example 1

An assignment set up using the old Grade Descriptors requires the student to demonstrate their understanding of facts, theories and perspectives. These can be mapped directly across to GS1(b).

A similar approach can be taken in terms of mapping GD5 provisions across to GS3(a) where these are applied to an assignment.

### Knowledge and skills

As noted above, it is possible that the unit being assessed did not contain Grade Descriptors pertaining to either knowledge or skills. This might be the case in terms of the Grade Descriptors if neither GD1 or GD2 was applied or, alternatively, neither GD3 nor GD4. It may also be the case that one or other was applied, but not the remainder (that is, GD1 and/or GD3 but not GD2 or GD4, or *vice versa*).

In these instances, it may present challenges for the assessor as they will not have an already established guide in terms of how to apply the 'language' of the Grading Standards. If this is the case, the assessor will need to look to the wording of the Assessment Criteria for guidance about the nature of the knowledge and skills required within the unit. All compliant unit stock will contain both knowledge and skills within their Learning Outcomes which are demonstrated via the meeting of the relevant Assessment Criteria. Therefore, in considering the application of Grading Standards which do not directly map to previous

Grade Descriptors, the assessor should consider what knowledge and skills are required by the unit.

### **Example 2**

An assessor is converting an assignment for a unit which in original form has GD2 and GD7 applied. In this case the assessor will need to consider how to apply GS1(a) and GS2 (in its entirety). The presence of GD7 and the nature of the assessment model will likely make the options for GS3 easy to tailor depending on the nature of the assessment task and the requirements for planning and autonomy (GS3(b)) as balanced against the potential for application of GS3(a) and/or GS3(c).

#### **GS1(b):**

In this instance it is assumed that, as GD2 was applied originally, it should be reasonably easy to map across to GS1(a). However, in applying GS1(b) there will not be an immediate reference point. In this instance, the assessor should consider the nature of the Learning Outcomes and Assessment Criteria as they relate to understanding. Does the unit require the student to 'understand' facts and theories, or methods and practices, for example. The decision made in relation to this will be influenced by the unit's nature and content. In interpreting 'understanding' in relation to these categories, this should be taken on the basis that the evidence produced within the assessment of the relevant Learning Outcomes and Assessment Criteria can be seen to evidence (albeit in association with the requirements of GS1(a) as a result of understanding how to 'apply' their knowledge to the set task).

#### **GS2(a-b):**

In relation to Skills as it relates to the example above, there is no application of GD3 and GD4 within the original unit assessment to map. Therefore, the assessor should consider the nature of the Skills required by the Assessment Criteria of the given unit. Any requirement to analyse, evaluate or explain will require the student to evidence their subject-specific skills in terms of how they approach said analysis, evaluation or explanation. For example, in a Sociological unit, the process of analysis will require the student to undertake an examination of data from a sociological perspective. This will be different from the skill set required for analysis in History or Law, for example. Therefore, the assessor should consider these subject-specific skills as the basis for the assessment metric within GS2(a) and should then apply the relevant qualifying statements from GS2(b) in terms of the nature of expectations of application (for example, accuracy, precision, insight). The final grade for this will then consider the student's assessment evidence in terms of whether these subject-specific skills are generally or consistently applied as qualified by the requirements stated within GS2(b).

### **The Art and Design question**

There is an issue that arises in relation to specific subject areas (and units) where the predominant 'gradable aspects' of the unit pertain to either Knowledge and Understanding or Subject-Specific Skills. This can be seen in units within Art and Design pertaining to 'practical drawing'. This is not to suggest that the issue may not arise in other subject areas, but this is perhaps the most likely one, so it has been used as a basis for the discussion below.

An assessor looking at a 'Practical Drawing' unit may assess the student's Knowledge and Understanding from the actual drawing skills themselves.

There are many different approaches to drawing, beyond representational drawing. The development of a particular drawing skill set will be informed and shaped by the stated intention. This is the subject/concept that the student determines will be explored through the unit. The intention (concept) informs the student of what to draw - the object(s) or image; and how to draw it - the skills which are most appropriate to use.

The skill and intention (concept) cannot be separated. To remove the intention from drawing is to render it as purely mechanical. Drawing then reverts to draughtsmanship, which is a purely technical skill applicable to other fields such as architectural drawing or mechanical engineering.

In this case, possessing technical drawing ability would become a prerequisite for enrolling on an Art and Design course, yet this is not a necessary skill within the field of Contemporary Fine Art.

Examples of artists with a range of drawing skills (the list is endless):

Vija Celmins

Alice Maher

Jake and Dinos Chapman

Grayson Perry

Ellen Gallagher

Pablo Picasso

Alberto Giacometti

Egon Schiele

Kathe Kollwitz

David Shrigley

Rene Magritte

### Example 3

My intention is to explore ideas related to the search for knowledge and understanding of the world.

I am using the device of still-life to convey this intention (concept).

I have set up a still life using a skull, a candle, an encyclopedia, a laptop, a bunch of keys, a mobile phone and a QR code, and so on.

I am using these objects to address both the search for knowledge and the scientific/ technological progress across time. These items are specific visual references to my stated concept.

The concept will be conveyed by creating a representational drawing that is true to life. These are appropriate skills to use in conjunction with the concept and still-life device.

Knowledge and understanding are assessed in terms of:

- the appropriate use of the still-life as a drawing device in pursuit of the stated intention (concept)
- identification of appropriate technical skills to demonstrate the still-life device and the stated intention (concept)
- evidencing knowledge and understanding of the genre of still-life painting/ drawing through history and up to the present day using a selection of examples (for example: Vincent Van Gogh - 16<sup>th</sup> century Dutch art / Paul Cezanne - 19<sup>th</sup> century / Georges Braque - 20<sup>th</sup> century / Andreas Gursky - 21<sup>st</sup> century).
- experimentation around use of materials, scale, mark-making, imagery, framing, and so on, as appropriate to the stated intention (concept) and developing on from the existing canon
- originality in terms of approach and visual language in relation to the existing canon.

#### Example 4

My intention is to explore the subject of human emotion and the inarticulable aspect of emotions.

I am going to explore this through the language of abstract art and gestural mark-making.

Expressive qualities in the drawing will be developed to reflect the stated intention (concept).

These qualities include but are not limited to: materials and media / quality of line / mark-making / scale / movement / expression / combinations of elements.

The concept will be conveyed by creating a composition using non-representational, gestural mark-making that explores abstract expressive qualities. These are appropriate skills to use in conjunction with the concept and the language of abstract art.

Knowledge and understanding are assessed in terms of:

- the appropriate use of abstract visual language in pursuit of the stated intention (concept)
- identification of appropriate technical skills to demonstrate abstract art and the stated intention (concept)
- evidencing knowledge and understanding of the genre of abstract painting/drawing through history and up to the present day using a selection of examples (for example, Wassily Kandisky, Jackson Pollock, Willem de Kooning, Mark Rothko)
- experimentation around use of materials, scale, mark-making, expression, composition and so on, as appropriate to the stated intention (concept) and developing on from the existing canon
- originality in terms of approach and visual language in relation to the existing canon.

In general, regardless of the particular drawing skill set the student chooses to develop, Knowledge and Understanding may be assessed in terms of:

- identification of appropriate skill set in relation to stated intention (concept)
- knowledge and understanding of appropriate drawing skills in respect of the stated intention
- evidence of knowledge of the genre to which the skills relate (therefore signifying an informed position)
- experimentation around use of materials, scale, mark-making, imagery, composition, and so on
- originality in terms of approach and visual language.

No practice exists in a vacuum. There is always a history and a context from which new forms develop. A student's knowledge and understanding of their own position in the field of art can only be informed from what has come before. This also applies to drawing and its various styles.



## Knowing the assignment

The Grading Standard components in GS3 and sub-components across all Grading Standards provide choices which require you to map the chosen assessment to the sub-component.

Consider what the assessment model for the unit requires the student to do. Will it provide auditable evidence of the sub-component or sub-components you wish to apply?

### Example 5

GS3(b) has a number of 'sub-components' allocated to it. Where sub-components relating to planning and organisation, or response to supervision, or collaboration with others are chosen, consider whether the assessment enables auditable evidence of these activities which can be considered for grading. You should remember that where a grade is challenged by a student, both an Internal and External Quality Assurer would need to consider the allocation of grades in relation to the evidence upon which grading was based.

Therefore, for the avoidance of doubt, evidence cannot be implicit (*they did a very good essay so they must have planned it*). The evidence must be contained within the assessment and must be able to be seen by others involved within quality assurance for the purposes of moderation.

Where these components are applied, the assessment must provide gradable (that is, differentiable) evidence of planning and organisation via a reflective log, or portfolio of planning evidence, for example. Without this evidence, which directly links to the language of the Grading Standard, it would be judged to not be 'fit for purpose'. If GS3(b) is applied to an assessment and the assessment does not provide said auditable evidence, then it is non-compliant.

The solution in this instance is either to change the assignment so that evidence becomes available or to apply GS3(a) and GS3(c) which can be more easily evidenced.

GS3(b) is highly apposite to Independent Academic Study units which require the student to plan, organise and undertake independent research (although with supervision) or assignments which have elements of collaborative working within them. However, it is not appropriate for use where an assessment does not directly evidence the activities within it.

## Considering the implications of 'holistic' grading (if appropriate)

Where an assessment has previously been assessed via a number of phased assignments, with each contributing to the final grade profile, consider how this may be adapted to the single 'holistic' assessment model.

Consider whether you continue to assess via different assessment tasks which are marked separately as 'formative assessments' and only graded upon all Learning Outcomes and Assessment Criteria being met once the final assignment has been successfully submitted, or whether the assessment should be handed in as a 'portfolio' of tasks without the provision of formative feedback. Any feedback given in relation to formative assignments must remain compliant with the provisions of the QAA Grade Scheme Handbook - Section C and must

not indicate any potential grade. Formative work once marked must not be 'reworked' based on feedback to gain a higher grade as this would constitute grade polishing.

### **Example 6**

An Independent Academic Study is undertaken across two terms. Students are required to submit an 'initial proposal', a plan encompassing key research stages, a statement of methodology, and a review of literature prior to the final submission of their research report.

Throughout this time, they are allowed to have regular reviews with their project supervisor. The assessor could elect to only mark the work upon final submission of all aspects of the study. The grade would be applied across all aspects of the study at this point. Discussion and broad feedback on key ideas may take place in supervision sessions but there would be no written formative feedback provided prior to final submission.

Alternatively, the assessor may choose to provide 'broad-brush' written feedback (as allowed by the Grade Scheme Handbook - Section C) as each assignment is completed to allow the student to focus on improving their knowledge and skills in subsequent tasks. However, the grading would only take place upon completion and submission of all tasks.

In deciding which approach works, the duration of the unit (across how many weeks of study) and the value of the feedback should be balanced against the potential benefit to students in having feedback to enable their development of knowledge and skills throughout the tasks.

### **What you are looking for in the assignment**

GS3(c) looks at the student's ability to meet the requirements of the assignment in terms of use of academic or technical language and academic conventions (for example, referencing).

Consider what it is that you require. If you apply GS3(c) then it is important that where you wish to consider factors such as use of specific referencing systems, that this is clearly stated within the Assessment Guidance/Assignment Brief. It is also important to be confident that the student is aware that they will be judged on their ability to respond using appropriate academic tone and/or technical language. It is only possible to judge a student in terms of their ability to respond to these factors if they are clearly integral to the assignment set.

### **Example 7**

An assessor applies GS3(c) with the expectation that the student will employ Harvard referencing. However, the assignment brief simply states that the assessment should be appropriately referenced. The student completes the work using the 'Chicago Manual' referencing style. The tutor notes this as not being appropriate and it impacts upon the grade allocation to GS3. The student challenges this via the right to make a 'representation' under Section C of the QAA Grade Scheme Handbook. The representation is upheld and the grade is changed as the response to the assignment was appropriate as the guidance had not specifically stated the Harvard referencing system.

The overarching goal of the Grading Standards model was to offer a simplistic model which could easily be 'parachuted' into existing assignments. However, while the new model should easily be applicable to assessment models across the scope of provision, care must be taken to ensure that assessment evidence generated by assessments can clearly demonstrate differentiated achievement of the allocated Grading Standards and their components/sub-components.

## Section B: Exemplar Assignment Briefs

### Algebra

<b>Access title:</b>	
<b>Unit title:</b>	Algebra
<b>Unit level:</b>	3
<b>Credit value:</b>	
<b>Graded / ungraded</b>	Graded academic subject content
<b>Assignment title:</b>	Algebra

Learning outcomes	Assessment criteria
<b>The student will:<sup>1</sup></b>	<b>The student can:</b>
1. Be able to use indices and Logarithms	1.1 Evaluate algebraic expressions involving indices 1.2 Evaluate algebraic expressions involving logarithms
2. Be able to manipulate algebraic expressions	2.1 Combine and simplify algebraic expressions 2.2 Factorise algebraic expressions
3. Know how to form and solve equations	3.1 Form equations 3.2 Transpose equations 3.3 Solve equations using algebraic methods. 3.4 Solve equations using graphical Methods

#### Details of assignment requirements mapped to assessment criteria

##### Description of assignment:

##### **Task 1 – Time-constrained assessment: non-calculator (AC 2.1, 2.2, 3.2)**

Answer structured questions in a time constrained assessment of 30 minutes (see examination rules and procedures below). Use of a calculator is **not** allowed. The assessment will take place on [DATE] at [TIME].

##### **Task 2 – Time-constrained assessment: calculator (AC 1.1, 1.2, 3.3, 3.4)**

Answer structured questions in a time constrained assessment of 1 hour 30 minutes (see examination rules and procedures below). Use of a calculator is allowed. The assessment will take place on [DATE] at [TIME].

##### **Task 3 – Mathematical investigation (AC 3.1)**

Complete a mathematical investigation using skills in algebra to explore a scientific problem (see attached task sheet). This task will be completed outside class.

<sup>1</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Grading Standard 1: Knowledge and Understanding

### Using this descriptor

Utilise both components. For component (b) for 3-credit units, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components; for 6 and 9-credit units, select a <b>minimum of two</b> and <b>maximum of six</b> . Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• concepts</li> <li>• methods</li> <li>• principles</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• concepts</li> <li>• methods</li> <li>• principles</li> </ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

## Grading Standard 2: Subject-Specific Skills

### Using this descriptor

For all units irrespective of size, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit</p> <p>with</p> <p>b. <b>very good</b> levels of:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit</p> <p>with</p> <p>b. <b>excellent</b> levels of:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> </ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

Grading Standard 3: Transferable Skills

Using this descriptor

<p>There are <b>three components</b> for this grading standard: (a), (b) and (c). A <b>minimum of two</b> components must be selected for all graded units (irrespective of size of unit). All three components <b>must be used at least once</b> across the assessment of the Diploma. Components (a) and (b) each have a set of sub-components. Select a <b>minimum of two</b> and <b>maximum of four</b> of the most relevant sub-components for both (a) and (b).<sup>2</sup></p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• syntax</li> <li>• imagery</li> <li>• number</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• syntax</li> <li>• imagery</li> <li>• number</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

Additional guidance for assessors and / or students <sup>3</sup>	
Students must carefully read the guidance below which is linked to the components above.	
Merit	Distinction
<p><i>To achieve Merit:-</i></p> <p><b>GS1: Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• In Task 3 Part B, you will generally select and apply the most appropriate algebraic method(s) to explore the problem.</li> <li>• In all tasks, you will make very few errors in your interpretation of mathematical symbols, and you will generally show that you understand the principles of algebraic manipulation.</li> </ul>	<p><i>To achieve Distinction:-</i></p> <p><b>GS1: Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• In Task 3 Part B, you will consistently select and apply the most appropriate algebraic method(s) to explore the problem.</li> <li>• In all tasks, you will make no significant errors in your interpretation of mathematical symbols, and you will consistently show that you understand the principles of algebraic manipulation.</li> </ul>

<sup>2</sup> Select only those sub-components used for the assignment commensurate with the unit size.

<sup>3</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading standards as they apply to the brief.

<p><b>GS2: Subject-Specific Skills</b></p> <ul style="list-style-type: none"> <li>• In Task 3 Part B, you should construct and combine equations correctly to model the SAVR of a cell. You should select techniques that allow you to simplify the resulting equation. You should make links between variables that allow you to present meaningful conclusions.</li> <li>• In Task 1 and Task 2, you will produce fully correct answers to at least one question from each section of each test within the time allowed. Overall, in each test, at least a majority of your final answers will be correct.</li> <li>• In Task 2, you will generally follow instructions relating to the precision of numerical answers.</li> </ul> <p><b>GS3: Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• In Task 3, your working and explanations should be logical, so that someone reading your work can see how your investigation has developed. You should include relevant diagrams.</li> <li>• In all tasks, steps in your working should be clear, using generally correct mathematical syntax. The presentation of your work should be clear. Any sources you have used should be referenced clearly.</li> </ul>	<p><b>GS2: Subject-Specific Skills</b></p> <ul style="list-style-type: none"> <li>• In Task 3 Part B, you should construct and combine equations correctly to model the SAVR of different cell shapes, explaining any assumptions or approximations made, and presenting your final equations in their simplest form.</li> <li>• In Task 1 and Task 2, you will produce fully correct answers to at least most of the questions within the time allowed.</li> <li>• In Task 2, you will follow instructions relating to the precision of numerical answers. In Task 3, you will make appropriate choices on the precision of the data and calculated values, and provide justification for your choices.</li> </ul> <p><b>GS3: Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• In Task 3, your mathematical working and explanations should be logical, and supported by diagrams, so that someone reading your work can see how your investigation has developed and be informed by your conclusions.</li> <li>• In all tasks, steps in your working should be clear with no significant errors in mathematical syntax. The presentation of your work will be very well organized. Any sources you have used should be referenced in accordance with a standard convention.</li> </ul>
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**Additional guidance for assessors and / or students**

**Examination rules and procedures**

- Arrive for the exam early. If you arrive after the exam has started, you will not be permitted to enter the examination room as it would disturb your fellow students.
- Mobile telephones must be switched off and placed out of reach.
- You will be provided with a question and answer booklet.
- You are permitted to use some pens, pencils, a ruler, a rubber (and a scientific calculator for Task 2). You may have a bottle of water on your desk.
- All your other personal belongings need to be left at the front of the room away from the desks. You are not permitted to bring any notes into the examination.

## Exemplar Assignment Brief: Algebra

- Once the exam has started you must not communicate with anyone except the invigilator. If you need to communicate with the invigilator, you should raise your hand and wait for them to come to you.
- You need permission from the invigilator to leave the examination room (e.g. to go to the toilet). If you leave the room then you may not take the question paper or your answer booklet with you. If you leave without permission then you will not be permitted to re-enter the examination.
- You should not leave your desk until all your papers/scripts have been collected. You should not speak to your peers until you have left the examination room.
- Any learners found to have broken the rules of examination will have their scripts automatically invalidated. This means that you will have to undertake a resubmission examination.

### Preparing for the examination

- Make sure that you have read the assessment criteria and grade guidance so that you know what to revise and what is expected from your answers.
- If you normally need to be contactable by phone, ensure that those who may contact you are aware of the times that you will be in the examination and will not have access to your phone.

If you require special conditions for sitting tests (e.g. extra time), inform your tutor by **[DATE]** so that they can confirm whether you are eligible for these accommodations and make appropriate arrangements.



## Algebra – Example Test 1 (non-calculator)

This examination covers the following assessment criteria of the unit:

- |     |   |
|-----|---|
| 2.1 | Combine and simplify algebraic expressions. |
| 2.2 | Factorise algebraic expressions.            |
| 3.2 | Transpose equations.                        |

The examination is set under the following conditions:

<b>Date and time of examination</b>	
<b>Length</b>	30 minutes
<b>Resources permitted or provided</b>	Permitted: Pen, pencil, rubber, ruler Provided: question and answer booklet (A calculator is <b>not</b> permitted.)
<b>Resources not permitted</b>	Mobile phone and other electronic equipment

2.1 Combine and simplify algebraic expressions.

Simplify:  $5pq \times 8p^2$

Simplify:  $(10yx^2 + 8y^3x) \div 2x$

Simplify:  $5a(4a - d^2) - 7d(a + 5d)$

Simplify:  $4 \log_{10}(2x) - \log_{10}(4x)$

2.2 Factorise algebraic expressions.

Factorise:  $45ab^2 + 9ab - 3b^2$

Factorise:  $2x^2 + x - 21$

Factorise:  $25x^2 - 9y^2$

3.2 Transpose equations

Transpose the equation to make **R** the subject.

$$V = I R$$

Transpose the equation to make **t** the subject.

$$P V = n R (t + 273)$$

Transpose the equation to make **v** the subject.

$$B = m (q - v)$$

Transpose the equation to make **r** the subject.

$$A = 4 \pi r^2$$

## Algebra – Example Test 2 (calculator)

This examination covers the following assessment criteria of the unit:

- |   |
|---|
| 1.1. Evaluate algebraic expressions involving indices.    |
| 1.2. Evaluate algebraic expressions involving logarithms. |
| 3.3. Solve equations using algebraic methods.             |
| 3.4. Solve equations using graphical methods.             |

The examination is set under the following conditions:

<b>Date and time of examination</b>	
<b>Length</b>	1 hour 30 minutes
<b>Resources permitted or provided</b>	Permitted: Pen, pencil, rubber, ruler, calculator Provided: question and answer booklet
<b>Resources not permitted</b>	Mobile phone and other electronic equipment
<b>Formula</b>	general solution for a quadratic equation: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

1.1 Evaluate algebraic expressions involving indices.
---

For this set of questions you should give your answers to 2 significant figures.

Evaluate $(3a - b)^2$ when $a = 1.3 \times 10^4$ , $b = 7.2 \times 10^3$
--

Evaluate $5a - b$ when $a = 3$ , $b = -6$
---

Evaluate $\frac{a+2b}{ab+c}$ when $a = 5$ , $b = 0.25$ , $c = 2$
--

Evaluate $a^{-3}$ when $a = 5$
--------------------------------

Evaluate $a b^{0.5}$ when $a = 2$ , $b = 3$
---

The surface area of a cylinder is found using the equation:  $A = 2\pi hr + 2\pi r^2$

- Find the surface area of a cylinder of height (h) = 9.5 cm, and radius (r) = 5.0 cm
- Explain what would happen to the surface area if both the height and the radius were halved.

1.2. Evaluate algebraic expressions involving logarithms.

**For this set of questions you should give your answers to 3 significant figures.**

Evaluate  $3 \ln (a^2)$  when  $a = 5$

Evaluate  $5 \log_{10} (2a + 5)$  when  $a = 0.25$

The current (I) flowing in a circuit containing a capacitor that is discharging changes with time (t) according to the equation:

$$I = I_0 e^{-t/(CR)}$$

A circuit contains a capacitor of  $30.0 \times 10^{-6}$  F in series with a resistance of  $4.70 \times 10^5 \Omega$ . If the initial current is 3.51 A, calculate the current after 15.0 s.

3.3. Solve equations using algebraic methods.

**For this set of questions, answers should be given to an appropriate number of significant figures.**

Solve the equation to find the value of x

$$9x - 8 = 22 + 4x$$

Solve to find the values of x and y for which:

$$\begin{aligned} y - x &= 6 \\ 2y + 3x &= 27 \end{aligned}$$

Solve to find the value of x

$$45 + x^3 = 70$$

Solve to find the value of x

$$15 = \log_{10} (2x)$$

Solve to find two values of x:

$$2x^2 + 2x - 12 = 0$$

Solve to find all the values of x for which:

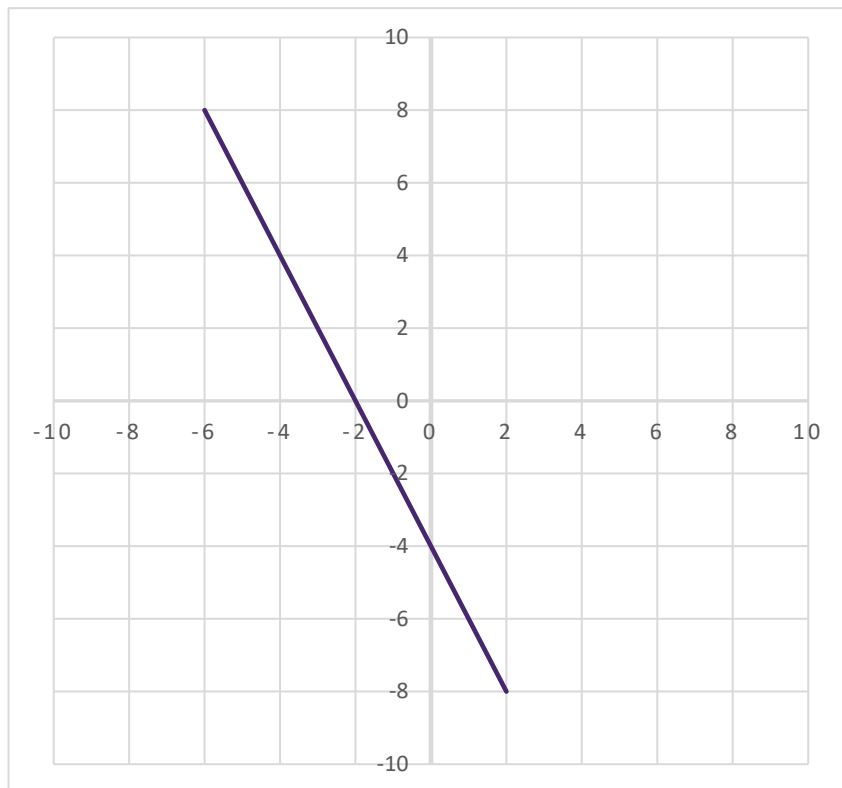
$$3x^2 + 5x - 3 = 0$$

3.4. Solve equations using graphical methods.

Use a graphical method to find the values of x and y that satisfy these simultaneous equations. One of the equations has been plotted.

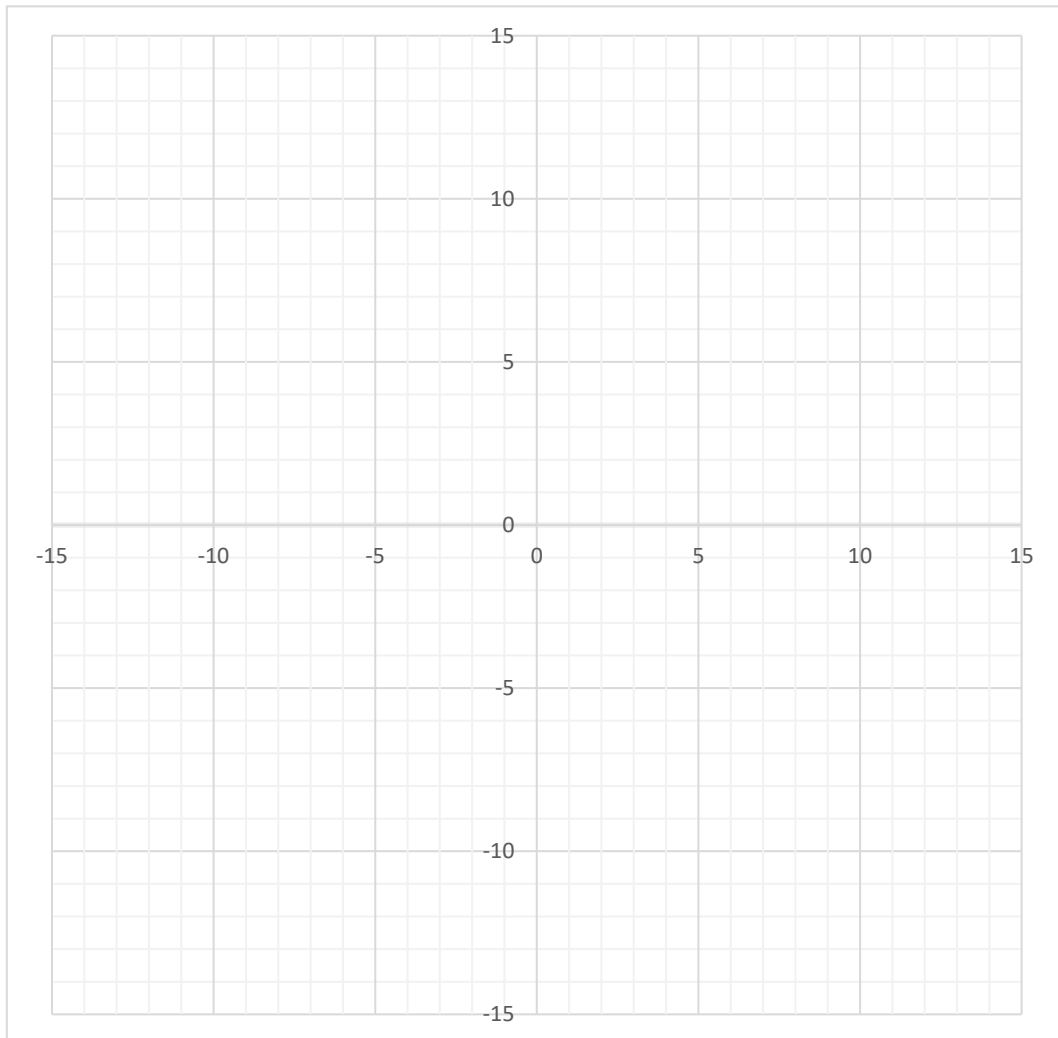
$$y = -2x - 4$$

$$y = 3 + x$$



Use a graphical method to find the solution(s) to the equation

$$x^3 - 4x^2 + x + 2 = 0$$



Exponential functions can be used to model the growth of bacteria.

$$N = N_0 e^{rt}$$

where

$N$  = number of bacteria at time  $t$

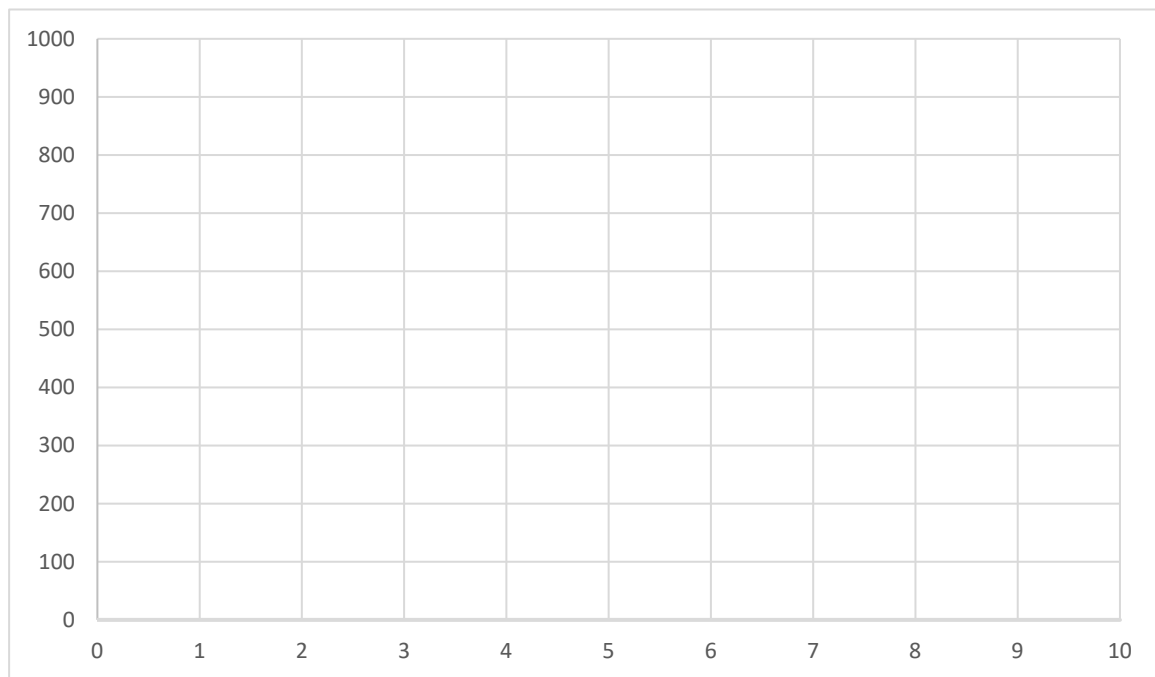
$N_0$  = number of bacteria at the start ( $t = 0$ )

$t$  = time (*in hours*)

$r$  = growth constant (*per hour*)

For a particular bacterium the growth constant is  $0.6 \text{ hr}^{-1}$ . The number of bacteria at the beginning of an experiment is 20.

Plot a suitable graph to find the time taken for the number of bacteria to reach 1000. Use the axes provided and label the graph fully.



## Algebra - Example Task 3: Mathematical investigation

AC 3.1 Form equations.
------------------------

A cell exchanges materials with its environment to provide raw materials for cell processes and to remove waste products.

The **ratio** of **surface area** to **volume** for a cell is a key factor in determining the efficiency of this exchange of materials.

$$\text{SAVR} = \frac{\text{surface area}}{\text{volume}}$$

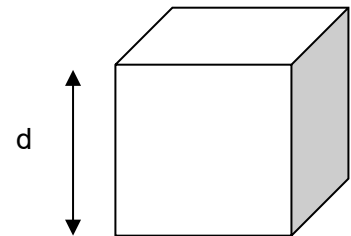
**Part A**

- a) Modelling the cell as a cube, find the surface area to volume ratio (SAVR) for cells of the following sizes:

$$d = 2 \times 10^{-6} \text{ m}$$

$$d = 5 \times 10^{-6} \text{ m}$$

$$d = 10 \times 10^{-6} \text{ m}$$



Area of one face of the cube =  $d^2$

Volume of cube =  $d^3$

- b) Write a general formula for the SAVR of a cube of side  $d$  and use it to explain how SAVR changes with the size of the cube. (AC 3.1)
- c) Use the formula to find the value of  $d$  for which SAVR is equal to (i)  $1000 \text{ m}^{-1}$ , (ii)  $1000000 \text{ m}^{-1}$ .

**Part B**

- a) Investigate the SAVR for different types of cell. It is up to you what shapes to investigate. Explain what you are doing at each stage. Remember this is an algebra unit (not a biology unit) so make sure you use algebra in your analysis.
- b) Write a paragraph to explain what you can conclude from your investigation.



## Biomolecules for Healthcare

<b>Access title:</b>	<b>Access to Nursing and Healthcare Professions</b>
<b>Unit title:</b>	<b>Biomolecules for Healthcare</b>
<b>Unit level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>Graded / ungraded</b>	<b>Graded academic subject content</b>
<b>Assignment title:</b>	<b>Workbook task and practical</b>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The student will:<sup>4</sup></b>	<b>The student can:</b>
1. Understand the structure of biological macromolecules.	1.1 Describe the structures of proteins, lipids, carbohydrates and nucleic acids.  1.2 Explain how condensation reactions result in the formation of these macromolecules from their respective monomers, and how hydrolysis reactions reverse this process.
2. Understand the importance of macromolecules in maintaining the structural and chemical integrity of the human body.	2.1 Demonstrate an understanding of the importance of simple and complex carbohydrates in meeting the energy needs of the human body.  2.2 Explain the role proteins play in structures, communication, immunity and regulation in the human body and explain briefly the importance of first-class protein in the growth and development of children.  2.3 Outline the roles of lipids in the human body including energy reserves, membranes, fat soluble vitamins, hormones and insulation (thermal and electrical).  2.4 Outline the function of DNA with respect to the production of proteins.
3. Understand the role enzymes play in regulating all biochemical reactions in the human body.	3.1 Explain the catalytic properties of enzymes in terms of the lock and key and the induced fit hypotheses and link these to the need for fast,

<sup>4</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Exemplar Assignment Brief: Biomolecules for Healthcare

	<p>energy efficient biochemistry in the human body.</p> <p>3.2 Summarise the limitations imposed by temperature, pH and relative concentrations of substrate and enzyme on enzyme activity.</p> <p>3.3 Outline how cofactors, activators, competitive and non-competitive inhibitors affect enzyme activity.</p> <p>3.4 Investigate the factors affecting enzyme activity and interpret the results.</p>
--	--

### Description of Assessment Task (mapped to Assessment Criteria)

#### Task 1 - Description of Assessment Task

The Biomolecules workbook will consist of a number of questions that will meet the assessment criteria described above. You will complete the questions in several ways, e.g., writing short paragraphs, completing tables, or labelling diagrams that demonstrate your knowledge and understanding of the subject.

Use complete sentences and the correct technical scientific terms. Support your writing with the references to reliable source material, formatted according to the Harvard style.

Remember to:

- **Use Arial font size 12 and 1.5 line spacing.**
- **Check your spelling, grammar and punctuation.**
- **Give all diagrams, graphs and table captions;** these go under diagrams and graphs but above tables.
- **Word limit is 500 words  $\pm$  10%.**

Submit your completed assignment via the appropriate Turnitin link on Moodle. Work that is handed in late will be capped at a pass.

#### Task 2 - Description of Assessment Task

The task is to write a report of the enzyme practical. The report must contain the following sections:

**Introduction:** this must cover assessment criteria 3.1, 3.2 and 3.3 as detailed above. You may include diagrams where appropriate.

**Aim:** what is the purpose of this experiment?

**Material and Methods:** the protocol will be provided (suggested exercise at <https://practicalbiology.org/bio-molecules/factors-affecting-enzyme-activity/investigating-the-effect-of-ph-on-amylase-activity>), so you may write 'The experiment was carried out following the provided protocol, using the equipment specified'. If you have made any changes to the protocol, they must be noted here.

## Exemplar Assignment Brief: Biomolecules for Healthcare

**Results:** Record the results obtained, display them in a table or graph as appropriate. Include a couple of sentences that explain what can be seen in the table or graph. Do not discuss the results here.

**Discussion:** This is where you explain what your results mean. Refer to the theory you have written about in your introduction and aim. Did you get the results you expected? If yes, why? If not, why? What could be done differently?

**Conclusion:** a short paragraph that sums up the results and discussion.

Your report must be written in the academic voice – do not use I or We. Use complete sentences and the correct technical and scientific terms. Support your writing with reference to reliable source material, formatted according to the Harvard style.

Remember to:

- **Use Arial font size 12 and 1.5 line spacing.**
- **Check your spelling, grammar and punctuation.**
- **Give all diagrams, graphs and table captions;** these go under diagrams and graphs but above tables. They must include a figure, table or graph number, a title, an explanation, and if necessary, a reference.
- **Word limit is 1500 words  $\pm$  10%.** This does not include table, captions or annotations on diagrams, or references.

Submit your completed assignment via the appropriate Turnitin link on Moodle. Work that is handed in late will be capped at a pass.

Your conduct in the laboratory during the practical sessions will be taken into consideration when providing your final assessment.

## Exemplar Assignment Brief: Biomolecules for Healthcare

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b> . Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:<sup>5</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• models</li> <li>• principles</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:<sup>6</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• models</li> <li>• principles</li> </ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

<sup>5</sup> Select only those sub-components used for the assignment commensurate with the unit size.

<sup>6</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Biomolecules for Healthcare

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

For all units irrespective of size, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of:<sup>7</sup></p> <ul style="list-style-type: none"><li>• accuracy</li><li>• precision</li></ul>	<p>The student, student's work or performance:</p> <p>a. consistently demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of:</p> <ul style="list-style-type: none"><li>• accuracy</li><li>• precision</li></ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

<sup>7</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Biomolecules for Healthcare

### Grading Standard 3: Transferable Skills

#### Using this descriptor

There are **three components for this grading standard:** (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit. All three components **must be used at least once** across the assessment of the diploma.

Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>8</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to:</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• take responsibility for own contributions</li> <li>• conduct independent research</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to:</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• take responsibility for own contributions</li> <li>• conduct independent research</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>8</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Biomolecules for Healthcare

Additional guidance for assessors and/or students <sup>9</sup>	
Merit	Distinction
<p><b>GS1</b></p> <p>In task 1 the student's work has shown a <b>very good</b> understanding of the structures of biological macromolecules, of their constituent monomers and of the principles that underlie their bonding. The work has also shown that the student is <b>generally</b> able to apply this understanding to explain the biological roles performed by the macromolecules. The work in task 2 has shown that the student has a <b>very good</b> understanding of enzymic catalysis, can give a <b>very good</b> explanation of catalysis in terms of the lock and key and the induced fit models, and can <b>generally</b> explain the mode of action of factors that affect catalysis, such as pH and temperature. The task has also demonstrated that the student can generally apply this knowledge to explain the results obtained in a practical exercise.</p> <p>There may be some areas where models, concepts and principles needed some development in terms of their application but on balance the response to the tasks showed a <b>very good</b> application of knowledge and understanding in meeting the requirements of the tasks.</p> <p><b>GS2</b></p> <p>The student's workbooks have shown a <b>very good</b> understanding of the biochemical skills involved in explaining how chemical bonds are formed and in explaining how the biological properties of macromolecules are determined by their chemical structures. The workbook in task 2 has shown <b>very good</b> practical skills, including <b>very good</b> levels of accuracy and precision, in performing and reporting a laboratory exercise.</p> <p>The workbooks are <b>generally</b> accurate but there may be some errors and inconsistencies in the explanation of the structures and in the calculation and interpretation of the laboratory exercise.</p>	<p><b>GS1</b></p> <p>In task 1 the student's work has shown an <b>excellent</b> understanding of the structures of biological macromolecules, of their constituent monomers and of the principles that underlie their bonding. The work has also shown that the student is <b>consistently</b> able to apply this understanding to explain the biological roles performed by the macromolecules. The work in task 2 has shown that the student has an <b>excellent</b> understanding of enzymic catalysis, can give an <b>excellent</b> explanation of catalysis in terms of the lock and key and the induced fit models, and can <b>consistently</b> explain the mode of action of factors that affect catalysis, such as pH and temperature. The task has also demonstrated that the student can <b>consistently</b> apply this knowledge to explain the results obtained in a practical exercise.</p> <p>There may be a few areas where models, concepts and principles needed some development in terms of their application but on balance the response to the tasks showed an <b>excellent</b> application of knowledge and understanding in meeting the requirements of the tasks.</p> <p><b>GS2</b></p> <p>The student's workbooks have shown an <b>excellent</b> understanding of the biochemical skills involved in explaining how chemical bonds are formed and in explaining how the biological properties of macromolecules are determined by their chemical structures. The workbook in task 2 has shown <b>excellent</b> practical skills, including <b>excellent</b> levels of accuracy and precision, in performing and reporting a laboratory exercise.</p> <p>The workbooks are <b>consistently</b> accurate but there may be a few errors and inconsistencies in the explanation of the structures and in the calculation and interpretation of the laboratory exercise.</p>

<sup>9</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.

## Exemplar Assignment Brief: Biomolecules for Healthcare

<p><b>GS3</b></p> <p>The student's workbooks are <b>generally</b> well planned and structured, with logical, relevant and lucid answers to the questions set. The references have <b>generally</b> shown that the student can carry out guided research into biochemical topics.</p> <p>The student's discussion in task 2 has shown a <b>very good</b> ability to reflect on their own performance.</p> <p>The workbooks have also shown that the student has <b>generally</b> adhered to both academic and scientific conventions in completing the tasks. There may have been some areas where the responses to the tasks could have been improved stylistically but on balance they represented a <b>very good</b> response to the assessment tasks.</p>	<p><b>GS3</b></p> <p>The student's workbooks are <b>consistently</b> well planned and structured, with logical, relevant and lucid answers to the questions set. The references have <b>consistently</b> shown that the student can carry out guided research into biochemical topics.</p> <p>The student's discussion in task 2 has shown an <b>excellent</b> ability to reflect on their own performance.</p> <p>The workbooks have also shown that the student has <b>consistently</b> adhered to both academic and scientific conventions in completing the tasks. There may have been a few areas where the responses to the tasks could have been improved stylistically but on balance they represented an <b>excellent</b> response to the assessment tasks.</p>
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## Cells

<b>Access title:</b>	Not provided
<b>Unit title:</b>	Cells
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	Cells

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The student will:<sup>10</sup></b>	<b>The student can:</b>
1. Understand the structure of the eukaryotic cell and the functions of the different components.	1.1 Explain how the structure of the main organelles is related to their function. 1.2. Explain how cells are specialised for particular functions.
2. Understand the structure of the plasma membrane and its role in transport of substances and cell communication.	2.1. Explain the roles of the components of the plasma membrane. 2.2. Compare and contrast the four methods of transport of molecules across a plasma membrane.
3. Understand the processes of cell division.	3.1. Compare and contrast meiosis and mitosis.
4. Understand the nature of multi-cellular organisms.	4.1. Differentiate between the various levels of organisation in two named body systems. 4.2. Explain the potential of stem cells in research and/or medicine.

#### Details of assignment requirements mapped to assessment criteria

This unit is assessed through a mixture of written tasks, questions and answers and drawings contained in one workbook. There is a word limit of 2000 words (+/- 10%) for the whole assignment.

Task 1 involves composing a handout for a fellow student who missed the lecture on the relationship between structure and function of cell organelles and cellular specialisation. [AC1.1, AC1.2]

Task 2 involves answering a series of short questions on the plasma membrane, movement of molecules across the membrane and levels of organisation in body systems. [AC2.1, AC2.2, AC4.1]

Task 3 involves completing a table to compare the similarities and differences between mitosis and meiosis and answering a structured question relating to the role of these processes in adults. [AC3.1]

Task 4 involves writing an outline for a magazine article on how medical science uses stems cells in the development of treatments and/or research [AC4.2]

<sup>10</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

See attached task instruction sheets for details.

*Where you use information or facts from a source such as a textbook or website, ensure that your work is referenced in the text and you include a reference list. You should follow the Harvard system.*

*Ensure that you read the grade guidance below so that you know what is required to get a Merit or Distinction.*

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

Utilise both components. For component (b) for 3-credit units, select a **minimum of two** and **maximum of four** of the most **relevant** sub-component; for 6 and 9-credit units, select a **minimum of two** and **maximum of six**. Choices must be consistent across merit and distinction.

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:<sup>11</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>11</sup> Select only those sub-components used for the assignment commensurate with the unit size.

**Grading Standard 2: Subject-Specific Skills**

**Using this descriptor**

<p>For all units irrespective of size, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.</p>	
<b>Merit</b>	<b>Distinction</b>
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of:<sup>12</sup></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• insight</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• insight</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>12</sup> Select only those sub-components used for the assignment commensurate with the unit size.

Grading Standard 3: Transferable Skills

Using this descriptor

<p>There are <b>three components for this grading standard:</b> (a), (b) and (c). A <b>minimum of two</b> components must be selected for all graded units (irrespective of size of unit. All three components <b>must be used at least once</b> across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components for both (a) and (b).<sup>13</sup></p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> </ul> <p>c. <b>consistently</b> adheres to academic and/ or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

Additional guidance for assessors and / or students <sup>14</sup>	
Merit	Distinction
<p><b>GS1</b></p> <p>You will demonstrate a sound knowledge of cell processes. This will be done to a Merit level by:</p> <ul style="list-style-type: none"> <li>• Covering the main points required by each of the questions using appropriate scientific terminology and examples in your explanations.</li> <li>• You will correctly identify most of the information not given to you in the task</li> </ul>	<p><b>GS1</b></p> <p>You will demonstrate a detailed and deep understanding of cell processes. This will be done to a Distinction level by:</p> <ul style="list-style-type: none"> <li>• Covering all of the points required by the tasks, consistently using scientific terminology in your explanations in the correct context and by using relevant examples.</li> <li>• You will correctly identify all of the information not given to you in the task</li> </ul>

<sup>13</sup> Select only those sub-components used for the assignment commensurate with the unit size.

<sup>14</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.

## Exemplar Assignment Brief: Cells

<p>(e.g. organelles in task 1, A to E in task 2).</p> <ul style="list-style-type: none"><li>In tasks 1 and 2, where required, you will provide a clear explanation of the structure and explain how this structure helps the component to perform its function. You will identify most of the key organelles and structures in your chosen specialised cell and explain how they contribute to the function of the specialised cell.</li></ul> <p><b>GS2</b></p> <ul style="list-style-type: none"><li>Across all the tasks, you will not just copy facts from your wider reading but will generally relate the information that you have found to the question that you are asked to answer.</li><li>In task 3 Q2, your response will mostly be relevant to a healthy biological male.</li><li>Your answer for Task 4 will demonstrate a very good level of insight into the use of stem cells in research or medicine. To do this to a 'very good' level, you will include either scientific or ethical considerations. You will have used your insight to focus on a consideration (or considerations) that are particularly relevant to the example of the use of stem cells you have chosen. You will provide some explanation as to why that consideration is scientifically or ethically important.</li></ul>	<p>(e.g. organelles in task 1, A to E in task 2).</p> <ul style="list-style-type: none"><li>You will offer some relevant examples and explanations that further demonstrate understanding for example, in task 2 named substances moving across the plasma membrane in specific cells, or in task 3 why identified differences in mitosis and meiosis exist.</li><li>In task 1 you will identify all of the key organelles and structures in your chosen specialised cell and explain how they contribute to the function of the specialised cell.</li></ul> <p><b>GS2</b></p> <ul style="list-style-type: none"><li>In tasks 1 and 2, where required, you will make consistently insightful links between structure and function. Your response will show insight by explaining how the structure of the component (and not another structure) allows it to perform its function – to do this you might compare the structural forms and functions of different components to explain why they are different, or make reference to limiting factors and how these impact on structure and function (e.g. size, where a component is located).</li><li>In task 3 Q2, your response will consistently be relevant to a healthy biological male.</li><li>Your answer for Task 4 will demonstrate an excellent level of insight into the use of stem cells in research or medicine. To do this to a 'excellent' level, you will have consistently used your insight to focus on scientific and ethical considerations that are particularly relevant to the example of the use of stem cells you have chosen. You will show excellent insight by explaining why that consideration is scientifically or ethically important and demonstrating an understanding of why some considerations are being taken more or less seriously during the development of the example of stem cells in medicine/research that you are focusing on (e.g. technological barriers, public perception of research, legal changes required).</li></ul>
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## Exemplar Assignment Brief: Cells

<p><b>GS3</b></p> <ul style="list-style-type: none"><li>• Most of your writing will be fluent and logical. You will achieve this by generally ordering your sentences correctly and writing in a manner that is generally accurate in terms of spelling, punctuation and grammar. At Merit level, you may make some minor errors such as in the form of a term used (e.g. synthesise rather than synthesis) but your meaning will be clear. Your writing will generally have an academic tone.</li><li>• Where you have used information from your wider reading, this will be cited in your work. At a Merit level, there may be some minor irregularities in terms of following the Harvard style when citing in-text or in the reference list.</li><li>• Where you are supporting your explanations with diagrams or images, these will either be hand-drawn or carefully selected to ensure that they generally display information that is relevant to the point you are making. Diagrams will be correctly labelled – at a Merit level there may be minor errors or irrelevant information in some of your diagrams, but the majority will be relevant and accurate.</li><li>• Your work will be within the overall word limit of 2000 words (+/-10%).</li></ul>	<p><b>GS3</b></p> <ul style="list-style-type: none"><li>• Your writing will be consistently fluent and logical. You will achieve this by ordering your sentences correctly and writing in a manner that is accurate in terms of spelling, punctuation and grammar. At Distinction level, you will consistently use the correct form of scientific terminology. Your writing will have an academic tone.</li><li>• You will have used information from your wider reading and this will be cited in your work. Citation in-text will be followed up with Harvard style referencing. Your reference list will show that you have used a range of resources including books and textbooks, and you will have considered the reliability of the websites that you use carefully.</li><li>• Where diagrams and images are used, these will consistently display the information that is relevant to your response. In order to have relevant diagrams, it is likely that you will have produced hand-drawn diagrams so that they are focused on what is required by the task. Diagrams will be labelled accurately and clearly.</li><li>• Your work will be within the overall word limit of 2000 words (+/-10%) and within the maximum word limit designated for each task.</li></ul>
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**Assessment Materials - Student Workbook**

**Cells task instructions**

**Task 1 - Handout [AC 1.1, 1.2]**

**Max word count: 500**

Your tutor has asked you to contribute to a handout the class is preparing for students who are joining the course late.

Q1. You have been set the task of explaining how the structures of the following organelles relates to their functions:

- a. The organelle responsible for production of energy
- b. The organelle involved in protein synthesis
- c. The organelle which controls the activities of the other organelles in the cell

Q2. Some cells have particular functions and have specialised structures to support these functions. Choosing one example from the following list, add to your handout an explanation of how the structure of the cell supports its function:

- erythrocyte
- neutrophil
- squamous or ciliated epithelial cell
- sperm cell

**Guidance**

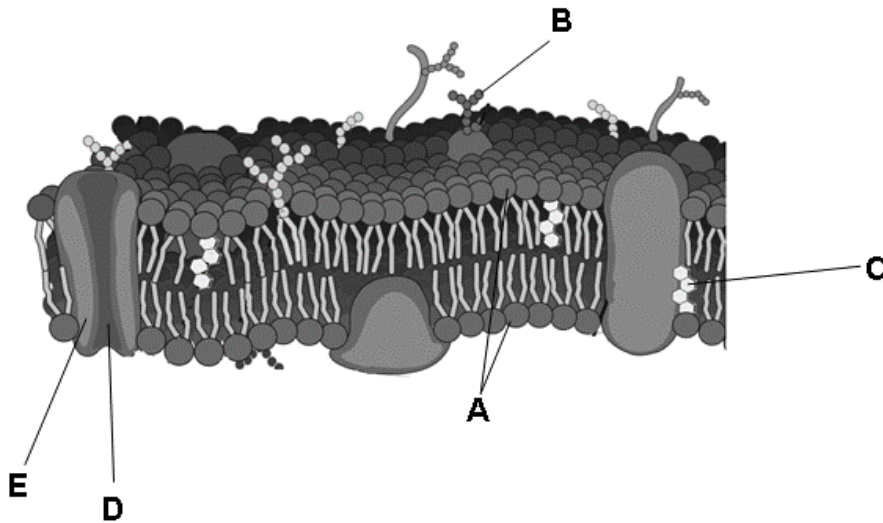
As this is a handout, think about how to lay out your information so it can be easily understood by other learners. You may choose to include labelled drawings to help you explain your answer. You must ensure you include explanations, not just list facts.

**Task 2 – Written responses to questions [AC 2.1, 2.2, 4.1]**

**Max word count: 500**

Q1 Draw arrows on the image below to show where each of the following substances pass through:

- Steroids
- Vitamin A or D
- Large proteins
- Water
- Ions.



Q2 Using the image above, explain how the structure of the cell plasma membrane relates to its various functions. Ensure you identify and use A-E in your answer.

Q3 Water and oxygen can move across the membrane of the alveoli in the lungs. How would their paths through the alveoli cell membrane differ?  
*(Include labelled hand drawn diagrams to support your answer)*

Q4 In the motor neuron substances have to move across the membrane to ensure the correct functioning of the nervous system. How is the movement of  $\text{Na}^+/\text{K}^+$  different from the movement of neurotransmitters across a plasma membrane?  
*(Include labelled hand drawn diagrams to support your answer)*

Q5 Human beings are multi-cellular organisms. Using examples from two different body systems, explain the different levels of cell organisation within those systems.



**Task 3 - Table [AC3.1]**

**Max word count: 500**

Q1 Create a table to compare and contrast mitosis and meiosis.

**Guidance**

It is important to include both similarities and differences.

Q2 Once a healthy biological male has reached adulthood, do his cells continue to divide by both mitosis and meiosis? Outline when each type of cell division might occur.

**Guidance**

In your answer, ensure you give details of:

- the type of tissue which is produced by mitosis, and what can start this process;
- the type of tissue which is produced by meiosis, what can start this process.

**Task 4 - Magazine article outline [AC4.2]**

**Max word count: 500**

You have been invited to contribute a short article to a magazine aimed at science students. The magazine editor has asked you to produce an outline of your article including an explanation of one example of the use of stem cells in medical treatments and/or research.

**Guidance**

In your answer, ensure you give details of:

- the role of stem cells;
- the potential uses of stem cells in research and/or medicine.

An article outline covers the key points of the article and the evidence that you are using to support it. You can use headers, bullet points and arrows. You should make sure that you make clear links between information that you have found and your own analysis of what it means in terms of the potential use of stem cells.

## Conservative Ideology

<b>Access title:</b>	Humanities and Social Science
<b>Unit title:</b>	Conservative Ideology
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	Portfolio: Presentation / Essay

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>15</sup>	<b>The student can:</b>
1. Understand the key concepts of conservatism.	1.1 Explain the core values of conservatism.  1.2 Analyse the extent to which the core ideological values unite conservatism.
2. Understand the tensions within conservatism.	2.1 Analyse the tension within conservatism between One Nation Conservatism's commitment to pragmatism and social stability and the New Right commitment to economic freedom and the individual.
3. Understand the influence of key thinkers on the development of conservatism.	3.1 Evaluate the contribution of at least 3 key thinkers to the development of conservatism

<sup>15</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Exemplar Assignment Brief: Conservative Ideology

### Details of assignment requirements mapped to assessment criteria

#### Task 1 (include due date):

Prepare a presentation which answers the following question:

In your view, which two thinkers are the most important for understanding the core values of traditional political Conservatism?

#### Guidance:

Select and explain some concepts which are central to conservative thought (e.g., the organic society or authority).

Select two Conservative thinkers. Explore their influence on the development of the core values of traditional Conservatism.

Evaluate the relative importance of your selected thinkers to the Conservative tradition.

Extension question: How relevant are they today?

**You will be given formative feedback in relation to the academic material covered but a grade will not be allocated to your work until both tasks have been completed and all Learning Outcomes and Assessment Criteria have been met across the two tasks.**

#### Task 2 (include due date):

Write an essay which answers the following question:

To what extent can the New Right be seen to have departed from traditional Conservative values?

#### Guidance:

Explain how conservatives think about the relationship between the individual and the state: e.g. how much should the state interfere in issues such as social welfare and the economy?

Explain the extent to which traditional conservatives agree with the New Right on core values.

Explain the extent to which New Right conservatives agree with one another.

Focus on at least one C20th or C21st Conservative thinker in detail. Explore their influence on the development of Conservatism.

Evaluate the relative importance of your selected thinker(s) to the Conservative tradition.

## Exemplar Assignment Brief: Conservative Ideology

### Useful links:

**The works of Edmund Burke can be read online at:**

<https://oll.libertyfund.org/people/edmund-burke>

**Critical assessments of Burke are available at:**

<https://www.britannica.com/biography/Edmund-Burke-British-philosopher-and-statesman>

<https://plato.stanford.edu/entries/burke/>

**A simple summary of Disraeli is at:**

<https://www.nationaltrust.org.uk/features/who-was-benjamin-disraeli>

**A useful survey of Disraeli's political life is at:**

<https://spartacus-educational.com/PRdisraeli.htm>

**Discussion of Disraeli's political ideas and Sybil at:**

<http://www.victorianweb.org/authors/disraeli/sybil.html>

**Discussion of Harold Macmillan with video clips at:**

<https://spartacus-educational.com/PRmacmillan.htm>

**Macmillan on apartheid in South Africa (BBC news archive)**

[http://news.bbc.co.uk/onthisday/hi/dates/stories/february/3/newsid\\_2714000/2714525.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/february/3/newsid_2714000/2714525.stm)

**Discussion of Macmillan as a post-war leader (speech transcript)**

<file:///Z:/Access/Access%20CCS/Politics/leadership-and-change-prime-ministers-in-the-post-war-world-macmillan.pdf>

## Exemplar Assignment Brief: Conservative Ideology

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-component; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of (<i>choose from</i>):<sup>16</sup></p> <ul style="list-style-type: none"> <li>• <b>facts</b></li> <li>• <b>concepts</b></li> <li>• theories</li> <li>• models</li> <li>• methods</li> <li>• <b>perspectives</b></li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• <b>facts</b></li> <li>• <b>concepts</b></li> <li>• theories</li> <li>• models</li> <li>• methods</li> <li>• <b>perspectives</b></li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>16</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Conservative Ideology

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

<p>For all units irrespective of size, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of (<i>choose from</i>):<sup>17</sup></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>17</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Conservative Ideology

### Grading Standard 3: Transferable skills

#### Using this descriptor

<p>There are <b>three components for this grading standard</b>: (a), (b) and (c). A <b>minimum of two</b> components must be selected for all graded units (irrespective of size of unit. All three components <b>must be used at least once</b> across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components for both (a) and (b).<sup>18</sup></p>	
<p><b>Merit</b></p> <p>The student, student's work or performance:</p>	<p><b>Distinction</b></p> <p>The student, student's work or performance:</p>
<p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• <b>structure</b></li> <li>• grammar</li> <li>• syntax</li> <li>• <b>spelling and punctuation</b></li> <li>• <b>imagery</b></li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and / or professional conventions in use of technical / specialist language and / or format in responding to the instructions set out in the assignment brief.</p>	<p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• <b>structure</b></li> <li>• grammar</li> <li>• syntax</li> <li>• <b>spelling and punctuation</b></li> <li>• <b>imagery</b></li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and / or professional conventions in use of technical / specialist language and / or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>18</sup> Select only those sub-components used for the assignment commensurate with the unit size.

### Additional guidance for assessors and / or students<sup>19</sup>

#### **GS1: Merit**

In task 1 the student will/has choose(n) relevant theorists and will/has generally explore(d) their contribution to the concepts, perspectives and values, which underpin Conservative ideology. The student's work will/has demonstrated a very good understanding of the conceptual and theoretical contribution of the thinkers discussed, generally making reference to concepts and perspectives which demonstrate very good understanding. The essay response to task 2 will once again have evidenced a very good grasp of the differential conceptual interpretations of different perspectives such as Traditional (One Nation) Conservatism and the New Right considering their differential positions in relation to Social and Economic policies and the theories which underpin them. This will make generally very good reference to facts in supporting their response.

Overall, the tasks will generally show either breadth or depth of knowledge and understanding in responding to the requirements of the tasks. There may be some areas where facts, concepts and theory may need some development in terms of their application. On balance the response to the tasks shows a generally very good application of knowledge and understanding in meeting the task requirements.

#### **GS1: Distinction**

In task 1 the student will/has choose(n) relevant theorists and will/has consistently explore(d) their contribution to the concepts, perspectives and values, which underpin Conservative ideology. The student's work will/has demonstrated an excellent understanding of the conceptual and theoretical contribution of the thinkers discussed, consistently making reference to concepts and perspectives which demonstrate excellent understanding. The essay response to task 2 will once again have evidenced an excellent grasp of the differential conceptual interpretations of different perspectives such as Traditional (One Nation) Conservatism and the New Right considering their differential positions in relation to Social and Economic policies and the theories which underpin them. This will consistently make excellent reference to facts in supporting their response.

Overall, the tasks will consistently show either breadth or depth of knowledge and understanding in responding to the requirements of the tasks. There will be few (if any) areas where facts, concepts and theory may need some development in terms of their application. On balance the response to the tasks shows a consistently excellent application of knowledge and understanding in meeting the task requirements.

#### **GS2: Merit**

The student presentation and essay generally evidence very good levels of subject specific skills in relation to analysis and evaluation, generally considering and explaining both the arguments made by relevant Conservative theorists and, also ideological positions / perspectives (Traditional v. New Right). The student is generally able to clearly explain concepts and theories with both accuracy and precision showing awareness of the strengths and weaknesses of the arguments of theorists and also ideological positions. Work is generally accurate in developing an insightful political analysis. However, there may be some errors and areas of inconsistency in the development of argument.

<sup>19</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.



## Exemplar Assignment Brief: Conservative Ideology

### **GS2: Distinction**

The student presentation and essay consistently evidence excellent levels of subject specific skills in relation to analysis and evaluation, consistently considering and explaining both the arguments made by relevant Conservative theorists and, also ideological positions / perspectives (Traditional v. New Right). The student is consistently able to clearly explain concepts and theories with both accuracy and precision showing awareness of the strengths and weaknesses of the arguments of theorists and also ideological positions. Work is consistently accurate in the development of an insightful political analysis. There will be few (if any) minor errors and areas of inconsistency in the development of argument.

### **GS3: Merit**

In terms of both the presentation and essay, the tasks show very good structuring of argument. The structure of both the presentation and the essay is generally logical and coherent and forms a very good response. The work shows very good communication skills (spelling and punctuation), use of images (presentation) and generally employs academic language effectively both in the presentation and essay. The tasks are also generally referenced appropriately and accurately in line with the requirements of the assessment tasks. The responses to the tasks may have areas where they may be improved stylistically but, on balance, they represent a very good response to the requirements of assessment tasks as set out in the assignment brief.

### **GS3: Distinction**

In terms of both the presentation and essay, the tasks show excellent structuring of argument. The structure of both the presentation and the essay is consistently logical and coherent and forms an excellent response. The work shows excellent communication skills (spelling and punctuation), use of images (presentation) and consistently employs academic language effectively both in the presentation and essay. The tasks are also consistently referenced appropriately and accurately in line with the requirements of the assessment tasks. The responses to the tasks will have few (if any) areas where they may be improved stylistically. On balance, they represent an excellent response to the requirements of the assessment tasks as set out in the assignment brief.

## Exemplar Assignment Brief: Homeostasis for Healthcare

### Homeostasis for Healthcare

<b>Access title:</b>	Access to Nursing and Healthcare Professions
<b>Unit title:</b>	Homeostasis for Healthcare
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded academic subject content
<b>Assignment title:</b>	Homeostasis workbook and presentation

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>20</sup>	<b>The student can:</b>
1. Understand the concept of homeostasis in the human body.	1.1 Define the term homeostasis and apply this to the nervous and endocrine systems. 1.2 Characterise the three classes of neurones and explain how they work in a simple reflex arc. 1.1 Explain the propagation of a nerve impulse and synaptic transmission.
2. Understand the gross layout of, and feedback mechanisms associated with the endocrine system.	2.1 Identify the main endocrine glands in the body and link them to some of their specific secretions. 2.2 Summarise how hormones reach their target cells and exert their influence at a cellular level. 2.3 Distinguish between positive and negative feedback mechanisms such as the effect of oxytocin (in labour) and the control of Ca <sup>2+</sup> (linked to osteoporosis) respectively.
3. Understand the roles of the endocrine system in the human body.	3.1 Research and report on homeostatic systems such as temperature regulation, glucose regulation and water regulation.

<sup>20</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Exemplar Assignment Brief: Homeostasis for Healthcare

### Details of assignment requirements mapped to assessment criteria

#### TASK 1: WORKSHEET - LO1 (AC1.1, 1.2, 1.3) and LO2 (AC 2.1, 2.2, 2.3)

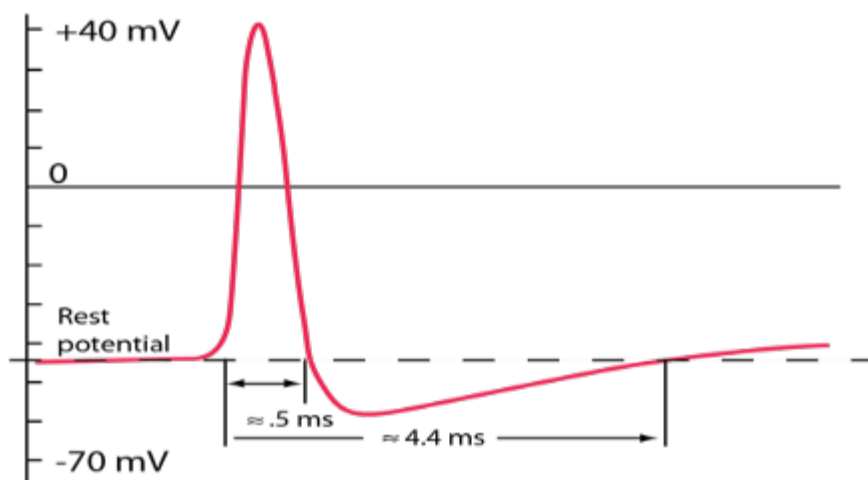
Q1

- Explain the meaning of the term homeostasis.
- Homeostatic systems involve negative feedback. Explain what this means and describe briefly one such system in the body which involves hormonal control. Use a labelled diagram if you need to.

Q2

There are three main types of nerve cells (neurones). Illustrating your answer with simple diagrams, explain how these neurones work together in a simple reflex arc.

Q3



The diagram shows the action potential of an isolated giant squid axon.

- Explain briefly how the resting potential is produced.
- Outline the steps involved in the generation of the action potential.

Q4

Draw arrows to match the endocrine glands in Table 1 with their main secretion from Table 2.

Table 1
Pituitary
Thyroid
Parathyroid
Adrenal
Pancreas
Testis
Ovary
Pineal

Table 2
Aldosterone
Oestradiol
Melatonin
Insulin
ADH
Thyroxine
PTH
Testosterone

Q5

Many hormones are said to act via a second messenger. Illustrating your answer with diagrams, explain how they do this.

## Exemplar Assignment Brief: Homeostasis for Healthcare

Q6

Some homeostatic systems operate by positive feedback mechanisms. Illustrating your answer with a suitable example, explain what this means.

### **TASK 2: ACADEMIC WRITTEN PRESENTATION – LO3 (AC 3.1)**

For this assignment you are required to select, research and present in the form of a written presentation one homeostatic system. This could be either the control of temperature, blood glucose, the role of kidney and ADH in water balance or any other system of your own choice.

In this task, you should also discuss the pathogenesis, differential diagnosis and treatment of this disorder.

#### **Format:**

Your presentation may be presented as a Word or PowerPoint document. Word limit is 1000 words. References must be provided, using the Harvard system. Use diagrams and complete a range of homeostatic flow charts as appropriate

## Exemplar Assignment Brief: Homeostasis for Healthcare

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components; for 6 and 9-credit units, select a <b>minimum of two</b> and <b>maximum of six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• principles</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• principles</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

## Exemplar Assignment Brief: Homeostasis for Healthcare

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

For all units irrespective of size, select a **minimum of two** and **maximum of four** of the most **relevant** sub-components in (b). Choices must be consistent across merit and distinction.

<b>Merit</b>	<b>Distinction</b>
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit,</p> <p>with</p> <p>b. <b>very good</b> levels of</p> <ul style="list-style-type: none"><li>• accuracy</li><li>• reasoning</li><li>• interpretation</li></ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit,</p> <p>with</p> <p>b. <b>excellent</b> levels of</p> <ul style="list-style-type: none"><li>• accuracy</li><li>• reasoning</li><li>• interpretation</li></ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

## Exemplar Assignment Brief: Homeostasis for Healthcare

### Grading Standard 3: Transferable Skills

#### Using this descriptor

There are three **components** for this grading standard: (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit). All three components **must be used at least once** across the assessment of the Diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>21</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• imagery</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• imagery</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>21</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Homeostasis for Healthcare

Additional guidance for assessors and / or students <sup>22</sup>	
Merit	Distinction
<p><b>GS1</b></p> <p>The student has <b>generally</b> applied their knowledge of homeostasis in understanding its importance in daily life e.g. thermoregulation, blood glucose regulation, blood pressure etc.</p> <p>The student's knowledge of the principles of homeostasis and the role of the nervous and endocrine systems in maintaining homeostasis is <b>very good</b>.</p> <p><b>GS2</b></p> <p>Given the complexity of how homeostasis is maintained, the student's interpretation of and response to both tasks reflect <b>very good</b> levels of accuracy, interpretation and reasoning in terms of homeostatic mechanisms and disorders.</p> <p><b>GS3</b></p> <p>The student's worksheet answers and the presentation of their selected homeostatic mechanism both have a <b>very good</b> structure and format along with a <b>very good</b> use of graphics to illustrate homeostatic concepts and principles.</p> <p>The student has <b>generally</b> adhered to academic conventions e.g. where reference is made to external sources, the referencing is <b>generally</b> accurate using the Harvard system as advised in the brief.</p>	<p><b>GS1</b></p> <p>The student has <b>consistently</b> applied their knowledge of homeostasis in understanding its importance in daily life e.g. thermoregulation, blood glucose regulation, blood pressure etc.</p> <p>The student's knowledge of the principles of homeostasis and the role of the nervous and endocrine systems in maintaining homeostasis is <b>excellent</b>.</p> <p><b>GS2</b></p> <p>Given the complexity of how homeostasis is maintained, the student's interpretation of and response to both tasks reflect <b>excellent</b> levels of accuracy, interpretation and reasoning in terms of homeostatic mechanisms and disorders.</p> <p><b>GS3</b></p> <p>The student's worksheet answers and presentation of their selected homeostatic mechanism both have an <b>excellent</b> structure and format with an <b>excellent</b> use of graphics to illustrate homeostatic concepts and principles.</p> <p>The student has <b>consistently</b> adhered to academic conventions e.g. where reference is made to external sources, the referencing is <b>consistently</b> accurate using the Harvard system as advised in the brief.</p>

<sup>22</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading standards as they apply to the brief.



## Exemplar Assignment Brief: Introduction to Psychology

### Introduction to Psychology

<b>Access title:</b>	Social Science
<b>Unit title:</b>	Introduction to Psychology
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	Portfolio of Short Reports

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The student will:</b> <sup>23</sup>	<b>The student can:</b>
1. Understand the purpose and study of psychology.	1.1 Outline and analyse the nature of psychology as a topic for study.
2. Recognise the major theoretical approaches	2.1 Outline the various approaches to psychology. 2.2 Analyse and evaluate the key concepts of at least three of the major psychological perspectives
3. Understand the ethical implications of research in psychology	3.1 Critically assess the ethical implications of research in one area of psychology

<sup>23</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Exemplar Assignment Brief: Introduction to Psychology

### Details of assignment requirements mapped to assessment criteria

For your Introduction to Psychology written graded assessment, you will need to produce two academic reports that address each of the assessment criteria listed above.

The tasks will help you to develop your ability to research new information to inform your reports. 'New information' is generally that which has not already been provided as part of your lessons and something that you have identified through reading a wide range of sources of information. The combined reports should total 2000 words, not including your reference lists (+/-10%) and be written in an academic style (no bullet points or pictures). Each task should be clearly identified and include a reference list at the end. All sources of information used must be referenced using the Harvard APA Referencing style.

#### **Task 1:** Psychological Perspectives (LO1, LO2)

Produce a 1100-word report that:

\* Explains the purpose and scope of psychology, and analyses key arguments examining the usefulness of psychology; and

\* Provides an outline of the various psychological approaches and then analyses and evaluates the key

concepts of the humanistic approach, the psychodynamic approach and the behaviourist approach.

#### **Task 2:** Ethics (LO3)

Produce a 900-word report that considers the psychological research conducted by two of the following theorists: Milgram, Zimbardo, or Watson & Rayner, evaluating the ethical implications of their research.

## Exemplar Assignment Brief: Introduction to Psychology

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-component; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of (<i>choose from</i>):<sup>24</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• <b>methods</b></li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• <b>methods</b></li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>24</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Introduction to Psychology

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

<p>For all units irrespective of size, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of (<i>choose from</i>):<sup>25</sup></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>25</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Introduction to Psychology

### Grading Standard 3: Transferable skills

#### Using this descriptor

There are **three components for this grading standard**: (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit. All three components **must be used at least once** across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>26</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>26</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Introduction to Psychology

### Additional guidance for assessors and / or students<sup>27</sup>

#### **GS1: Merit**

In the reports you have demonstrated a generally very good understanding of theoretical concepts relating to psychology (including methodological considerations); you have shown a very good understanding of three different psychological theories and generally analysed / evaluated them in terms of their usefulness in explaining human behaviour. In addition, you have generally demonstrated a very good understanding of the ethical implications of conducting research, using the research studies discussed to develop a critical assessment of ethical factors in relation to psychological research. The overall clarity of understanding in respect of the task is generally very good, providing depth or breadth in exploring the material. There may be some errors of understanding and application, but, overall the response to the two reports generally shows very good knowledge and understanding of the material discussed.

#### **GS1: Distinction**

In the reports you have demonstrated a consistently excellent understanding of theoretical concepts relating to psychology (including methodological considerations); you have shown excellent understanding of three different psychological theories and consistently analysed / evaluated them in terms of their usefulness in explaining human behaviour. In addition, you have consistently demonstrated excellent understanding of the ethical implications of conducting research, using the research studies discussed to develop a critical assessment of ethical factors in relation to psychological research. The overall clarity of understanding in respect of the task is consistently, providing depth or breadth in exploring the material. There are few (if any) errors of understanding and application. Overall the response to the two reports consistently shows excellent knowledge and understanding of the material discussed.

#### **GS2: Merit**

In both reports you have generally demonstrated very good ability to select resources to illustrate your knowledge and understanding of the different psychological theories; this means that the information you have used is generally legitimate, reliable and relevant.

In addition, you have, in general, incorporated the information effectively within the assignment. The material discussed has been accurately and insightfully outlined, analysed and evaluated such that it responds clearly to both tasks presenting very good evidence of subject specific skills in considering the Learning Outcomes and Assessment Criteria. There may be some errors in terms of analysis and evaluation. However, on balance, the response will generally evidence very good application of Subject Specific Skills.

#### **GS2: Distinction**

In both reports you have consistently demonstrated excellent ability to select resources to illustrate your knowledge and understanding of the different psychological theories; this means that the information you have used is consistently legitimate, reliable and relevant.

In addition, you have been consistent in terms of the incorporation of information effectively within the assignment. The material discussed has been accurately and

<sup>27</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.

## Exemplar Assignment Brief: Introduction to Psychology

insightfully outlined, analysed and evaluated such that it responds clearly to both tasks, presenting excellent evidence of subject specific skills in considering the Learning Outcomes and Assessment Criteria. There are few (if any) errors in terms of analysis and evaluation. On balance, the response will consistently evidence excellent application of Subject Specific Skills.

### **GS3: Merit**

Overall, your work demonstrates a very good structured and formatted response to the assignment brief. It is also written in a manner that generally evidences clarity of expression and generally evidences very good spelling and punctuation in responding to the tasks set. Your use of academic / technical language is generally appropriate and effectively communicates a very good understanding, knowledge and application across the scope of the assessments and synthesizes it into a coherent formatted and structured response to the tasks set. Your work is generally referenced appropriately using the correct academic convention for psychology and is written and presented in an appropriate academic format in response to the tasks set.

### **GS3: Distinction**

Overall, your work demonstrates an excellent structured and formatted response to the assignment brief. It is also written in a manner that consistently evidences clarity of expression and consistently evidences excellent spelling and punctuation in responding to the tasks set. Your use of academic / technical language is consistently appropriate and effectively communicates an excellent understanding, knowledge and application across the scope of the assessments and synthesizes it into a coherent formatted and structured response to the tasks set. Your work is consistently referenced appropriately using the correct academic convention for psychology and is written and presented in an appropriate academic format in response to the tasks set.

## Introduction to Sociology

<b>Access title:</b>	Social Science
<b>Unit title:</b>	Introduction to Sociology
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	Portfolio of Tasks

Learning outcomes	Assessment criteria
<b>The student will:<sup>28</sup></b>	<b>The student can:</b>
1. Understand the core concepts in Sociology	1.1 Identify and analyse key concepts in Sociology
2. Recognise the major theoretical perspectives in Sociology	2.1 Critically evaluate at least three major Sociological perspectives
3. Demonstrate the application of Sociological theory to contemporary issues	3.1 Critically analyse a contemporary issue in society, applying at least two Sociological perspectives

<sup>28</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary



## Exemplar Assignment Brief: Introduction to Sociology

### Details of assignment requirements mapped to assessment criteria

#### **Task 1:** Key Concepts in Sociology Word Count: 500-800 words

For this task you are required to write 500 – 800 words in an essay style.

Within the essay you need to identify and analyse at least two sociological concepts – use examples of terminology you have learned over the last four weeks. Your terminology log will help you with this. Your PowerPoints are all available on Moodle and they contain all the answers you need! Use them, with your notes/terminology log, readings and any additional reading to create your essay.

For example, your work may follow this format:

- Identify and explain one concept/terminology
- Analyse that terminology/concept – what does it mean in practice? How does it play out in reality? Does it mean different things to different groups of people? Is it a contested idea?
- Use reliable sources to support your work, embedding them within the work.
- Repeat for again with a different term/concept.
- This is just an example format and is not a requirement. If you find you want to structure your work in a different format, that's fine.

You will be being assessed on your academic writing style, your spelling, punctuation and grammar and your Harvard referencing. Make sure you include at least two reliable sources of information within the work, to support your argument. This work must be submitted as a typed document through the link on Moodle/Turnitin ON TIME! Remember, the deadline is 23.59, so if your work arrives at 23.59:01 it is late and will automatically appear red on Moodle. This means your work will be capped at pass.

#### **Task 2:** Applying Major Sociological Perspectives to a contemporary issue in society Word count: 1500 +/- 10%

Please note, you are allowed to go above or below this figure by 10%.

If you are significantly below this number your work will be classed as a non-submission. The task for this assessment is to write an essay with a word count of 1500 words. You are required to critically evaluate at least three sociological perspectives; Marxism, Functionalism and Feminism (you can choose to look at either one form of feminism or more than one).

You then need to critically analyse a contemporary issue in society and apply at least two sociological perspectives to this issue (how would they explain it?). A suggested outline for your work is below:

1. Introduction – outline the main ideas of your work
2. Explain and critically evaluate Marxism, Functionalism and Feminism (2.1)
3. Identify and critically analyse a contemporary issue in society. You can either choose one which has been introduced in the lesson or choose one of your own. (3.1)
4. Apply at least two sociological perspectives to your chosen contemporary issue. How would that perspective explain the issue? How would they suggest the issue is resolved/improved/addressed? (3.1)
5. Conclude your work – pull the main ideas together.

## Exemplar Assignment Brief: Introduction to Sociology

Please make sure you:

- Use Arial font size 12 and double-line spacing – add your word count at the end
- Proof-read your work for spelling, punctuation and grammar (SPaG)
- Reference correctly, using Harvard referencing, with both in-text citations and a comprehensive reference list after the conclusion
- Check that you have met each element of the assessment criteria you are being assessed on. Work that does not meet the assessment criteria will have to be resubmitted.
- Save your work in at least three different places, including 'One Drive'

Submit your work on time.

## Exemplar Assignment Brief: Introduction to Sociology

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-component; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of (<i>choose from</i>):<sup>29</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• methods</li> <li>• <b>perspectives</b></li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• methods</li> <li>• <b>perspectives</b></li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>29</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Introduction to Sociology

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

<p>For all units irrespective of size, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of (<i>choose from</i>):<sup>30</sup></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>30</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Introduction to Sociology

### Grading Standard 3: Transferable Skills

#### Using this descriptor

<p>There are <b>three components for this grading standard</b>: (a), (b) and (c). A <b>minimum of two</b> components must be selected for all graded units (irrespective of size of unit. All three components <b>must be used at least once</b> across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components for both (a) and (b).<sup>31</sup></p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>31</sup> Select only those sub-components used for the assignment commensurate with the unit size.

### Additional guidance for assessors and / or students<sup>32</sup>

#### **GS1: Merit**

The assignment will show very good application of knowledge in responding to the assessment requirements, although there may be some areas for further development. Work will generally show breadth or depth of knowledge. The students' work across both tasks will identify and explain Sociological concepts (task 1) and perspectives (task 2) showing very good understanding. Perspectives will include Functionalism, Marxism and Feminism. The Spelling and Punctuation within the assessments will be of a very good standard. Work will make reference to the nature of Sociological concepts and perspectives and will generally theoretically explore them with reference to appropriate evidence in relation to the contemporary issue identified showing very good levels of understanding.

#### **GS1: Distinction:**

The assignment will show excellent application of knowledge in responding to the assessment requirements. There may be few if any areas for further development. Work will consistently show breadth or depth of knowledge. The students' work across both tasks will identify and explain Sociological concepts (task 1) and perspectives (task 2) showing excellent understanding. Perspectives will include Functionalism, Marxism and Feminism. The Spelling and Punctuation within the assessments will be of an excellent standard. Work will make reference to the nature of Sociological concepts and perspectives and will consistently theoretically explore them with reference to appropriate evidence in relation to the contemporary issue identified showing excellent levels of understanding.

#### **GS2: Merit**

The work across both tasks will generally show the ability to use Sociological skills relating to analysis and critical evaluation with accuracy and precision. The students' work will have generally identified research from a range of valid and appropriate resources and will have applied these accurately and with precision in framing a response to the assessment requirements. There may be some inconsistencies in terms of the accuracy and precision of analysis, evaluation and identification skills within the work. This will be evident in the ability to accurately and precisely explain concepts relevant to Sociological understanding of society (task 1) and the relation and application of perspectives in understanding contemporary issues. For the avoidance of doubt very good levels of accuracy and precision allow for there to be some errors in the analysis and application of concepts and perspectives but taken as whole the evidence of the ACs for the unit demonstrate a very good response in evidencing the intellectual skills required within Sociology.

#### **GS2: Distinction**

The work across both tasks will consistently show the ability to use Sociological skills relating to analysis and critical evaluation with accuracy and precision. The students' work will have consistently identified research from a range of valid and appropriate resources and will have applied these accurately and with precision in framing a response to the assessment requirements. There are few if any inconsistencies in terms of the accuracy and precision of analysis, evaluation and identification skills within the work. This will be evident in the consistent ability to accurately and precisely explain concepts relevant to

<sup>32</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.

## Exemplar Assignment Brief: Introduction to Sociology

Sociological understanding of society (task 1) and the relation and application of perspectives in understanding contemporary issues. For the avoidance of doubt excellent levels of accuracy and precision allow for there to be some errors in the analysis and application of concepts and perspectives but taken as whole the evidence of the ACs for the unit demonstrate an excellent response in evidencing the intellectual skills required within Sociology.

### **GS3: Merit**

The responses to both tasks evidence a very good 'critical assessment' of how to respond to the requirements of each. The tasks will show very good format and structure in developing a clear and logically structured response to the assessment tasks, generally employing appropriate Sociological terminology and language. Work will generally be referenced in line with course expectations and although there may be a few format / structural errors (and / or minor referencing errors). On balance the work will represent a very good response to the assessment tasks.

### **GS3: Distinction**

The responses to both tasks evidence an excellent 'critical assessment' of how to respond to the requirements of each. The tasks will show excellent format and structure in developing a clear and logically structured response to the assessment tasks, consistently employing appropriate Sociological terminology and language. Work will be consistently referenced in line with course expectations and there will be few (if any) format / structural errors (and / or minor referencing errors), on balance the work will represent an excellent response to the assessment tasks.

## Managing People

<b>Access title:</b>	Access to Business
<b>Unit title:</b>	Managing People
<b>Unit level:</b>	3
<b>Credit value:</b>	6
<b>Graded / ungraded</b>	Graded academic subject content
<b>Assignment title:</b>	Managing People

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>33</sup>	<b>The student can:</b>
1. Discuss the factors involved in human resource planning.	1.1. explain the scope and purpose of human resource planning 1.2. justify the importance of human resource planning to an organisation 1.3. analyse the impact of internal and external factors on human resource planning
2. Critically examine how organisations can recognise and reward their employees.	2.1 compare a range of methods to reward employees 2.2 evaluate these examples with reference to an organisation
3. Explain how learning and development is used within organisation.	3.1 critically compare a range of training and development opportunities available to human resources. 3.2 evaluate the training and development tools used in an organisation
4. Justify the importance of managing employee performance.	4.1 explain performance management with particular reference to key performance indicators (KPIs) 4.2 draw conclusions on the benefits of successful performance management

<sup>33</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary



### Details of assignment requirements mapped to assessment criteria

#### Assignment Task

**Briefing document of 2000 (10% +/-) words**, excluding graphs, tables and references. There should be a minimum of four sources, both printed e.g., textbook or e-books and online e.g., website. All sources used should be cited and referenced correctly using the Harvard system.

The assignment should be clearly structured and formatted and use correct:

- spelling
- punctuation
- grammar and
- subject specific vocabulary.

In addition, there needs to be evidence of planning and research demonstrated during workshops and the final deadline for submission met.

Select a business organisation for the purpose of investigating how it manages its employees.

To ensure suitability of your choice, discuss your choice with the tutor prior to writing your assignment. Once your choice has been agreed, conduct your research and produce a briefing document that provides:

- An explanation of the scope and purpose of human resource planning, justifying its importance to an organisation.
- An analysis of the impact of internal and external factors on human resource planning at the organisation of your choice. (LO1)
- A comparison of a range of financial and non-financial methods to reward employees focusing on their benefits and limitations.
- An evaluation of these methods with reference to the organisation of your choice. (LO2)
- A critical comparison of a range of training and development opportunities available to organisations.
- An evaluation of training and development used in the organisation of your choice. (LO3)
- An explanation of performance management with reference to Key Performance Indicators (KPIs).
- A discussion of the benefits of successful performance management to the organisation of your choice. (LO4)

Ensure correct understanding of words such as explanation, analysis, (critical) comparison, evaluation and discussion.

## Exemplar Assignment Brief: Managing People

**For this assignment, you will be graded on the following grade descriptors:**

There are no descriptor statements for a 'Pass'. Students achieve a Pass by meeting the requirements of all the assessment criteria of a unit.

If work is submitted after the formal deadline has passed, and no extension has been granted, all grade indicators relating to this assignment are capped at a Pass.

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

Utilise both components. For component (b) for 3-credit units, select a **minimum of two** and **maximum of four** of the most **relevant** sub-components; for 6 and 9-credit units, select a **minimum of two** and **maximum of six**. Choices must be consistent across merit and distinction.

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• concepts</li> <li>• methods</li> <li>• practices</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• concepts</li> <li>• methods</li> <li>• practices</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcome of a unit.</p>	

## Exemplar Assignment Brief: Managing People

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

For all units irrespective of size, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.	
<b>Merit</b>	<b>Distinction</b>
The student, student's work or performance:  a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit: <ul style="list-style-type: none"><li>• intellectual</li></ul> with  b. <b>very good</b> levels of <ul style="list-style-type: none"><li>• accuracy</li><li>• precision</li></ul>	The student, student's work or performance:  a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit: <ul style="list-style-type: none"><li>• intellectual</li></ul> with  b. <b>excellent</b> levels of <ul style="list-style-type: none"><li>• accuracy</li><li>• precision</li></ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

Grading Standard 3: Transferable Skills

Using this descriptor

There are three **components** for this grading standard: (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit). All three components **must be used at least once** across the assessment of the Diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>34</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• grammar</li> <li>• spelling and punctuation</li> </ul> <p>b. demonstrates autonomy and/or independence by a <b>very good</b> ability to:</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• manage time</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• grammar</li> <li>• spelling and punctuation</li> </ul> <p>b. demonstrates autonomy and/or independence by an <b>excellent</b> ability to:</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• manage time</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>34</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Managing People

Additional guidance for assessors and / or students <sup>35</sup>	
Merit	Distinction
<p><b>GS1</b></p> <p>The student's work demonstrates the ability to apply knowledge in the context of a selected business, providing some recommendations and identifying some specific factors that affect human resource planning of their chosen business.</p> <p>The student's work provides mostly clear and logical explanations of key management concepts with some examples supporting those explanations. Mainly confident use of subject specific terminology and sound familiarity with business practices and methods for rewarding and training staff and monitoring their performance.</p> <p><b>GS2</b></p> <p>The student's work analyses workforce planning, staff rewards and training as well as performance management in the context of their selected organisation. Some comments, reasoning and recommendations provided are appropriate and relevant.</p> <p><b>GS3</b></p> <p>The student's work is mostly logical and fluent, observes most structural and stylistic conventions of a briefing document and generally acknowledges correctly the sources used. Its independence and autonomy are demonstrated through planning evidenced during workshops, selection of mostly appropriate sources and timely completion of the assignment.</p>	<p><b>GS1</b></p> <p>The student's work demonstrates the ability to apply knowledge consistently in the context of a selected business, providing suitable recommendations and identifying specific factors that affect human resource planning of their chosen business.</p> <p>The student's work provides clear and logical explanations of key management concepts with appropriate examples supporting most explanations. Consistently confident use of subject specific terminology and strong familiarity with business practices and methods for rewarding and training staff and monitoring their performance.</p> <p><b>GS2</b></p> <p>The student's work critically analyses workforce planning, staff rewards and training as well as performance management in the context of their selection organisation. Comments, reasoning and recommendations provided are both appropriate and relevant.</p> <p><b>GS3</b></p> <p>The student's work is logical and fluent, observes structural and stylistic conventions of a briefing document and acknowledges correctly all the sources used. Its independence and autonomy are demonstrated through effective planning evidenced during workshops, selection of appropriate sources and timely completion of the assignment.</p>

<sup>35</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading standards as they apply to the brief.

## Psychology and Mental Health

<b>Access title:</b>	Social Sciences
<b>Unit title:</b>	Psychology and Mental Health
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	Portfolio of Tasks

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>36</sup>	<b>The student can:</b>
1. Understand different approaches to the definition of psychological abnormality and its classification.	1.1. Evaluate at least two methods of defining psychological abnormality.  1.2. Evaluate at least two methods used for the classification of mental illness.
2. Demonstrate awareness of the major psychological disorders.	2.1 Identify and discuss one psychological disorder.  2.2 Critically evaluate the contribution of heredity and environment to the development of the above disorder.
3. Understand how culture can affect the diagnosis and manifestation of mental health disorders.	3.1 Critically evaluate the impact of cultural differences on the diagnosis and manifestation of at least two specific mental health disorders.

<sup>36</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

**Details of assignment requirements mapped to assessment criteria**

You are required to produce an electronic portfolio in three parts. You are allowed 1,500 words + or – 10% for the entire portfolio. Notional word allowances for each task are suggested.

**Part one (AC 1.1 – 1.2)**

1. Summarise and critique two different methods of defining psychological abnormality e.g. violation of social norms, deviation from ideal mental health, failure to function adequately.
2. Summarise and critique two different methods used for the classification of mental illness e.g. DSM-5, WHO ICD.

(500 words)

**Part two (AC 2.1 – 2.2)**

3. Prepare a short presentation on one major psychological disorder. In your presentation:
  - describe the disorder and how it commonly manifests
  - contribution of heredity and environment to the development of the disorder
  - its prevalence
  - treatment options
  - prognosis

(no more than 6 slides and short notes pages)

**Part three (AC 3.1)**

4. Evaluate the impact of cultural differences on the diagnosis and manifestation of two mental health disorders. You may include the disorder covered in part two as one of your choices.

(500 words)

## Exemplar Assignment Brief: Psychology and Mental Health

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-component; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of (<i>choose from</i>):<sup>37</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• <b>methods</b></li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• <b>methods</b></li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>37</sup> Select only those sub-components used for the assignment commensurate with the unit size.



## Exemplar Assignment Brief: Psychology and Mental Health

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

<p>For all units irrespective of size, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of (<i>choose from</i>):<sup>38</sup></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>38</sup> Select only those sub-components used for the assignment commensurate with the unit size.

Grading Standard 3: Transferable Skills

Using this descriptor

There are **three components for this grading standard:** (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit. All three components **must be used at least once** across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>39</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>39</sup> Select only those sub-components used for the assignment commensurate with the unit size.

**Additional guidance for assessors and / or students<sup>40</sup>**

**GS1: Merit**

In your work you have generally demonstrated a very good knowledge and understanding of how to define and classify psychological abnormality and you generally evaluate theories, concepts and methods appropriately in framing your responses to the tasks. You have shown a very good understanding of different psychological disorders and the nature/nurture debate regarding the development of these disorders and generally evaluated them in terms of their usefulness in explaining human behaviour. You have generally provided a very good explanation of how culture can affect the diagnosis and manifestation of mental health disorders. The overall clarity of understanding in respect of the task is generally to a very good level, providing depth or breadth. However, there remain some areas for development / errors in terms of the knowledge and understanding evidenced across the tasks.

**GS1: Distinction**

In your work you have consistently demonstrated an excellent knowledge and understanding of how to define and classify psychological abnormality and you consistently evaluate theories, concepts and methods appropriately in framing your responses to the tasks. You have shown an excellent understanding of different psychological disorders and the nature/nurture debate regarding the development of these disorders and consistently evaluated them in terms of their usefulness in explaining human behaviour. You have consistently provided an excellent explanation of how culture can affect the diagnosis and manifestation of mental health disorders. The overall clarity of understanding in respect of the task is consistently to an excellent level, providing depth or breadth. There remain few (if any) areas for development / errors in terms of the knowledge and understanding evidenced across the tasks.

**GS2: Merit**

In the work you have generally demonstrated a very good ability to select resources to enhance your understanding of the different psychological disorders; this means that the information you have used is generally legitimate, reliable and relevant to the task. Your application generally shows very good subject specific evaluation, critical evaluation and analysis in relation to the Learning Outcomes and Assessment Criteria.

The evidence of Learning Outcomes and Assessment Criteria has, in general, incorporated the information effectively within the assignment showing a generally high level of accuracy and precision. There may be some errors or areas for development but the work generally evidences a very good response to the assessment in terms of subject specific skills evidenced.

**GS2: Distinction**

In the work you have consistently demonstrated an excellent ability to select resources to enhance your understanding of the different psychological disorders; this means that the information you have used is consistently legitimate, reliable and relevant to the task. Your application consistently shows excellent subject specific evaluation, critical evaluation and analysis in relation to the Learning Outcomes and Assessment Criteria.

<sup>40</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.

## Exemplar Assignment Brief: Psychology and Mental Health

The evidence of Learning Outcomes and Assessment Criteria has consistently, incorporated the information effectively within the assignment showing a consistently high level of accuracy and precision. There were few (if any) errors or areas for development and the work consistently evidences an excellent response to the assessment in terms of subject specific skills.

### **GS3: Merit**

Overall, your work demonstrates very good formatting and structure in response to the assignment brief and is also generally written in a manner that evidences clarity of expression with reference to appropriate technical / academic conventions. Spelling and punctuation are generally used to a very good level in terms of the communication and presentation of your responses. Your work effectively communicates a very good understanding and knowledge of psychological disorders and generally synthesizes them into a coherent response across all the tasks. Your work is generally referenced appropriately using the correct academic conventions for psychology.

### **GS3: Distinction**

Overall, your work demonstrates excellent formatting and structure in response to the assignment brief and is also consistently written in a manner that evidences clarity of expression with reference to appropriate technical / academic conventions. Spelling and punctuation are consistently used to an excellent level in terms of the communication and presentation of your responses. Your work effectively communicates an excellent understanding and knowledge of psychological disorders and consistently synthesizes them into a coherent response across all the tasks. Your work is consistently referenced appropriately using the correct academic conventions for psychology.

## The Short Story

<b>Access title:</b>	Access to HE (Humanities and Social Science)
<b>Unit title:</b>	The Short Story
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	The Short Story

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>41</sup>	<b>The student can:</b>
1. Discuss the themes in a short story.	1.1 Discuss two key themes within a short story.
2. Analyse the importance of context in a text.	2.1 Analyse the contextual relevance of at least two short stories.
3. Discuss the narrative voice and its effect.	3.1 Critically compare two different narrative voices and their effectiveness in different texts.
4. Assess character and characterisation in the short story.	4.1 Analyse the role or purpose of a key character within at least one short story.

<sup>41</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Exemplar Assignment Brief: The Short Story

### Details of assignment requirements mapped to assessment criteria

#### Task:

Select two short stories (these can be texts we have studied in class or of your own choosing).

Write a 1500 word essay to respond to the question:

- How have the authors of (story 1) and (story 2) shaped meaning in their narratives?

In your essay you should:

- discuss the development of two key themes in ONE of the stories (LO1)
- consider how characterisation (LO4) and narrative voice have contributed to the intended effects (LO3).
- critically compare the effect of the narrative voice in story 1 with the narrative voice in story 2 (LO3).
- analyse the relevance of contextual factors that may have influenced production of the texts (LO2).

## Exemplar Assignment Brief: The Short Story

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-component; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b> . Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:</p> <ul style="list-style-type: none"><li>• perspectives</li><li>• ideas</li></ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"><li>• perspectives</li><li>• ideas</li></ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

## Exemplar Assignment Brief: The Short Story

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

For all units irrespective of size, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.	
<b>Merit</b>	<b>Distinction</b>
The student, student's work or performance:  a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:  with  b. <b>very good</b> levels of: <sup>42</sup> <ul style="list-style-type: none"><li>• accuracy</li><li>• precision</li></ul>	The student, student's work or performance:  a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:  with  b. <b>excellent</b> levels of: <ul style="list-style-type: none"><li>• accuracy</li><li>• precision</li></ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

<sup>42</sup> Select only those sub-components used for the assignment commensurate with the unit size.



## Exemplar Assignment Brief: The Short Story

### Grading Standard 3: Transferable Skills

#### Using this descriptor

<p>There are <b>three components for this grading standard:</b> (a), (b) and (c). A <b>minimum of two</b> components must be selected for all graded units (irrespective of size of unit. All three components <b>must be used at least once</b> across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components for both (a) and (b).<sup>43</sup></p>	
<p><b>Merit</b></p> <p>The student, student's work or performance:</p> <p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> </ul> <p>c. <b>generally</b> adheres to academic conventions in use of format in responding to the instructions set out in the assignment brief.</p>	<p><b>Distinction</b></p> <p>The student, student's work or performance:</p> <p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> </ul> <p>c. <b>consistently</b> adheres to academic conventions in use format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>43</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Sociology of the Mass Media

<b>Access title:</b>	Social Science
<b>Unit title:</b>	Sociology of the Mass Media
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded
<b>Assignment title:</b>	Essay

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>44</sup>	<b>The student can:</b>
1. Understand how the media is organised	1.1 Analyse the role of media in society 1.2 Analyse the structure of the media in terms of ownership and control
2. Understand theories of media influence	2.1 Critically evaluate at least two models of audience response
3. Examine the relationship between social groups and the media.	3.1 Critically evaluate media representations of at least two different groups.

<sup>44</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

### Details of assignment requirements mapped to assessment criteria

This unit assignment requires you to write a 2,000 word **essay** (+/- 10%). Your aim within the essay is to demonstrate the achievement of all the above learning outcomes. This means it is necessary for you to achieve **all four** of the assessment criteria listed above right (1.1, 1.2, 2.1 and 3.1) to pass the unit.

NB. The Sociology of the Mass Media is a *graded* unit.

#### Task Outline

In this essay (2,000 words +/- 10%) you are required to critically evaluate media representations of **two** distinct groups of your choice. These could include, but are not limited to, the underclass, the working class, the middle class, the upper classes, men, women, any ethnic group, young people, the elderly, disabled people or any section of the LGBTQ+ community. In evaluating representations of your two chosen groups, you should also critically evaluate **at least two** models that explore potential audience responses to these representations before analysing **who has control** over these media representations and the **purpose** of said representations.

Your essay can be structured in any way you want, but it must be presented coherently and logically, with a clear introduction and conclusion and must include the following content.

#### **A critical evaluation of media representations of two groups**

You must first explore media representations of your two chosen groups. This should be done by researching recent sociological studies into the ways in which your chosen groups are represented in the media. You should use a range of sources to help you do this. You should then use a range of sociological perspectives to explain the reasons for, and explore potential responses to, these representations. These perspectives could include but are not limited to Marxism, neo-Marxism, postmodernism, symbolic interactionism, feminism, postcolonialism, functionalism or pluralism. **(3.1)**

#### **A critical evaluation of potential audience responses to these representations**

You must also critically evaluate at least two models which seek to explain potential audience responses to these representations (the hypodermic needle/narcotisation model, the uses and gratifications theory, or mediation theory (Thompson, 1995), for example). In critically evaluating these models, you are required not just to use them to explain possible audience responses, but to also consider the **weaknesses** of these explanations. **(2.1)**

#### **An analysis of who controls these representations**

Your essay should consider how power is distributed between the various factions who control and own the media and how this might shape media representations of your chosen groups. These factions could include the ruling class, the middle class, men, the general public or any other relevant group. Ensure that you use your knowledge of sociological theory to explain how and why the media is owned and controlled in this way (for example, Marxist and postmodernist ideas are central to an understanding of this control). Also make sure that you consider all types of media, including the internet. It is no longer the case that the media only consists of newspapers, films and television. **(1.2)**

## Exemplar Assignment Brief: Sociology of the Mass Media

### **An analysis of the role of these representations**

You are required to examine the role of the media in society from a range of sociological perspectives, considering how media representations of your chosen social groups contribute to these roles. Not only should you present here the key ideas held by relevant theorists, but use these ideas to analyse the role of the media in society today. What purpose(s) do these theories suggest the media serves? Why? **(1.1)**

### **Academic conventions**

- You should type your essay using size 12 font
- You should use Calibri or Arial as the font
- Use 1.5 line spacing
- Leave a line between each paragraph
- Make sure you put the title at the top of your work and your name at the top of the page / in a header
- Page number each sheet
- You must use at least 4 good sources of reference within your essay which can be books, journals or websites and preferably a mixture of each
- Include a list of your references at the end of your essay and entitle it 'Reference List'; please use the Harvard Referencing style in this reference list and in the main body of your essay
- Upload an electronic copy of your work to the relevant Moodle bucket
- Ensure you submit an electronically signed copy of this assignment brief to the same bucket.

## Exemplar Assignment Brief: Sociology of the Mass Media

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>four</b> of the most <b>relevant</b> sub-component; for 6 and 9-credit units, select a <b>minimum</b> of <b>two</b> and <b>maximum</b> of <b>six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of (<i>choose from</i>):<sup>45</sup></p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• methods</li> <li>• <b>perspectives</b></li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit.</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• <b>concepts</b></li> <li>• <b>theories</b></li> <li>• models</li> <li>• methods</li> <li>• <b>perspectives</b></li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>45</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Sociology of the Mass Media

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

<p>For all units irrespective of size, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>very good</b> levels of <i>(choose from)</i>:<sup>46</sup></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit:</p> <p>with</p> <p>b. <b>excellent</b> levels of <i>(choose from)</i>:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• <b>insight</b></li> <li>• focus</li> <li>• interpretation</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>46</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Sociology of the Mass Media

### Grading Standard 3: Transferable Skills

#### Using this descriptor

There are **three components for this grading standard:** (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit. All three components **must be used at least once** across the assessment of the diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>47</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• <b>structure</b></li> <li>• grammar</li> <li>• syntax</li> <li>• <b>spelling and punctuation</b></li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• <b>structure</b></li> <li>• grammar</li> <li>• syntax</li> <li>• <b>spelling and punctuation</b></li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>47</sup> Select only those sub-components used for the assignment commensurate with the unit size.

**Additional guidance for assessors and / or students<sup>48</sup>**

**GS1: Merit**

Knowledge is generally applied to a very good level in explaining, with reference to appropriate concepts, perspectives and theories, how media representations impact on the two chosen groups. The essay will generally present a very good understanding within its narrative, considering not just the theoretical impact of Sociological theory in relation to ownership and control of the media but how this may impact on representations of the two chosen groups and potentially the impact on audience perceptions. The discussion will generally demonstrate the ability to apply knowledge with either breadth or depth in developing its narrative. The essay evidences a very good understanding and explanation of a broad range of Sociological concepts, theories and perspectives in responding to the task requirements. However, there may be errors and inconsistencies in relation to the application of this knowledge to the specifics of the assessment task. Overall, the work will represent a very good attempt at presenting evidence of the relevant LOs and ACs but will contain some errors.

**GS1: Distinction**

Knowledge is consistently applied to an excellent level in explaining, with reference to appropriate concepts, perspectives and theories, how media representations impact on the two chosen groups. The essay will generally present an excellent understanding within its narrative, considering not just the theoretical impact of Sociological theory in relation to ownership and control of the media but how this may impact on representations of the two chosen groups and potentially the impact on audience perceptions. The discussion will consistently demonstrate the ability to apply knowledge with either breadth or depth in developing its narrative. The essay evidences an excellent understanding and explanation of a broad range of Sociological concepts, theories and perspectives in responding to the task requirements. There will be few (if any) minor errors and inconsistencies in relation to the application of this knowledge to the specifics of the assessment task. Overall, the work will represent an excellent attempt at presenting evidence of the relevant LOs and ACs but will contain few (if any) errors.

**GS2: Merit**

The essay will evidence very good development of Sociological analysis and critical evaluation skills in responding to the requirements of the LOs and ACs. The student will generally evidence independent research skills in finding and analysing relevant information from a range of appropriate sources and will apply these to form a generally accurate and insightful Sociological analysis across the requirements of the LOs and ACs for the unit. The essay will generally employ appropriate Sociological methodology in framing their analysis and evaluation to support conclusions both in terms of the overall essay conclusions and in terms of individual paragraphs. There may be some areas requiring further development and some inconsistencies in terms of the development of analysis and critical evaluation. Sources will generally be both appropriate and embedded accurately in terms of the development of analysis, but some may be less valid from a Sociological perspective in relation to their application. However, overall, the assignment will represent a very good response to the requirements of the unit LOs and ACs.

<sup>48</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading descriptors as they apply to the brief.



## Exemplar Assignment Brief: Sociology of the Mass Media

### **GS2: Distinction**

The essay will evidence excellent development of Sociological analysis and critical evaluation skills in responding to the requirements of the LOs and ACs. The student will consistently evidence independent research skills in finding and analysing relevant information from a range of appropriate sources and will apply these to form a consistently accurate and insightful Sociological analysis across the requirements of the LOs and ACs for the unit. The essay will consistently employ appropriate Sociological methodology in framing their analysis and evaluation to support conclusions both in terms of the overall essay conclusions and in terms of individual paragraphs. There will few (if any) areas requiring further development and few (if any) minor inconsistencies in terms of the development of analysis and critical evaluation. Sources will consistently be both appropriate and embedded accurately in terms of the development of analysis and will consistently be valid from a Sociological perspective in relation to their application. Overall, the assignment will represent an excellent response to the requirements of the unit LOs and ACs.

### **GS3: Merit**

The essay will demonstrate very good communication skills in relation to both the overall structure of the assignment and also in terms of spelling and punctuation across the scope of the piece. In framing its response to the assignment title, the essay will generally show the ability to accurately employ appropriate academic (Sociological) language and conventions in forwarding its argument. Work will be generally well-referenced using the Harvard referencing system (as set out in the task guidance). There may be some structural / typographic and / or referencing errors. Overall, the response to the task will generally be of very good quality in responding to the requirements of the assignment task.

### **GS3: Distinction**

The essay will demonstrate excellent communication skills in relation to both the overall structure of the assignment and also in terms of spelling and punctuation across the scope of the piece. In framing its response to the assignment title, the essay will consistently show the ability to accurately employ appropriate academic (Sociological) language and conventions in forwarding its argument. Work will be consistently well-referenced using the Harvard referencing system (as set out in the task guidance). There will be few (if any) structural / typographic and / or referencing errors. Overall, the response to the task will consistently be of excellent quality in responding to the requirements of the assignment task.

## Exemplar Assignment Brief: Understanding Ethics in Healthcare

### Understanding Ethics in Healthcare

<b>Access title:</b>	Access to Nursing and Healthcare Professions
<b>Unit title:</b>	Understanding Ethics in Healthcare
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>Graded / ungraded</b>	Graded academic subject content
<b>Assignment title:</b>	Written assignment on ethics in healthcare

Learning outcomes	Assessment criteria
<b>The student will:</b> <sup>49</sup>	<b>The student can:</b>
1. Understand the meaning of ethics, different ethical theories and the key principles of biomedical ethics.	1.1. Explain the meaning of ethics. 1.2. Compare two different ethical theories and their application in healthcare. 1.3. Explain how the key principles and rules of biomedical ethics can be applied in practice.
2. Know about different codes of professional conduct for healthcare professionals.	2.1 Analyse the key components of two different codes of practice and their implications for professional practice.
3. Know about different ways of analysing, addressing and preventing ethical issues in a healthcare context.	3.1 Give examples of different ways of addressing and preventing ethical issues in healthcare. 3.2 Explain the use of a chosen model for addressing ethical issues in healthcare.

<sup>49</sup> Insert / delete rows for learning outcomes / assessment criteria as necessary

## Exemplar Assignment Brief: Understanding Ethics in Healthcare

### Details of assignment requirements mapped to assessment criteria

#### Task

Produce a 2000 word (+ or – 10%) written assignment in three sections (one section for each learning outcome and assessment criteria). Notional word allowances for each section are suggested.

#### Section 1 (600 words)

- Explain the meaning of ethics. AC 1.1
- Compare TWO ethical theories and apply them to healthcare practice. AC 1.2
- Describe how TWO ethical principles and rules can be applied in healthcare practice. AC 1.3

#### Section 2 (800 words)

Analyse the key components of TWO codes of practice one of which should be the Nursing and Midwifery Council (NMC). Summarise their implications for professional healthcare practice. AC 2.1

#### Section 3 (600 words)

- Give TWO examples of how ethical issues in healthcare can be prevented from arising. (AC 3.1)
- Provide a brief justification for each of the steps in the 7 Step Method for Ethical Decision-making. AC 3.2

Please ensure you acknowledge all published sources of information referred to in your assignment using the centre's recommended referencing system.

## Exemplar Assignment Brief: Understanding Ethics in Healthcare

### Grading Standard 1: Knowledge and Understanding

#### Using this descriptor

<p>Utilise both components. For component (b) for 3-credit units, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components; for 6 and 9-credit units, select a <b>minimum of two</b> and <b>maximum of six</b>. Choices must be consistent across merit and distinction.</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• concepts</li> <li>• models</li> <li>• principles</li> <li>• practices</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• concepts</li> <li>• models</li> <li>• principles</li> <li>• practices</li> </ul>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

## Exemplar Assignment Brief: Understanding Ethics in Healthcare

### Grading Standard 2: Subject-Specific Skills

#### Using this descriptor

For all units irrespective of size, select a <b>minimum of 2</b> and <b>maximum of 4</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit,</p> <p>with</p> <p>b. <b>very good</b> levels of</p> <ul style="list-style-type: none"><li>• reasoning</li><li>• interpretation</li></ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit,</p> <p>with</p> <p>b. <b>excellent</b> levels of</p> <ul style="list-style-type: none"><li>• reasoning</li><li>• interpretation</li></ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

## Exemplar Assignment Brief: Understanding Ethics in Healthcare

### Grading Standard 3: Transferable Skills

#### Using this descriptor

There are three **components** for this grading standard: (a), (b) and (c). A **minimum of two** components must be selected for all graded units (irrespective of size of unit). All three components **must be used at least once** across the assessment of the Diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of two** and **maximum of four** of the most **relevant** sub-components for both (a) and (b).<sup>50</sup>

Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief.</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief.</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<sup>50</sup> Select only those sub-components used for the assignment commensurate with the unit size.

## Exemplar Assignment Brief: Understanding Ethics in Healthcare

Additional guidance for assessors and / or students <sup>51</sup>	
Merit	Distinction
<p><b>GS1</b></p> <p>The student has shown a <b>very good</b> breadth of knowledge and understanding of the meaning of ethics and different ethical theories and principles.</p> <p>The student has also provided a <b>very good</b> explanation of how these can be applied in a healthcare context by interpreting two or more of the principles e.g. healthcare based on autonomy, beneficence, non-maleficence and justice.</p> <p>The student has also shown a <b>very good</b> knowledge and understanding of two different codes of professional practice and their implications for the healthcare professionals governed by these codes.</p> <p><b>GS2</b></p> <p>The student has <b>generally</b> demonstrated their ability to address ethical dilemmas in healthcare with well-reasoned propositions. The student's interpretations and justification for each of the steps in the seven-step ethical decision-making model reflect a <b>very good</b> level of reasoning ability.</p> <p><b>GS3</b></p> <p>The student has written a <b>very good</b> assignment in terms of format, structure, grammar and syntax. The sources referred to in the assignment indicate a <b>very good</b> ability to select and use relevant published sources of information. The student has <b>generally</b> adhered to academic conventions throughout in completing the assignment.</p>	<p><b>GS1</b></p> <p>The student has shown an <b>excellent</b> breadth of knowledge and understanding of the meaning of ethics and different ethical theories and principles.</p> <p>The student has also provided an <b>excellent</b> explanation of how these can be applied in a healthcare context by interpreting two or more of the principles e.g. healthcare based on autonomy, beneficence, non-maleficence and justice.</p> <p>The student has also shown an <b>excellent</b> knowledge and understanding of two different codes of professional practice and their implications for the healthcare professionals governed by these codes.</p> <p><b>GS2</b></p> <p>The student has <b>consistently</b> demonstrated their ability to address ethical dilemmas in health care with well-reasoned propositions. The student's interpretations and justification for each of the steps in the seven-step ethical decision-making model reflect an <b>excellent</b> level of reasoning ability.</p> <p><b>GS3</b></p> <p>The student has written an <b>excellent</b> assignment in terms of format, structure, grammar and syntax. The sources referred to in the assignment indicate an <b>excellent</b> ability to select and use relevant published sources of information. The student has <b>consistently</b> adhered to academic conventions throughout in completing the assignment.</p>

<sup>51</sup> Please use this template **only** if you wish to provide any additional information in interpreting the grading standards as they apply to the brief.

## Section C: The Grading Standards

The Grading Standards are reproduced here for ease of reference. These are also available on the [QAA website](#) as both a PDF document (for reproduction in local guides, including student guides) and as a Word document to assist practitioners in using the cut and paste function to prepare revised assignment briefs.

### Grading Standard 1: Knowledge and Understanding

#### Using this standard

Utilise both components. For component (b) for 3-credit units, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components; for 6 and 9-credit units, select a <b>minimum of two</b> and <b>maximum of six</b> . Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. a <b>very good</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• theories</li> <li>• models</li> <li>• methods</li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures.</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p>with</p> <p>b. an <b>excellent</b> understanding and use of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• theories</li> <li>• models</li> <li>• methods</li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures.</li> </ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit	

#### Interpreting the standard

- This standard provides the opportunity for assessors to judge the extent to which a student has acquired and applied the subject-specific and subject-related knowledge relevant to the learning outcomes and assessment criteria for a given unit.
- The knowledge base should be defined and applied in relation to the particular subject and focus of the unit. This acknowledges that there are different types of knowledge in different subjects (see examples below).



- Examples in different subjects: Biology - homeostatic mechanisms; Business - accounting theories and principles; Psychology - different theories/perspectives; Healthcare - hallmarks of professional practice and evidence-based practice; Mathematics - the basic concepts (for example, algebra, geometry, statistical concepts and tests); History - different types of conflict, the concept and examples of 'hidden voices', models for structuring historical arguments; English Literature - different types of literature and linguistic terminology; Creative Arts - the different forms, basic elements, tools used, criteria used to judge creativity, tactile art and experimentation, materials exploration, art technology and the internet, history of art, studio practice.
- Summative assessment of the knowledge base and its application should be based only on the learning outcomes and assessment criteria of the unit.

## Grading Standard 2: Subject-Specific Skills

### Using this standard

For all units, irrespective of size, select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components in (b). Choices must be consistent across merit and distinction.	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates an ability in selecting and using skills as required by the unit</p> <p>with</p> <p>b. <b>very good</b> levels of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• insight</li> <li>• focus</li> <li>• interpretation</li> </ul>	<p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit</p> <p>with</p> <p>b. <b>excellent</b> levels of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• precision</li> <li>• efficiency</li> <li>• creativity</li> <li>• innovation</li> <li>• reasoning</li> <li>• insight</li> <li>• focus</li> <li>• interpretation</li> </ul>
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

### Interpreting the standard

- The premise of component (a) is that all assessment criteria pose a problem/challenge of varying degrees of complexity, requiring the student to use different skills in responding to them. Therefore, assessors will need to make a judgement on how well the student has analysed and responded to the requirements/demands of the learning outcomes and assessment criteria within the assessed evidence. Skills may be intellectual, technical or practical.
- Discipline-specific intellectual skills include: critical thinking, use of information, analysis, synthesis, evaluation, reasoning, argumentation and problem-solving in line with the requirements of the assessment criteria command verbs.
- An example of an intellectual skill in History could be analysing causation and consequences of a conflict. In English Literature, an example could be a textual analysis. For an independent project, it could be generating a hypothesis or research question.
- An example of a technical skill in Computing could be designing a computer programme. In Research, it could be using tools for data analysis (for example, Microsoft Excel). In Education/Teaching, an example could be designing online learning resources. In Accounting, an example could be using accounting software. In

Art and Design, an example could be using different pencils to show line, tone and texture.

- An example of a practical skill in Science could be undertaking an experiment.
- Summative assessment of the skills required should only be based on the learning outcomes and assessment criteria of the unit.

## Grading Standard 3: Transferable Skills

### Using this standard

<p>There are three <b>components</b> for this grading standard: (a), (b) and (c). A <b>minimum of two</b> components must be selected for all graded units (irrespective of size of unit). All three components <b>must be used at least once</b> across the assessment of the Diploma Components. (a) and (b) each have a set of sub-components - select a <b>minimum of two</b> and <b>maximum of four</b> of the most <b>relevant</b> sub-components for both (a) and (b).</p>	
Merit	Distinction
<p>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (<i>choose from</i>):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>consistently</b> adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

## Interpreting the standard

- Component (a) is a crucial transferable skill for university and/or professional practice. It allows assessors to make a judgement on how well the student has communicated and/or presented their response to the requirements of the assessment - be it an essay, report, exam, portfolio or other assessment mode. In assessment requiring student presentations, paralanguage refers to verbal and non-verbal communication.
- Component (b) is based on the premise that autonomy and independence are also crucial pre-requisites for university and/or professional practice. These can be evidenced by an assessment of performance against selected sub-components which will vary depending on the nature and scope of the assessment task(s). For some assignments this may include a judgement of a student's ability to work with others as well as taking responsibility for their own contributions - for example, for group presentations.
- Component (c) allows assessors to make a judgement on the degree to which students have followed the instructions set out in the assessment brief - for example, it may be that the student has evidenced very good or excellent knowledge and skills but not followed the brief. If students were asked to show their calculations in a maths exam but failed to do so, they will not have followed the instructions even though their calculations may be correct. For academic conventions, if a student was required to write an article for publication, the correct acknowledgement of all published sources used would be expected. For a business report, an executive summary, table of contents, introduction, body and conclusions/recommendations would be expected. For an art exhibition, assessors would expect that it should be characterised by a prominent theme that ties the pieces together and makes them feel like part of a larger whole. For subjects such as Healthcare, Medicine, Engineering and Education, professional conventions indicate the student's awareness and understanding of the expectations of that profession.
- Summative assessment of these transferable skills should only be based on the learning outcomes and assessment criteria of the unit and requirements of the brief.

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