

Marking Grid: Learning and Higher Cognitive Processes

Assessment 5: Final Assessment – Final Integrative Assignment

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.
Knowledge and understanding I (20%). The student is able to demonstrate a comprehensive knowledge and understanding of the contents covered throughout the module.	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a wide range of factual information and demonstrates an understanding of the contents covered throughout the module., with many indications of greater breadth and depth of knowledge, beyond expectations for this level. <input type="checkbox"/> Demonstrates an understanding of the contents covered throughout the module that substantially exceeds expectations for the level in many aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a wide range of factual information on the study of the contents covered throughout the module, with several indications of greater breadth and some depth of knowledge. <input type="checkbox"/> Demonstrates an understanding of the contents covered throughout the module. that exceeds expectations for the level in several aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a range of factual information on the contents covered throughout the module, with occasional indications of greater breadth of knowledge. <input type="checkbox"/> Recognises and demonstrates a clear understanding of the contents covered throughout the module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts a satisfactory range of factual information on the contents covered throughout the module, accurately recounted. <input type="checkbox"/> Recognises and demonstrates a basic understanding of the contents covered throughout the module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts an acceptable range of the contents covered throughout the module, largely accurately recounted. <input type="checkbox"/> Recognises the basics of the contents covered throughout the module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts a limited range of factual information on the contents covered throughout the module, with some inaccuracies/omissions. <input type="checkbox"/> Presents occasional errors/omissions/misrecognitions of the contents covered throughout the module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presents substantial inaccuracies/omissions in factual information on the contents covered throughout the module. <input type="checkbox"/> Fails to recognise the basics of the contents covered throughout the module.
Knowledge and understanding II (15%). The student is able to demonstrate a comprehensive knowledge and understanding of the proposed resources.	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a wide range of factual information and demonstrates an understanding of the proposed resources, with many indications of greater breadth and depth of knowledge, beyond expectations for this level. <input type="checkbox"/> Demonstrates an understanding of the proposed resources that substantially exceeds expectations for the level in many aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a wide range of factual information on the study of the proposed resources, with several indications of greater breadth and some depth of knowledge. <input type="checkbox"/> Demonstrates an understanding of the proposed resources that exceeds expectations for the level in several aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a range of factual information on the proposed resources, with occasional indications of greater breadth of knowledge. <input type="checkbox"/> Recognises and demonstrates a clear understanding of the proposed resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts a satisfactory range of factual information on proposed resources, accurately recounted. <input type="checkbox"/> Recognises and demonstrates a basic understanding of the proposed resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts an acceptable range of the proposed resources, largely accurately recounted. <input type="checkbox"/> Recognises the basics of the proposed resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts a limited range of factual information on the proposed resources, with some inaccuracies/omissions. <input type="checkbox"/> Presents occasional errors/omissions/misrecognitions of the proposed resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presents substantial inaccuracies/omissions in factual information on the proposed resources. <input type="checkbox"/> Fails to recognise the basics of the proposed resources.

<p>Cognitive skills I (20%). The student is able to establish connections between the selection of proposed resources and the content of the module, giving evidence of a fine-tuned application of pertinent knowledge.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are exceptional and exceed expectations for the level in many aspects.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are excellent and exceed expectations for the level in several aspects.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are relevant and suitable with exceptional indications of excellence.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are consistently relevant and suitable.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are overall relevant.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are limited and often irrelevant.</p>	<p><input type="checkbox"/> Connections between the selection of proposed resources and the content of the module are inexistent or mostly irrelevant.</p>
<p>Cognitive skills II (15%). The student is able to establish connections between specifically proposed resources and the own personal experience.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are exceptional and exceed expectations for the level in many aspects.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are excellent and exceed expectations for the level in several aspects.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are relevant and suitable with exceptional indications of excellence.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are consistently relevant and suitable.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are overall relevant.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are limited and often irrelevant.</p>	<p><input type="checkbox"/> Connections between specifically proposed resources and the own personal experience are inexistent or mostly irrelevant.</p>
<p>Self-assessment skills (10%). The student is able to reflect on the evolution of the own learning conception throughout the module.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is exceptional and exceeds expectations for the level in many aspects.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is excellent and exceeds expectations for the level in several aspects.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is relevant and suitable with exceptional indications of excellence.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is consistently relevant and suitable.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is overall relevant.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is limited.</p>	<p><input type="checkbox"/> Student's reflection on the evolution of the own learning conception throughout the module is inexistent.</p>
<p>Communication skills I (10%). The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.</p>	<p><input type="checkbox"/> Communication of ideas in written form is outstanding in its fluency, stylistic appropriateness and correctness, with evidence of ability/creativity beyond expectations for this level.</p>	<p><input type="checkbox"/> Communication of ideas in written form is excellent in its fluency, stylistic appropriateness and correctness.</p>	<p><input type="checkbox"/> Communication of ideas in written form is consistently fluent, stylistically appropriate and correct.</p>	<p><input type="checkbox"/> Communication of ideas in written form is fluent, in a stylistically appropriate format, and correct.</p>	<p><input type="checkbox"/> Communication of ideas in written form is mostly fluent and in an acceptable style of writing, with occasional inconsistencies/ minor errors in style and correctness.</p>	<p><input type="checkbox"/> Communication of ideas in written form sometimes is not fluent and not in an appropriate style of writing, with some inconsistencies/ errors in correctness.</p>	<p><input type="checkbox"/> Communication of ideas in written form is not fluent and with significant errors in style, format or correctness.</p>
<p>Communication skills II (10%). The student is able to organize information effectively in the form of a visual representation.</p>	<p><input type="checkbox"/> Organisation and structure of information in the form of a visual representation is exceptionally logical and convincing for work at this level.</p>	<p><input type="checkbox"/> Organisation and structure of information in the form of a visual representation is consistently logical and convincing.</p>	<p><input type="checkbox"/> Information is organised and structured logically and clearly in the form of a visual representation.</p>	<p><input type="checkbox"/> Information is clearly organised and structured in the form of a visual representation.</p>	<p><input type="checkbox"/> Organisation and structure of information in the form of a visual representation is generally clear.</p>	<p><input type="checkbox"/> There are some errors in organisation and structure of information in the form of a visual representation.</p>	<p><input type="checkbox"/> Information in the form of a visual representation is disorganised and unstructured.</p>