

Grading

Your final grade will be determined by your average course assignment grades.

Therefore, we award a Diploma with Distinction to those who have gained 'A' grades on average in their assignments.

Those who obtain 'Bs' on average get a Diploma with Merit.

Those who get 'Cs' on average get a Pass grade Diploma.

And those who get a fail grade get a Completion Certificate

The table below shows the marking policy adopted by the Blackford Centre. To gain a diploma, you have to attain an A-C grade in all assignments.

To help you gain your Diploma, you may re-submit any assignment which falls below a C grade. Any improved grade counts towards the Diploma.

The table below shows the marking policy adopted by the Blackford Centre. To gain a diploma, you have to attain an A-C grade in all assignments.

Marking grid

Mark	Standard attained	Indicated by	Command verbs
A	Exceptional	<p>All assessment criteria met.</p> <p>Demonstrates high level of creativity where relevant.</p> <p>Evidence of additional research is evident where applicable.</p> <p>Detailed and accurate answers given for the assignment brief.</p> <p>Clear and coherent writing style.</p> <p>High levels of presentation.</p>	<p>Analyse</p> <p>Create</p> <p>Develop</p> <p>Evaluate</p> <p>Plan</p>

		<p>Accurate spelling, punctuation and grammar. (This criterion should not be used to downgrade an assignment where English is not the learner's first language or where there are cultural differences).</p> <p>No inaccuracies.</p> <p>No adverse comments made by tutors.</p>	
B	Good	<p>All assessment criteria met but some may lack evidence of a thorough answer.</p> <p>A few minor suggestions for improvement given by the tutor.</p> <p>Creative flair shown where relevant.</p> <p>Accurate answers given for the assignment brief.</p> <p>Generally clear and coherent.</p> <p>Mostly correct spelling, punctuation and grammar. (This criterion should not be used to downgrade an assignment where English is not the learner's first language or where there are cultural differences).</p> <p>Good level of presentation.</p> <p>Evidence of some additional research where applicable.</p>	<p>Assess</p> <p>Compare</p> <p>Consider</p> <p>Demonstrate</p> <p>Explore</p> <p>Interpret</p> <p>Research</p> <p>Summarise</p>
C	Pass	<p>Most assessment criteria met but these may lack evidence of thorough understanding.</p> <p>One or more assessment criteria not answered adequately.</p> <p>Some evaluative comments made.</p> <p>Some inaccuracies evident in work.</p> <p>May lack clarity and organisation.</p> <p>No evidence of additional research.</p> <p>Used the content provided but lacks detailed answers.</p>	<p>Discuss</p> <p>Describe</p> <p>Explain</p> <p>Identify</p> <p>Review</p> <p>Select</p>

		Spelling, punctuation and grammar are adequate. (This criterion should not be used to downgrade an assignment where English is not the learner's first language or where there are cultural differences).	
Fail	Poor	<p>They have not met the standards required for a C grade.</p> <p>Failing in several major aspects or an incomplete assignment.</p> <p>Limited assessment criteria met</p> <p>If a grade is below a C, then the student will fail the assignment. They should resubmit the assignment after reading tutor comments. Any improved grade counts towards the Diploma.</p>	N/A

Command verbs

Command verbs are the commonly used words that describe what you have to do to pass the assignment.

The explanations given in the tables over the following pages provide alternative words or phrases that help to clarify the verb used in the assessment criteria for each assignment.

Your tutor will use these explanations to consider whether you have met the correct standards when marking your work.

Command Verb	Explanation
Analyse	<p>Break the subject or complex situations into separate parts and examine each part in detail.</p> <p>Identify the main issues and show how the main ideas are related to practice and why they are important.</p> <p>Reference to current research or theory may support the analysis.</p>
Apply	Explain how existing knowledge, practices, standards etc. can be linked to new or different situations.

	Use information to determine outcomes, conclusions and recommendations.
Assess	Use available information to make a judgement.
Communicate	Convey or exchange spoken or written information.
Compare	Examine the subjects in detail looking at similarities and differences.
Consider	Ponder, contemplate or study in order to make a decision.
Create	Bring something into existence.
Define	State or show clearly and accurately.
Demonstrate	Clearly show by giving proof or evidence; give a practical exhibition and explanation.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Design	Decide on the look and function of something by making a detailed visual or written document of it.
Develop	Identify, build and extend a topic, plan or idea.
Discuss	Give a detailed account including a range of views or opinions which includes contrasting perspectives.
Draw conclusions	Arrive at judgements or opinions by reasoning.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Investigate or examine a range of issues from different perspectives.
Identify	Ascertain the origin, nature, or definitive characteristics of the thing in question.
Illustrate	Explain or make something clear by using examples, charts, graphics etc.
Interpret	Explain the meaning of something.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Plan	Decide on something and make arrangements for it in advance. Design or make a plan of something.

Present	Show for others to scrutinise or consider; formally deliver (e.g. in verbal, written or graphical format).
Provide	Identify and give relevant and detailed information in relation to the subject.
Recommend	Use conclusions to suggest ways forward; revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Reflect	Consult with oneself or others, recognising implications of current practice with a view to changing future practice.
Research	Conduct a detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and consider the merit of analysing the positive and negative aspects.
Select	Make informed choices.
Suggest	Put forward for consideration.
Summarise	Give the main ideas or facts in a concise way.