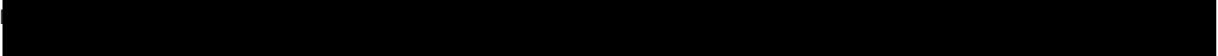




Ways of Perceiving



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Word count: 1786
Character count: 10811



Programme of Study: BA Automotive Design

Module: ADAD4010C

Tutor: Julia Lockheart and Gwenllian Beynon

Word Count: 1547

Enw'r arddangosfa yw *Dylunio y Pobl*. Bynnag yw annog pobl i ryngweithio â deunyddiau a fyddai'n cael eu defnyddio mewn Dylunio Moduro heb unrhyw gyd-destun, ac i gadw at broses o bump cam. Bydd y gynulleidfa yn cael annog i'w ddefnyddio eu dychymyg i greu gwaith celf drwy gydol yr arddangosfa. Fel bodau dynol nid yw'n anarferol i ni deimlo "afraid of things that are unfamiliar" i ni (Marincola, 2006. Tud 23). Fodd bynnag, pan ddaw i gelf a dylunio, dylem deimlo'n rhydd i dorri ffiniau a chreu hyn y mae rhai yn feddwl sy'n amhosibl heb "the embarrassment of appearing not to get it" (Marincola, 2006. Tud 23).

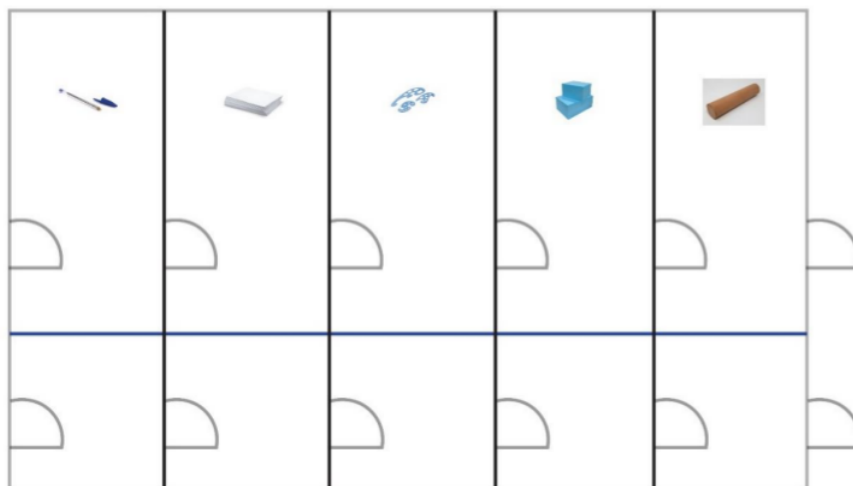
Mae Dylunio Moduro yn ymwneud â cherdded y 'tightrope' rhwng y go iawn a'r rhyfeddol (Lewin a Borroff, 2010. Tud 18) a chreu dyfodol y diwydiant ceir gydag offer syml. Byddai'r rhan fwyaf yn ystyried Dylunio Moduro fel arfer cymhleth, sy'n defnyddio offer neu ddeunyddiau cymhleth a thechnegol. Yn syml, mae'r broses Dylunio Moduro yn cynnwys pum prif gam (Lewin & Borroff, 2010. Tud 75-77); rhain yw:

1. Manylebau cynnar
2. Cynhyrchu brasluniau cysyniad cynnar
3. Rhestr fer derfynol, clai a modelu digidol
4. Adeiladu model terfynol / prototeip
5. Cymeradwyaeth derfynol

Prif ysbrydoliaeth yr arddangosfa yw'r broses o gynhyrchu fesul cam. Mae geiriau Lewin a Borroff yn trafod sut mae'r gyfres o gamau wedi bod rhan bwysig o'r diwydiant dylunio.

Car design has progressed from the 1899 Benz to today's ³sophisticated models through a long series of steps, some larger and revolutionary than others, some registering great leaps in technology, others triggering social change or altering the way we use our vehicles. (Lewin & Borroff, 2010. Tud 180)

¹Bydd yr arddangosfa yn canolbwyntio ar y syniad o ¹bum cam i greu darn o gelf. Fel y gwelir isod (Ffigur 1), bydd yr arddangosfa wedi'i lleoli mewn ystafell fawr a fydd yn cael ei gwahanu gan ddrych unffordd. Bydd yna pum ystafell; pob un yn cynnwys darn o offer neu ddeunydd a fyddai'n cael ei ddefnyddio yn ystod y broses Dylunio Moduro. Anogir cynulleidfaoedd i ddefnyddio'r deunyddiau a'r offer hwn i greu darn o waith ym mhob ystafell. Yna gallant benderfynu a ydynt am fynd â'r deunydd neu'r offer hwnnw i'r ystafell nesaf.



Ffigur 1. Templed Cysyniadol o'r Arddangosfa

Yn y gofod tu ôl i'r drych unffordd, bydd ystafell arsylwi y gall y gynulleidfa fynd iddi i arsylwi ar y rhai sydd yn y manau creadigol. ¹ Bydd yr arddangosfa ar agor i bob oedran. Fodd bynnag, y prif amcan yw gweld sut bydd gwahanol grwpiau oedran yn defnyddio neu'n ymateb i bob teclyn neu ddeunydd wrth iddynt fynd drwy'r arddangosfa.

Mae defnydd o'r drych unffordd yn arbrawf a fyddai'n caniatáu i bobl ddadansoddi gwahanol grwpiau oedran i weld pa mor greadigol y gallant fod. Bydd hyn yn hynod o effeithiol i athrawon ⁸ weld sut y byddai eu disgyblion yn ymateb neu i weld sut y byddai'r henoed yn gweld yr arddangosfa. Yn ogystal â hyn, gellid ei ddefnyddio i gymharu sut mae oedran wedi effeithio ar greadigrwydd a dychymyg cenedlaethau.

^{Dyddiad/Date} Yn ôl Syr Ken Robinson, rydym i gyd yn cael ^{ein} eu geni gyda galluoedd naturiol aruthrol, ond rydym yn colli llawer ohonynt wrth i ni dreulio amser yn y byd. Mae'n credu bod un o'r prif resymau dros hyn yw addysg (Robinson, 2009. Tud, xi). Nod yr arddangosfa hon yw i ail-cynnai'r galluoedd hyn trwy ddylunio.

Bydd yr arddangosfa yn cynnwys dau ddarn o offer a thri gwahanol ddefnydd a ddefnyddir yn gyffredinol yn ystod Dylunio Moduro. Mae'r rhain yn cynnwys pen, papur, cromliniau Ffrengig, ewyn glas dwysedd uchel a chlai dylunio diwydiannol.



Ffigur 2: Pen *Bic Cristal*

Wrth i'r gynulleidfa fynd i'r arddangosfa, byddant yn mynd i mewn i'r cyntaf o pum ystafell. Bydd yr ystafell gyntaf yn cynnwys pen (Ffigur 2). Bydd yr offer hwn yn ysgogi'r teimlad y mae dylunwyr yn ei gael am ysbrydoliaeth. Yr hyn sy'n gwneud i chi meddwl am yw beth y gallai pen ei greu. Nid yn unig y caiff ei ddefnyddio ar gyfer ysgrifennu, ond hefyd ar gyfer creu celf megis ceir.

Ni fydd pen yn para am oes, ond gall y gwaith sy'n cael ei greu gyda fe. Yn wahanol i bensil, ni all y defnyddiwr fforddio gwneud camgymeriad. Fodd bynnag, bydd yr arddangosfa hon yn herio hynny. Byddwn yn ysgogi'r teimlad o le di-boen i'r gynulleidfa. Fel y dywedodd Henri Matisse, "Creativity takes courage", felly mae rhaid i bob llinell neu strôc y mae'r gynulleidfa'n eu gwneud yn ystod yr arddangosfa fod yn bwrpasol.

Un o nodweddion gorau pen yw ei faint. Maen nhw mor fach ac yn anamlwg disylw y gallent fod yn unrhyw le. I ryw raddau, gallai hyn fod y rheswm pam mae pobl yn colli eu creadigrwydd wrth iddynt heneiddio. Mae rhai teclynnau ar gael cymaint, fel nad ydynt yn meddwl ddwywaith am yr hyn y maent yn eu defnyddio.



Ffigur 3: Papur llunio

Bydd y gynulleidfa wedyn yn dod ar draws yr ail ystafell. Bydd yr ystafell hon yn cynnwys papur (Ffigur 3). Os yw'r gynulleidfa'n dymuno, gallant fynd â'r pen o'r ystafell gyntaf i'r ail, gyda dirgelwch yr hyn y byddant yn ei ddarganfod.

Mae'r deunydd hwn wedi bod yn didoli ar ôl ers diwedd yr ail ganrif ar bymtheg o ddatblygiad papyrus, memrwn i bapur. Mae e wedi bod yn rhan enfawr o hanes yn enwedig o ran ei

ddogfennu (Lyons, 2011. Tud 22). Mae papur hefyd yn rhan enfawr o ddylunio. Mae'n un o'r camau cyntaf i greu syniad; ac mewn Dylunio Moduro dechrau'r dyfodol.

Bydd rhoi'r dewis i'r gynulleidfa fynd ag un eitem i'r ystafell nesaf yn rhoi iddynt y teimlad eu bod yn rhan o'r arddangosfa. Ac mewn rhai ffyrdd, maen nhw'n creu'r arddangosfa. Bydd yr arddangosfa nid yn unig yn gyfle i'r gynulleidfa arbrofi gyda gwahanol offer a deunyddiau, ond bydd hefyd yn herio nhw i greu rhywbeth heb unrhyw un i ysgogi o unrhyw un; dim ond gyda'r hyn sydd yn yr ystafelloedd. Bydd y gofod hwn yn rhoi rhyddid i'r gynulleidfa greu beth bynnag y dymunant. Gall hyn fod yn fodel, brasluniau neu ddarn o ysgrifennu gan ddefnyddio'r pen, gallent hyd yn oed daflu nhw i ffwrdd.



Ffigur 4: Cromliniau Ffrengig

Drwy fynd mewn i'r ystafell nesaf, bydd y gynulleidfa'n wynebu offer na fydd yn ei adnabod; cromlin Ffrengig. Defnyddir yr offeryn hwn i greu cromliniau a siapiau unfurf. Yn y diwydiant

moduro fyddwn yn defnyddio i greu llinellau a chromliniau glân ar gyfer y brasluniau cychwynnol o gerbydau.

Gallai hyn fod yr ystafell fwyaf diddorol i'r gynulleidfa y tu ôl i'r drych unffordd i'w arsylwi, oherwydd yr ychydig iawn o wybodaeth sydd gan y defnyddiwr o sut i ddefnyddio'r offer. Mae Dyddiad/Date Ralph Rugoff yn disgrifio beth fyddai ei “memorable exhibition” fel un a fydd yn gadael iddo deimlo'n ddryslyd ar y dechrau, ond wedyn yn gweld hynny fel anwybodaeth (2006. Tud 48). Bydd yr arddangosfa hon yn canolbwyntio ar yr anwybodaeth honno ac yna'n ei defnyddio i weld sut y bydd y gynulleidfa'n ei goresgyn drwy ddefnyddio rhywbeth cwbl newydd iddynt.



Ffigur 5: Ewyn 4 Dwysedd Uchel

Defnyddir ewyn glas dwysedd uchel (Ffigur 5) i greu modelau 3D o ddyluniadau. Mae'n hawdd iawn gweithio gydag ef, ac yn ddewis amgen rhatach na phren neu mewn rhai achosion clai.

Yr ystafell olaf ond un hon yr arddangosfa yw lle bydd y gynulleidfa'n gallu creu modelau o'u syniadau a gynhyrchwyd yn y tair ystafell flaenorol.

Wrth greu unrhyw ddyluniad, mae'n bwysig gallu dychmygu'r cynnyrch terfynol. Trwy greu model 3D, bydd y gynulleidfa'n gallu gweld eu syniadau yn fwy eglur. Mae'n syndod sut gall syniad edrych yn wych ar bapur, ond yn ofnadwy mewn 3D (Lewin, 2017. Tud 124). Bydd yr ystafell hon yn herio datrys problemau'r gynulleidfa os nad yw eu syniadau yn edrych yn wych mewn 3D.



Ffigur 6: Clai Dylunio Diwydiannol

Bydd ystafell olaf yr arddangosfa yn cynnwys clai dylunio diwydiannol (Ffigur 6). Bydd hyn y cam olaf taith y gynulleidfa drwy'r arddangosfa. Yr ystafell hon yw lle bydd y gynulleidfa'n cael cyfle i greu model 3D arall gyda mwy o fanylion a choethder.

Gellir clai dylunio cael ei “trimmed, shaped, added to, and smoothed to generate body surfaces features” (Lewin, 2017. Tud 130). Nid yn unig y mae clai yn ddeunydd hwyliog ac amlbwrpas, mae hefyd yn ffordd wych i'r gynulleidfa ddefnyddio eu sgiliau creadigol wrth wneud modelau. Mae rhoi cyfle i'r gynulleidfa ddefnyddio deunydd fel clai yn ffordd wych o gau'r arddangosfa. Yn wahanol i ewyn, gellir mowldio clai trwy gyffwrdd corfforol. Felly, bydd yn rhoi dull mwy ymarferol i'r gynulleidfa a chyflawniad erbyn y diwedd.

Bwriad yr arddangosfa hon yw gadael i gynulleidfaoedd deimlo eu bod yn cael eu hailgysylltu efo eu hunain a'r dychymyg a'r creadigrwydd y maent wedi ei feddiannu erioed, hyd yn oed fel plentyn. Yng ngeiriau Robinson:

²
We need to create environments – in our schools, in our workplaces, and in our public offices – where every person is inspired to grow creatively.
(Robinson, 2009. Tud, xiii.)

Bydd yr arddangosfa hon yn cyflawni hynny drwy ysbrydoli ei chynulleidfa i fod yn fwy creadigol ac agored i fyd dylunio sy'n eu hamgylchynu. Mae'r arddangosfa'n ymwneud ag ysbrydoliaeth; felly, bydd yn ysbrydoli. Bydd yn ysbrydoli oedolion i fod yn fwy creadigol a phlant i fod y genhedlaeth nesaf o ddylunwyr.

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Ellie Shutt - Ways of Perceiving

GRADEMARK REPORT

FINAL GRADE

91 / 100

GENERAL COMMENTS

Instructor

Ardderchog [REDACTED] syniad diddorol iawn am arddangosfa byddai yn gwneud i bobl feddwl am ddylunio modirol. Cymer ofal o wallau cyfeirnod.

Dyma'ch manylion adborth ar gyfer pob cydran asesu fel a ganlyn:

Ymgysylltu â Sgiliau Llenyddiaeth (40% o gyfanswm y marc)

- Dangosir galli annibynnol i ddewis ac ymwneud ag ystod o lenyddiaeth berthnasol.
- Defnyddir trafodaeth, beirniadaeth a chyfeirnod i ddangos eich ymwybyddiaeth o ddamcaniaethau a chysyniadau allweddol.
- Defnyddir sgiliau cyfeirio yn glir ac yn gyson.

Ardderchog. Dylid cofio bod enw'r awdur a'r dyddiad gyda'i gilydd ee Shutt (2019, t.21) neu (Shutt, 2019, t.21)

Sgiliau Gwybodaeth a Dealltwriaeth (10% o gyfanswm y marc)

- Trefnir a rheoli gwybodaeth ymchwil mewn strwythur clir.
- Dangosir gwybodaeth a dealltwriaeth o egwyddorion a damcaniaethau sylfaenol eich pwnc.
- Defnyddir dadansoddiad, trafodaeth, a chyfeiriadau llyfryddol i ddangos gwybodaeth am ymchwil ac ysgolheictod perthnasol.

Ardderchog

Sgiliau Gwybyddol a Deallusol (10% o'r cyfanswm marc)

- creu cysylltiadau a pherthnasedd â damcaniaethau ac arferion sy'n berthnasol i bob tasg;
- gwerthuso a dadansoddi'n feirniadol y trafodaethau perthnasol damcaniaethol ac sail-arfer;
- amlinellu a chyfiawnhau'r datrysiadau, mewnwelediadau a dealltwriaeth a ddaeth o'ch ymchwil.

Ardderchog

Sgiliau Ymarferol Cymhwysol (20% o'r cyfanswm marc)

- Cymathu a chymhwyso rheolau a meini prawf y fformat gofynnol i'ch testun;
- Trefnu gwybodaeth yn fframwaith cydlynol sy'n nodi ystod o gysyniadau a damcaniaethau;
- Defnyddio confensiynau cyfeirio yn gyson i weddu i'r fformat gofynnol.

Ardderchog

Sgiliau Trosglwyddadwy ar gyfer Bywyd ac Ymarfer Proffesiynol (20% o'r cyfanswm marc)

- Cyflwynwch eich testun gyda sylw i gonfensiynau iaith a gramadeg Saesneg.
- Cyfleu eich syniadau mewn dull cydlynol a chyson gydag ystyriaeth briodol i'r darllenydd / gynulleidfa.
- Cymhwyso eich gwybodaeth ysgrifennu gan ddangos meistrolaeth o strwythurau ysgrifennu, fel strwythur brawddegau, paragraffu, a defnydd priodol ac eglur o weledol i wella cyfathrebu.

Ardderchog

Wrth symud ymlaen, yn eich traethawd nesaf gwnewch yn siŵr eich bod yn mynd i'r afael â:

- Cymryd gofal ar gwallau cyfeirnod.

Gallwch glicio yma am fanylion ar gyfer fersiwn cyfredol o Lawlyfr Cyfeirio HARVARD Y Drindod Dewi Sant <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> dolen i adnodd agored.

Well done

Your feedback details for each assessment component, is as below:

Engagement with Literature Skills (weighted at 40% of the total mark)

- ***Show you can independently choose and engage with a range of relevant literature.***
- ***Use discussion, critique and referencing to demonstrate your awareness of key theories and concepts.***
- ***Apply your referencing skills clearly and consistently.***

Knowledge and Understanding Skills (weighted at 10% of the total mark)

- ***Manage and organise your research information into a clear structure.***
- ***Show your knowledge and understanding of the basic principles and theories of your topic.***
- ***Use analysis, discussion, and bibliographic referencing to show your knowledge of relevant research and scholarship.***

Cognitive and Intellectual Skills (weighted at 10% of

the total mark)

- *create links and relationships to theories and practices that apply to each task;*
- *critically evaluate and analyse the relevant theoretical and practice-based discourses;*
- *outline and justify the solutions, insights and understanding that have come from your research.*

Practical Application Skills (weighted at 20% of the total mark)

- *Assimilate and apply the rules and criteria of the required format to your text;*
- *Organise information into a coherent framework which identifies a range of concepts and theories;*
- *Consistently apply referencing conventions to suit the required format.*

Transferable Skills for Life and Professional Practice (weighted at 20% of the total mark)

- *Present your text with attention to the conventions of English language and grammar.*
- *Communicate your ideas in a coherent and consistent style with due consideration to the reader/audience.*
- *Apply your writing knowledge showing a command of writing structures, such as sentence structure, paragraphing, and appropriate and explicit use of visuals to enhance communication.*

Going forward, for your next essay make sure that you address:

You can Click here for details on the current HARVARD version of the UWTSD Referencing Handbook <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> link to open resource.

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PAGE 3

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Comment 4

Ewyn yw'r gair am foam ar y mor does dim gair gwyh yn y Gymraeg am foam ond yr agosa sydd gennym yw **sbwng** (Sef Sponge yn y Saesneg)

RUBRIC: GAC4E
ENGAG W/LIT
**EXCEPTIONAL
(Distinction)**

Engagement with literature (including reading, referencing, academic conventions and academic honesty)

FAIL 0-29%*	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.
MARGINAL FAIL 30-39%*	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.
SATISFACTORY (PASS) 40-49	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.
GOOD (PASS) 50-59%	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.
VERY GOOD (MERIT) 60-69%	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.
EXCELLENT (DISTINCTION) 7	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.
EXCEPTIONAL (DISTINCTION)	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

KNOWL&UND.
**EXCEPTIONAL
(Distinction)**

Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)

FAIL 0-29%*	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.
MARGINAL FAIL 30-39%*	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.
SATISFACTORY (PASS) 40-49	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.
GOOD (PASS) 50-59%	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.
VERY GOOD (MERIT) 60-69%	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.

EXCELLENT (DISTINCTION) 7	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.
EXCEPTIONAL (DISTINCTION)	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
COG&INTSKILLS	EXCEPTIONAL (Distinction)
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	
FAIL 0-29%*	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.
MARGINAL FAIL 30-39%*	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.
SATISFACTORY (PASS) 40-49	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.
GOOD (PASS) 50-59%	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.
VERY GOOD (MERIT) 60-69%	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.
EXCELLENT (DISTINCTION) 7	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.
EXCEPTIONAL (DISTINCTION)	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
PRAC.SKILLS	EXCEPTIONAL (Distinction)
Practical skills (Different approaches to solving problems in particular contexts.)	
FAIL 0-29%*	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.
MARGINAL FAIL 30-	Rudimentary application of taught, basic methods, materials, tools and/or techniques but

39%*	without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	
SATISFACTORY (PASS) 40-49	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	
GOOD (PASS) 50-59%	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	
VERY GOOD (MERIT) 60-69%	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	
EXCELLENT (DISTINCTION) 7	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	
EXCEPTIONAL (DISTINCTION)	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.	
TRANSF.SKILLS		EXCEPTIONAL (Distinction)
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)		
FAIL 0-29%*	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	
MARGINAL FAIL 30-39%*	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	
SATISFACTORY (PASS) 40-49	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	
GOOD (PASS) 50-59%	Mostly coherent, organised and accurate work, in a suitable structure and is for the most	

part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.

VERY GOOD (MERIT) 60-69% Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.

EXCELLENT (DISTINCTION) 7 Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

EXCEPTIONAL (DISTINCTION) Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.