

Portfolio of Writing

by Nancy Farrington

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Student Name: Nancy Farrington

Good

Student number: 2105127

Programme of study: Design Crafts BA Hons

Module: ADAD4018 Ways of Thinking

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Task 1: Manifesto writing

Word count: 548

Task 2: Observational writing

Word count: 549

Task 3: Practice-based writing

Word count: 515

Good

Task 1 – Manifesto writing

My Art is for everybody

My Art does not have to have a greater meaning

My Art that is purely for decorative purposes is still art

My Art is not mass produced

My Art is bespoke

My Art is always original

My Art is an ever evolving and progressive force in my life

My Art expresses that which cannot be put into words

My Art brings a culmination of centuries of ideas and skills into the modern age

My Art is valued in the least monetary sense

Clear and thoughtful set of statements. Well done! 📄

I enjoyed studying the manifestos of Gilbert and George (The Ten Commandments, 2007 and What Our Art Is For, 1970). I read them as a list, with a declarative tone. I echoed their format and use of simple, unflowery language which creates impact and is easy for everyone to understand – this links with my values of art being accessible to all. Indeed, the lines “The 20th century has been cursed with an art that cannot be understood. The decadent arts stand for themselves and the chosen few, laughing and dismissing the normal outsider” (Gilbert and George, 1970) stood out to me, and the sentiment is reflected in my opening statement “My Art is for everybody”. I can loosely relate to the anti-art movement associated with the Dadaists – this dismissal of art theories, movements and rules, the “laboratories of formal ideas” (Tzara, 1918, p.2) in that good art does not always have a metaphorical, abstract or political meaning or narrative; it can be totally random or open to interpretation. Though artists that have a powerful and relevant message to convey should be respected, I question whether these messages be reserved only for those at the top of the hierarchy and arguably the cause of most of the issues highlighted by the artists. I also wonder, does the world need another white, heterosexual, cisgender, middle class person to take the stage?

Excellent engagement with ideas



Fig. 1 Kleine Dada Soirée, Schwitters, K., Van Doesburg, T. (1922)

From an environmental standpoint, as referred to in the 4th point, "My Art is not mass produced", a shift back into artisan, handmade and bespoke would be favourable as people begin to see the detrimental effects of the age of mass production, fast fashion and single-use items. Artistically, I feel hand crafted pieces have a higher quality and worth to them, as Walter Benjamin wrote, "The situations into which the product of mechanical reproduction can be brought may not touch the actual work of art, yet the quality of its presence is always depreciated." (2008, p.4). In my practice I want to become a craftsman or artisan, and make beautiful and decorative art that bring joy to anyone, with a nod to the ideas of The Aesthetic Movement and Arts and Crafts which were "more to do with the creation of the art-object than with the art-object itself" (Haslam 1988, p.9). I want to spend time learning ancient practices such as stained glass, but bring the aesthetic content into modern times, breaking the traditional boundaries of the craft to create things never seen before in that medium. I hope to encourage myself and other makers to be a craft advocate, whilst reusing and recycling materials where possible to create art that lasts and is valued for an environmentally reasonable length of time.

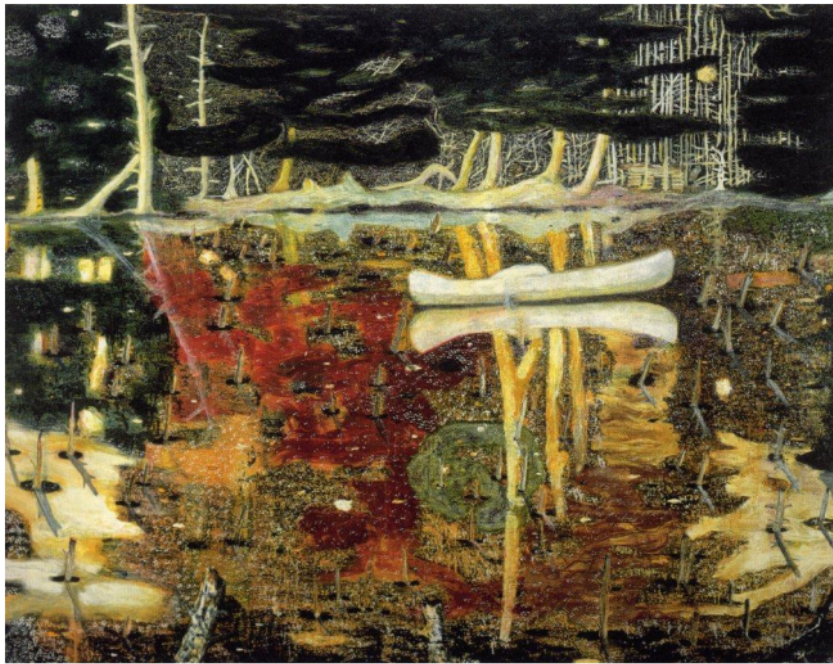
good writing and synthesis



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Fig 3. The Pros and Cons of Manufacturing in China, CAD Crowd, (2020)

As per the final point in my manifesto, I would like to distinguish myself from financially incentivised making. Huge sums of money are being passed around for pieces by whatever artist is churning out fashionable/profitable/good investment art – according to a study by the Los Angeles Times, in 2013, over 83% of £63 billion was spent on just 8% of art sold (Shea, R. 2014). This is almost a gentrification of, and total contradiction to, the purpose of art. Art should be made to be seen, felt, thought about, displayed, cherished and shared by anyone regardless of wealth.





6 ⁶ Swamped, Doig, P. (1990)

Bibliography

² Benjamin, W. (2008) *The Work of Art in the Age of Mechanical Reproduction*, Harlow: Penguin Books

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¹⁰ Shea, R. (2014) *The Art World Tells Us Much About The Value of Wealth*, Entrepreneur, Available at: <https://www.entrepreneur.com/article/232955> (Accessed 02/11/21)

²¹ Tzara, T. (1918) *Dada Manifesto*, Dada 3, available at: <https://smarthistory.org/dada-manifesto/> (Accessed 17/10/21)

²⁰ Waggoner, D. (2003) *William Morris and The Art of Design*, London: Thames and Hudson

Figure 1: Van Doesburg, T. (1922) *Kleine Dada Soirée* [Lithograph print], available at : <https://artincontext.org/dadaism/> (accessed 03/11/21)

Figure 2: Doig, P. (1990) Swamped, [oil on canvas] available at:

<https://www.artnews.com/artnews/market/peter-doig-swamped-christies-1234605463/> (accessed 03/11/2021)

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Figure 3: The Pros and Cons of Manufacturing in China, (2020) available at:

<https://www.cadcrowd.com/blog/the-pros-and-cons-of-manufacturing-in-china/> (accessed 03/11/21)

Task 2 – Observational Writing



Historically, cosmetics advertisements have been aimed at women, with a particular focus on the depiction and selling of the myth of female sexuality through the male gaze (Mulvey, 1975). Nowadays, according to Xu and Tan, "more beauty advertisements are advocating to empower women by promoting the images of feminist independence" (2020). The purpose of this L'oreal campaign is to illustrate the disparity between men and women in leadership roles, and to encourage men to entrust those roles to women. It could also have a secondary purpose, which is to signal the company's supposedly feminist values.

Denotation, in relation to an image, consists of a number of signifiers (Saussure, 1983) that make up what the overall image is. This image has a dark red background with a lighter red smear of nail varnish spilling out of its bottle. The shape gets larger to the right of the page, which appears like a rising trend on a graph showing the growth in new patents over one year with women in leadership roles. There is a large, bold, capitalised font at the top in white, and various smaller pieces of text in gold. The page is balanced in colour and layout, with a similar balance of text to images on either side of the central makeup spill.

These signifiers add up to create the connotation, or signified, a meaning beyond the literal image, which when combined, create the sign (Barthes, 1957). According to Judith Williamson, "The sign consists of the signifier, the material object and the signified, which is its meaning" (1978, p.25). This advert is not as clear cut as traditional adverts (with the purpose of directly selling) as it uses multiple signs to create a double-coded message. The iconic sign (Barthes, 1957) of a traditional makeup advert, which will often use colours like dark red and gold to connote to women aspirational themes of sexuality, glamour and femininity, is used here in a tongue-in-cheek way – the advert states it is aimed at men however one would assume the opposite on first glance. This is initially quite humorous because, as Roland Barthes wrote, "there is a social prohibition against the feminisation of men" (1990, p.257).

It is only when you read the writing that you understand what is actually signified in the image; The imagery of spilt makeup initially registers as a normal makeup advert, but is revealed to have connotations of anger, passion, even blood, represented by the colour and the appearance of it having been physically thrown across the image. The contradictory nature of this advertisement is also a nod to Rene Magritte's "Ceci n'est pas une pipe" (Magritte, 1929) as it is essentially saying "this is not what you think it is", reflecting a message about women as leaders; do not underestimate them or assume they will not be as good, if not better than, a man.

The strapline "Hire more women in leadership roles. We're all worth it" is written as though by a woman and is directional, almost defiant, and refers to L'oreal's famous slogan "because you're worth it" (1973). This technique turns the company's own iconic sign on its head, illustrating that as well as women being worth selling to, they are also worth investing in as leaders as it's statistically profitable to do so.

Bibliography

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Task 3: Practice-Based Writing



Candles, ephemeral

A candle is described by the Oxford dictionary as a “cylinder or block of wax or tallow with a central wick which is lit to produce light as it burns” (2021) or “a usually moulded or dipped mass of wax or tallow containing a wick that may be burned (as to give light, heat, or scent or for celebration or votive purposes)” (Merriam webster 2021). There is some contention as to who invented the first candles, but it is thought that the Romans used an early variation called a taper which consisted of “a rope impregnated with grease, wax or bitumen” (Russell, L. 1968). Candles in their design haven’t changed much over the years, however the materials they’ve been made from have been consistently improved to improve efficiency, longevity, accessibility, aesthetics and scent, moving from the original tallow, to beeswax and later paraffin. Nowadays they are made from blending a number of ingredients such as beeswax, microcrystalline, polymer, plant waxes and paraffin.

Do not use contractions.

The meaning of ephemeral is something that is fleeting (Crowther & Cumhaill, 2018 p.2). This can be something physical - a cigarette, a bus ticket, a pair of child’s shoes – or more abstract - a life, a thought,

a process. Candles' ephemeral nature could explain why they are placed on Buddhist shrines (Thanissaro, Nicholas, P. 2018) as a sign of impermanence and change, used in Paganism as an aid to meditation and to remember the dead (Lewis, J. 2009, p.53, p.237) and in Christian advent as both a "counting down" to Christmas and as a symbol of hope, joy and peace (Holcombe, J. 2021) They are also widely used in remembrance, whether to symbolize lighting up the darkness of grief, or as a ritual to bring peace and remember lost loved ones.

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It is hard to define exactly what makes the humble candle such a versatile and meaningful object. Perhaps it is its ephemerality that gives a candle this force; the average candle burns 5-9 hours per ounce of wax depending on the wick size (Koester, V. 2019) meaning that it burns just slightly longer than its respective ceremony, giving the impression of being eternal without actually being so.

The idea of something as simple as a candle being rethought and refashioned into ephemeral art appeals to me, as whether it is a piece of homeware (fig.1 & fig.2) , or an art piece displayed in a museum (fig. 3), it will be totally destroyed - if the beholder decides to light it. In my current practice I am exploring ideas around memories and collecting. I am making a series of glass tubes adorned with textures created from ephemeral memories/objects that I've collected over the years. These could work as a vessel for a candle, as the textures and imagery would be highlighted through the clear glass, representing my memories frozen in time. The contrasts between the ephemeral candle and the preservation of my sentimental imagery, the light and the shadows, and the sense of ritual and mundanity, could all bring a multi-layered way in which my work could be read and received.

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Fig. 1 Butterflyresinart, available at: https://www.etsy.com/uk/listing/987145732/fruit-loops-cereal-bowl-candle?gpla=1&gao=1&&utm_source=google&utm_medium=cpc&utm_campaign=shopping_uk_en_gb_e-home_and_living-home_decor-other&utm_custom1=k_EAlaIQobChMIqq_R6Y_N9AIVDevTCh21qwt6EAQYGyABEgL9IPD_BwE_k_&utm_content=go_12576529361_119127814546_507650181295_pla-303663660129_c_987145732engb_516643405&utm_custom2=12576529361&gclid=EAlaIQobChMIqq_R6Y_N9AIVDevTCh21qwt6EAQYGyABEgL9IPD_BwE accessed on 2/12/21



Fig. 2 Soeicandles, available at: <https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16>
[aesthetic?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_uk_en_g](https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16)
[b_e-home_and_living-home_decor-](https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16)
[other&utm_custom1=k_EAlaIQobChMIqq_R6Y_N9AIVDevTCh21qwt6EAQYEyABEgLAOPD_BwE_k_&ut](https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16)
[m_content=go_326233728_20236539408_88504425888_pla-](https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16)
[106551393635_c_965654170engb_505656489&utm_custom2=326233728&gclid=EAlaIQobChMIqq_R](https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16)
[6Y_N9AIVDevTCh21qwt6EAQYEyABEgLAOPD_BwE](https://www.etsy.com/uk/listing/965654170/pillar-candle-soy-candleo-16) accessed on 2/12/21



Fig. 3: Urs Fischer, *Untitled* (2011) [paraffin wax mixture, pigment, steel, wick] available at: <https://www.artforum.com/picks/urs-fischer-30739> accessed on 12/12/21

Portfolio of Writing

ORIGINALITY REPORT

22%

SIMILARITY INDEX

16%

INTERNET SOURCES

5%

PUBLICATIONS

21%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of Leeds

Student Paper

3%

2

Submitted to University of Wales, Lampeter

Student Paper

2%

3

mw18.mwconf.org

Internet Source

1%

4

Submitted to Center/Enriched Studies High School

Student Paper

1%

5

pandora.nla.gov.au

Internet Source

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Submitted to University College Birmingham

Student Paper

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7

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Submitted to Associatie K.U.Leuven

Student Paper

1%

10	Submitted to The University of the West of Scotland Student Paper	1 %
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23	www.cofasa.student.unsw.edu.au Internet Source	<1 %
24	www.cadcrowd.com Internet Source	<1 %
25	www.cult-club.com Internet Source	<1 %
26	pinchukfund.org Internet Source	<1 %

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Exclude bibliography Off

Exclude matches Off

Portfolio of Writing

GRADEMARK REPORT

FINAL GRADE

68/100

GENERAL COMMENTS

Excellent submission at this level Nancy, but with some areas to improve on that have brought your mark down slightly.

You clearly demonstrate you know how to research and reference, though there are some structure and formatting issues in places. Your choice of literatures is very good and at the level required for degree, though in places it could be more theoretical. Your portfolio demonstrates your engagement with the subjects explored and the writing is clear and communicates your ideas.

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

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

- Show you can 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.

Excellent engagement with a range of well chosen academic literatures.

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.

Very good: You have managed and organised your work and show a clear engagement with suitable literatures.

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.

Very good level of discussion throughout. Paragraph content is very well considered. Some poor engagement with web sources. Keep to primary sources where possible in future.

Practical Application Skills (weighted at 30% 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.

Good organisation and presentation but some formatting issues in citations and in figures make the structure hard to follow. Make sure you mention images in the text as evidence - do not use them as illustrations. Carefully check how to format a bibliography and I am very confused by

the formatting of your figures which do not seem to be mentioned in the text. They do not run in the numeric order that you have assigned to them.

Transferable Skills for Life and Professional Practice (weighted at 10% 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.

Very good overall.

To access additional Study Skills support:
Email: studyskillsdistance@uwtsd.ac.uk (email for appointment)

For help with how to use online reference material such as journals via library search engines, please contact Emily Hywel emily.hywel@uwtsd.ac.uk

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



Good

Good



Good

Good

PAGE 2



Clear and thoughtful set of statements. Well done!

Clear and thoughtful set of statements. Well done!

Additional Comment

Nicely formatted

Strikethrough.



Excellent engagement with ideas

Excellent engagement with ideas.

Strikethrough.



Comment 3

Good. Clear.

PAGE 3



good writing and synthesis

Good writing showing your engagement with ideas and synthesis of the theorist's ideas with your own.

Additional Comment

Excellent.

PAGE 4

Strikethrough.



Comment 5

You need to show a development of three of the manifesto statements. Make sure you read the brief carefully.

PAGE 5



Comment 6

? Why is number two after number three?

PAGE 6

PAGE 7

PAGE 8

PAGE 9

QM

Do not use contractions.

Try not to use contractions.

(A contraction is when you join two words into one with an apostrophe.

For example, instead of 'don't' write 'do not'. This gives word count parity to all students.)

Strikethrough.



Comment 8

Good background context



Comment 9

Good

PAGE 10

QM

(Family name, date, page number=p.xx)

(Family name, date, page number=p.XX) (Smith, 1999, p.99)

Strikethrough.

Strikethrough.

Strikethrough.



Comment 13

This could have gone more into ephemera and design.

Strikethrough.

Strikethrough.

PAGE 11



Comment 16

Why is Fig 1 here and not in your text?

PAGE 12

PAGE 13

ENGAG W/LIT

VERY GOOD
(Merit) 60-69%

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.

VERY GOOD
(Merit) 60-69%

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

VERY GOOD
(Merit) 60-69%

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**VERY GOOD
(Merit) 60-69%**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 30-39%*	Rudimentary application of taught, basic methods, materials, tools and/or techniques but 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**VERY GOOD
(Merit) 60-69%**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.