

## Unit 3: Contemporary Issues in the Land-based Sectors – sample mark grid

---

### General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

### Specific marking guidance

---

The mark grids have been designed to assess learners' work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a levels-based mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome, and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

## Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Assessment of an issue and evaluation of research evidence	0 No rewardable material	1-3 <ul style="list-style-type: none"> <li>Assessment of the issue is generic or superficial, with limited support from researched evidence</li> <li>Limited research used to support conclusions, with little evidence that it has been checked for validity.</li> </ul>	4-6 <ul style="list-style-type: none"> <li>Assessment is linked to the issue, but supporting evidence used is not always relevant</li> <li>Some research used to support conclusions has been investigated to ensure validity, although there are some omissions to checking for some sources.</li> </ul>	7-9 <ul style="list-style-type: none"> <li>Assessment of the issue is supported by quantitative and/or qualitative evidence, though it is lacks balance between competing arguments/factors.</li> <li>Most research used to support conclusions has been investigated to ensure its validity, although there are one or two minor omissions.</li> </ul>	10-12 <ul style="list-style-type: none"> <li>Assessment of the issue is balanced, wide ranging and well contextualised, using quantitative and/or qualitative evidence, and shows an awareness of competing arguments/factors.</li> <li>All research used to support conclusions has been thoroughly investigated and its validity has been ensured.</li> </ul>

## Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Conclusions relating to context for researched issue in light of second given perspective	0	1-5	6-10	11-15	16-20
No rewardable material	<ul style="list-style-type: none"> <li>Understanding of the relationship between the researched contemporary issue and the given context is occasionally appropriate, but lacks consistency.</li> <li>Lines of reasoning are unsupported by researched evidence, with serious logical flaws in the arguments put forward and a lack of structure.</li> <li>Generic assertions may be presented that are irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Occasional links between the issue and given perspective are present so that lines of reasoning are partially supported, though following the argument may sometimes be difficult.</li> <li>A generic or superficial assessment is presented, some of which may be relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Links between the issue and given perspective are present so that lines of reasoning are supported and clear, with an effective structure to the response.</li> <li>An attempt at an assessment is presented, using quantitative and/or qualitative evidence, though it is unlikely to show the significance of competing arguments. The assessment will be mostly relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Comprehensive links between the issue and given perspective are evidenced so that lines of reasoning are well supported, logically structured, clear and concise.</li> <li>Assessment is balanced, relevant, wide ranging and well contextualised, using quantitative and/or qualitative evidence, and shows an awareness of competing arguments/factors.</li> </ul>	

### Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Conclusions relating to context for researched issue in light of second given perspective	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> <li>Understanding of the relationship between the researched contemporary issue and the given context is occasionally appropriate, but lacks consistency.</li> <li>Lines of reasoning are unsupported by researched evidence, with serious logical flaws in the arguments put forward and a lack of structure.</li> <li>Generic assertions may be presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Occasional links between the issue and given perspective are present so that lines of reasoning are partially supported, though following the argument may sometimes be difficult.</li> <li>A generic or superficial assessment is presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Links between the issue and given perspective are present so that lines of reasoning are supported and clear, with an effective structure to the response.</li> <li>An attempt at an assessment is presented, using quantitative and/or qualitative evidence, though it is unlikely to show the significance of competing arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Comprehensive links between the issue and given perspective are evidenced so that lines of reasoning are well supported, logically structured, clear and concise.</li> <li>Assessment is balanced, wide ranging and well contextualised, using quantitative and/or qualitative evidence, and shows an awareness of competing arguments/factors.</li> </ul>

#### Activity 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Evaluation of contemporary issue in light of context	0	1-3	4-6	7-9	10-12
	No rewardable material	<ul style="list-style-type: none"> <li>The issue is outlined, without any depth to considerations of how different viewpoints might be interrelated.</li> <li>Lines of reasoning are unsupported by researched evidence, with serious logical flaws in the arguments put forward and a lack of structure.</li> <li>Displays a superficial discussion leading to a superficial judgement that is rarely supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The issue is explored with some consideration of how different viewpoints are interrelated.</li> <li>Occasional links are present so that lines of reasoning are partially supported by research, though following the argument may sometimes be difficult.</li> <li>Displays a partially developed discussion leading to a judgement that is occasionally supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The issue is explored with some consideration of how different viewpoints are interrelated.</li> <li>Links are present so that lines of reasoning are supported by research, with an effective structure to the argument.</li> <li>Displays a developed discussion leading to a judgement supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The issue is explored thoroughly and holistically with sustained consideration of how a range of viewpoints are interrelated.</li> <li>Comprehensive links are evidenced by research so that lines of reasoning are well supported, logically structured, clear and concise.</li> <li>Displays a comprehensive discussion culminating in a judgement that is fully supported throughout by a sustained application of relevant evidence.</li> </ul>