

Marking grid P101 Safety First Children Around Dogs

Level 1, AO1: Manage ¹

| Mark band 1 | Mark band 2 |
|---|---|
| <p><i>Project proposal form</i> As a whole, the information given is brief and may be unclear in places. There is limited information about why they have chosen the project. A few of the key activities that need to be carried out are included, but with obvious omissions. There is limited information about the resources that will be required.</p> <p><i>Activity Log</i> The activity log contains little information about activities undertaken during the course of the project with little or no reference to the agreed project plan.</p> | <p><i>Project proposal form</i> As a whole, the information given is developed and clear. There is clear information about why they have chosen the project. Most of the key activities that need to be carried out are included. There is adequate information about the resources that will be required and what they will be used for</p> <p><i>Activity Log</i> The activity log contains information about most of the activities undertaken during the course of the project. Activities follow the project proposal form (including changes to the plan where necessary).</p> |
| 0-3 marks available for the work produced | 4-6 marks available for the work produced |
| <p style="text-align: center;">+ 0 marks if directed support given by tutor-assessor + 1 mark if limited support given by tutor-assessor</p> | |
| <p style="text-align: center;">Total out of 7</p> | |
| <p style="text-align: center;"> </p> | |

Level 1, AO2: Use resources

| Mark band 1 | Mark band 2 |
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| <p>Information is obtained from a few sources.</p> <p>Some of the information gathered and sources used have limited relevance to the project objectives. There is limited application of information to the project outcome.</p> <p>Some documentary sources are identified in a bibliography, although this may not be clear enough to allow the sources to be retrieved.</p> <p>There is limited information about any non-documentary information sources used, which is likely to include information about what learners did.</p> | <p>Information is obtained from a range of sources, including at least two types of information source.</p> <p>Most of the information gathered and sources used are relevant to the project objectives. The information gathered is applied to the project outcomes.</p> <p>Documentary sources are identified in a bibliography clearly enough to allow a the sources to be retrieved.</p> <p>There is clear information about any non-documentary information sources used, which is likely to include information about what learners did, and where and when they did it.</p> |
| 0-4 marks available for the work produced | 5-8 marks available for the work produced |
| <p style="text-align: center;">+ 0 marks if directed support given by tutor-assessor + 1 mark if limited support given by tutor-assessor</p> | |
| <p style="text-align: center;">Total out of 9</p> | |
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Level 1, AO3: Develop and realise

| Mark band 1 | Mark band 2 |
|--|---|
| <p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows limited understanding of the topic. There is limited evidence of supporting arguments.</p> <p>The project is likely to be sufficiently clear in most places for the reader to understand with some effort. Information is generally presented in a logical order but there will be limited evidence of structuring/connections between different parts of the text and some of the information within the project may have limited relevance.</p> <p>There are frequent errors in the <u>use of language</u>² which are intrusive and often interfere with communication.</p> <p><i>Project outcomes that involve the creation of an artefact or design</i></p> <p>The artefact or design is produced but may be incomplete. It is likely that some of the relevant <u>resources</u>³ obtained by the learner are used with limited success in realising the project outcome in a way that addresses the project objectives. Limited understanding of the topic is apparent. There is limited evidence of development of ideas or that alternative designs have been produced. There is some supporting information which is sufficiently clear in most places to be understood with some effort.</p> | <p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows some understanding of the topic. There is an answer to the question. There is some evidence of supporting arguments and some consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be sufficiently clear for the reader to understand without too much effort. Information is generally presented in a logical order with some structuring/connections between different parts of the text and the information within the project is generally relevant.</p> <p>There are some errors in the <u>use of language</u> which may sometimes be intrusive, but these tend not to interfere with communication. The project includes some relevant features of <u>effective presentation</u>⁴.</p> <p><i>Project outcomes that involve the creation of an artefact or design</i></p> <p>The artefact or design is produced and presented in an appropriate format. It is likely that most of the relevant <u>resources</u> obtained by the learner are used with reasonable success in realising the finished project outcome in a way that addresses the project objectives. Some understanding of the topic is apparent. There is some evidence of development of ideas and that alternative designs have been produced. There is some supporting information about both of these which is sufficiently clear to be understood without much effort. The evidence produced includes a few features of <u>effective presentation</u>⁵.</p> |

² See page 15 — accuracy and appropriateness in use of language

³ For example equipment, technology, materials

⁴ See page 15 — features of effective presentation for written outcomes

| Mark band 1 | Mark band 2 |
|---|---|
| <p><i>Project outcomes that are ephemeral</i></p> <p>The performance, event (etc) takes place. There is likely to be a little evidence of preparation/rehearsal. Some of the relevant <u>resources</u>⁶ for the performance/event have been obtained by the learner, and are used with limited success in realising the project outcome in a way that addresses the project objectives. Limited understanding of the topic is apparent. There is limited supporting information to describe the stages that have been gone through or how ideas have developed. This information is sufficiently clear in most places to be understood with some effort.</p> | <p><i>Project outcomes that are ephemeral</i></p> <p>The performance, event (etc) takes place. There is likely to be some evidence of preparation/rehearsal. Most of relevant resources for the performance/event have been obtained by the learner and are used with reasonable success in realising the project outcome in a way that addresses the project objectives. Some understanding of the topic is apparent. There is some supporting information that describes the stages that have been gone through and how ideas developed. This information is sufficiently clear to be understood without much effort.</p> |
| 0-8 marks available for the work produced | 9-16 marks available for the work produced |
| <p style="text-align: center;">+ 0 marks if directed support is given by tutor-assessor + 1 mark if limited support given by tutor-assessor</p> | |
| <p style="text-align: center;">Total marks out of 17</p> | |
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⁵ See page 14 – features of effective presentation for artefacts/designs

⁶ For example space, people, materials, equipment, information

Level 1, AO4: Review

| Mark band 1 | Mark band 2 |
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| <p>Overall the review of the project and their own learning and performance is brief and may be unclear in places.</p> <p>The learner can identify which of their objectives were or were not met.</p> <p>They show limited ability to assess how successful the project has been and how well they have managed.</p> <p>They is some attempt to identify the skills and knowledge that they have developed during the project.</p> <p>There are one or two brief ideas for follow up work in the same or other areas of study or interest.</p> | <p>As a whole, the review of the project and their own learning and performance is developed and clear</p> <p>The learner can identify which of their objectives were or were not met and give reasons for success or lack of it.</p> <p>They show that they can assess how successful the project has been and how well they have managed</p> <p>They can describe the skills and knowledge that they have developed during the project.</p> <p>There are several clear ideas for follow up work in the same or other areas of study or interest.</p> |
| 0-3 marks available for the work produced | 4-6 marks available for the work produced |
| + 0 marks if directed support given by tutor-assessor + 1 mark if limited support given by tutor-assessor | |
| Total out of 7 | |

| Assessment Object | Moderator Comments | Mark Band |
|-------------------|---|-----------|
| A01 | No project proposal form as been included by the learner. The actual project is teacher led, an activity log has been included although it is brief in places. Overall, the evidence submitted only provided some evidence to reflect the requirements of this assessment objective and therefore sits in low mark band 1 | 1 |
| A02 | The learner has obtained secondary sources of information only and therefore this work sits in MB1. A clear bibliography is provided with retrievable websites. The information gathered and sources used are relevant to and applied to the project outcomes. Overall the evidence reflects the requirements of MB1 | 1 |
| A03 | Information is developed that shows understanding of the project. Throughout the body of the project, the focus of the discussion is recent incidents concerning dogs and the reason why dogs may attack and | 1 |

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| | the safety aspects as the project title suggests are implied. The key issue here is, the learner's project title is not clear. There is little evidence of supporting arguments and consideration of alternative viewpoints. | |
| A04 | The learner has not stated which project objectives have been met but reasons are not given for the success or lack of it. There is no actual assessment of how well the project went and there are no ideas for follow up work in the same or other related areas. However, there is some indication of what the learner has learnt in the conclusion. | 1 |