

Website Exemplar  
Unit P201 – Higher Projects

Topic: What are the viable career options after a degree in computer science?

Mark band 1	Mark band 2
<p><i>Project proposal form</i> As a whole, the information given is <b>brief</b>. Objectives may lack <b>focus</b>. <b>General</b> reasons are given for why they have chosen the project.</p> <p><b>Most</b> of the <b>key</b> activities that need to be carried out are given, <b>although they may not be given in a wholly appropriate order</b>. The learner shows <b>some identification</b> of the resources required.</p> <p><i>Activity log</i> <b>Limited information</b> is included about the activities undertaken during the course of the project. There is <b>some</b> attempt to follow the agreed plan, and any changes to the plan are <b>noted</b>.</p>	<p><i>Project proposal form</i> As a whole, the information given is <b>detailed and clear</b>. In the objectives section, a <b>question is clearly stated</b>. <b>Clear, specific and thoughtful</b> reasons are given which justify the choice of project. <b>Key</b> activities that need to be carried out are given <b>in an appropriate order</b>. The learner <b>describes clearly</b> the resources required and <b>what they will be used for</b>.</p> <p><i>Activity log</i> <b>Detailed and clear</b> information is given about the activities undertaken during the course of the project. There is a <b>clear</b> attempt to follow the agreed plan, and changes to the plan are <b>explained</b>. <b>Problems encountered are described and explanations given for how they were overcome</b>.</p>
0-3 marks available for the work produced	4-6 marks available for the work produced
+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently	
Total out of 7	

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Level 2, AO2: Use resources

Mark band 1	Mark band 2
<p>Research is carried out using a <b>range</b> of sources, using at least two different types of information</p> <p><b>Some of the research</b> carried out is relevant to the project objectives. There is <b>some application</b> of information gathered is to the project outcomes.</p> <p>Documentary sources are identified in a bibliography, and this will be clear enough for the sources to be retrieved. <b>An attempt is made to use a single format, although there may be some inconsistencies.</b> The learner shows <b>some awareness</b> of the reliability of their sources.</p> <p>There is information about any non-documentary information sources used, which is likely to include a <b>description</b> of what they did and where and when they did it.</p>	<p>Research is carried out using a <b>wide range</b> of sources, using at least two types of information <b>and where appropriate both primary and secondary research.</b></p> <p><b>The research</b> carried out is <b>consistently</b> relevant to the project objectives. The information gathered is <b>applied well</b> to the project outcomes.</p> <p>Documentary sources are identified in a bibliography, and this will be clear enough for any of the sources to be retrieved. <b>A single format is used with consistency.</b> The learner will show a <b>clear understanding</b> of the reliability of their sources.</p> <p>There is information about any non-documentary information sources used, which is likely to include a <b>clear and detailed description</b> about what/where/when.</p>
0-4 marks available for the work produced	5-8 marks available for the work produced
<p>+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p>	
Total out of 9	

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Level 2, 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 <b>some</b> understanding of the topic. There is an answer to the question, <b>though this may not be clear</b>. There is <b>limited</b> evidence of supporting arguments and <b>limited</b> consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be clear for the reader to understand. Information is <b>generally presented</b> in a logical order, with <b>some</b> structuring/connections between different parts of the text. The information within the project is <b>generally relevant</b>. There are <b>some</b> errors in the <u>use of language</u><sup>1</sup>, but these <b>tend not to be</b> intrusive and <b>tend not to interfere</b> with communication. The outcome includes <b>most</b> of the relevant features of <u>effective presentation</u><sup>2</sup>. An appropriate <u>style/register</u><sup>3</sup> is used in <b>most</b> places.</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 the relevant <u>resources</u><sup>4</sup> obtained by the learner are used <b>with some success</b> in realising the finished project outcome in a way that addresses the project objectives. <b>Some</b> understanding of the topic is apparent. There is <b>some</b> evidence of <b>development</b> of ideas and that alternative designs have been <b>considered</b>. There are <b>several of the relevant features</b> of <u>effective presentation</u><sup>5</sup> in the evidence produced and it is <b>generally clear</b> what has been done and why.</p>	<p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows <b>good</b> understanding of the topic. There is a <b>clear answer</b> to the question with <b>some</b> supporting arguments and <b>some</b> consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be clear for the reader to understand. Information is <b>presented</b> in a logical order, with clear and effective structuring/connections between different parts of the text. The information within the project is <b>relevant</b>. There are <b>few</b> errors in the <u>use of language</u>, and these are <b>not</b> intrusive and <b>do not</b> interfere with communication. The outcome includes the relevant features of <u>effective presentation</u>. An appropriate <u>style/register</u> is used <b>consistently</b>.</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 the relevant <u>resources</u> obtained by the learner are used <b>consistently successfully</b> in realising the finished project outcome in a way that addresses the project objectives. <b>Good</b> understanding of the topic is apparent. There is clear evidence of <b>careful and well thought out</b> development of ideas and that alternative designs have been <b>considered carefully</b>. The <b>relevant features</b> of <u>effective presentation</u> are used <b>consistently</b> and it can be <b>understood without difficulty</b> what has been done and why.</p>

<sup>1</sup> See page 31 – accuracy and appropriateness of language

<sup>2</sup> See page 31 – features of effective presentation for written outcomes

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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 evidence of <b>adequate</b> preparation/rehearsal. The relevant <u>resources</u><sup>6</sup> for the performance/event have been obtained by the learner and <b>these</b> are used <b>with some success</b> in realising the project outcome in a way that addresses the project objectives. <b>Some</b> understanding of the topic is apparent. There is supporting information that includes a <b>description</b> of the stages gone through and how ideas developed. Alternative ideas are <b>considered</b>. This information makes it <b>generally clear</b> what was done and why.</p>	<p><i>Project outcomes that are ephemeral</i></p> <p>The performance, event (etc) takes place. There is likely to be evidence of <b>thorough and effective</b> preparation/rehearsal. The relevant <u>resources</u> for the performance/event have been obtained by the learner and <b>these</b> are used <b>consistently successfully</b> in realising the project outcome in a way that addresses the project objectives. There is supporting information that includes a <b>clear description</b> of the stages gone through and how ideas developed. Alternative ideas are <b>considered carefully</b>. This information makes it <b>consistently clear</b> what was done and why.</p>
0-8 marks available for the work produced	9-16 marks available the work produced
+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently	
Total out of 17	

<sup>3</sup> See page 31 – accuracy and appropriateness of language

<sup>4</sup> For example equipment, technology, materials

<sup>5</sup> See page 30 – features of effective presentation for artefacts/designs

<sup>6</sup> For example space, people, materials, equipment, information

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Level 2, AO4: Review

Mark band 1	Mark band 2
<p>Overall the review is <b>generally</b> well structured, <b>but basic</b>. The learner will have drawn their own <b>brief</b> conclusions, with <b>limited evidence</b> provided to support these.</p> <p>The learner can identify which objectives were or were not met and give <b>reasons</b> for success or lack of it. There is <b>some attempt to identify</b> what they have learned and the skills used during the project. They <b>assess</b> how well they performed.</p> <p>There are <b>limited</b> ideas for what they could do differently next time.</p> <p>There are <b>ideas</b> for follow up work in the same or other areas of study or interest.</p>	<p>Overall the review is well structured, <b>clear and developed</b>. The learner will have drawn their own <b>detailed</b> conclusions with <b>firm evidence</b> provided to support these.</p> <p>The learner can identify which objectives were or were not met and give <b>convincing reasons</b> for success or lack of it. They <b>describe</b> what they have learned and the skills used during the project. They <b>assess</b> how well they performed, <b>incorporating feedback from others</b></p> <p>There are <b>realistic</b> ideas for what they could do differently next time, <b>with reasons why</b>.</p> <p>There are <b>clear and realistic</b> ideas for follow up work in the same or other areas of study or interest.</p>
0-3 marks available of work produced	4-6 marks available of work produced
+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently	
Total out of 7	

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Assessment Object	Moderator Comments	Marks
A01	<p>The learner gives a research question 'What are the viable career paths after a degree in computer science? This project title is broken down into 6 project objectives. A detailed and relevant rationale is given. Section 3 is less well thought through. The main activities to be undertaken are generic and would benefit from being more focussed on the actual project title. The time scales given are in weeks so it is difficult to see if these are commensurate with the 60 guided learning hours for the qualification. It would also be difficult for the learner to map the realisation of their project to this plan, as the plan is too vague. Section 4 is also brief and generic and would benefit from demonstrating that thoughts about resources were focussed on actual resources needed to meet the project objectives. The activity log is brief with only 5 entries. There is no discussion regarding any problems that were encountered and how they were overcome. The beginning of the PPF is excellent but it then becomes quite brief. The activity log needs expansion to gain higher marks. This evidence sits at the top of mark band 1.</p> <p>The centre awarded the extra mark for independent work but did not justify this award. This mark is supported but feedback to the centre needs to advise the centre to justify the awarding of this mark.</p>	Mark band 1.
A02	<p>The learner researches secondary information from a variety of internet sites. A clear bibliography is submitted at the end of the project that would allow the sources to be retrieved. A single format is used with consistency. Some secondary information regarding computer science degrees is included in an appendix. The learner gives clear information showing that the secondary sources found are relevant to the project objectives and applied well to the project outcomes. The learner also researches primary information by devising and using a survey / questionnaire to ascertain computer usage amongst the peer group. There are some comments made regarding the reliability of the learner secondary sources but this could be covered in greater depth. There is an issue with some of the information gathered as it is from American sources. The learner applies this information to the project title that is based in the UK so there could be a validity problem here. The learner would be best advised to use UK sources only in this circumstance. This work can be awarded in mark band 2.</p>	Mark band 2

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	The centre awarded the extra mark for independent work but did not justify this award	
A03	<p>The learner provides an introduction that is a repeat of evidence given in the PPF. The learner then goes on to develop and realise their project. Ideas are developed in a way that shows good understanding of the topic and some conclusions are drawn. The written report is clear for the reader to understand and information is presented logically throughout. The information in the report is relevant.</p> <p>However, there is <b>limited</b> evidence of supporting arguments and <b>limited</b> consideration of alternative viewpoints or interpretations. This is due to the rather restrictive focus of the chosen project title, as this does not lend itself to other viewpoints. Despite this the project is well developed and marks can be awarded in mark band 2.</p> <p>The centre awarded the extra mark for independent work but did not justify this award</p>	Mark band 2.
A04	<p>The learner gives a review of their project. Detailed conclusions are drawn with evidence to support these. Skills gained are discussed and possible changes to the project and how the project could be extended are covered.</p> <p>The learner does comment on how well they carried out their project but there is no indication of how any feedback has been used. This review just sits in mark band 2.</p> <p>The centre awarded the extra mark for independent work but did not justify this award although the learner states that they worked independently.</p>	Mark band 2.