

Website Exemplar
Unit P201 – Higher Projects
Topic: Why are levels of Obesity in teenagers increasing?

Mark band 1	Mark band 2
<p><i>Project proposal form</i> As a whole, the information given is brief. Objectives may lack focus. General reasons are given for why they have chosen the project.</p> <p>Most of the key activities that need to be carried out are given, although they may not be given in a wholly appropriate order. The learner shows some identification of the resources required.</p> <p><i>Activity log</i> Limited information is included about the activities undertaken during the course of the project. There is some attempt to follow the agreed plan, and any changes to the plan are noted.</p>	<p><i>Project proposal form</i> As a whole, the information given is detailed and clear. In the objectives section, a question is clearly stated. Clear, specific and thoughtful reasons are given which justify the choice of project. Key activities that need to be carried out are given in an appropriate order. The learner describes clearly the resources required and what they will be used for.</p> <p><i>Activity log</i> Detailed and clear information is given about the activities undertaken during the course of the project. There is a clear attempt to follow the agreed plan, and changes to the plan are explained. Problems encountered are described and explanations given for how they were overcome.</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 range of sources, using at least two different types of information</p> <p>Some of the research carried out is relevant to the project objectives. There is some application 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. An attempt is made to use a single format, although there may be some inconsistencies. The learner shows some awareness of the reliability of their sources.</p> <p>There is information about any non-documentary information sources used, which is likely to include a description of what they did and where and when they did it.</p>	<p>Research is carried out using a wide range of sources, using at least two types of information and where appropriate both primary and secondary research.</p> <p>The research carried out is consistently relevant to the project objectives. The information gathered is applied well 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. A single format is used with consistency. The learner will show a clear understanding of the reliability of their sources.</p> <p>There is information about any non-documentary information sources used, which is likely to include a clear and detailed description about what/where/when.</p>
0-4 marks available for the work produced	5-8 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 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 some understanding of the topic. There is an answer to the question, though this may not be clear. There is limited evidence of supporting arguments and limited consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be clear for the reader to understand. Information is generally presented in a logical order, with some structuring/connections between different parts of the text. The information within the project is generally relevant. There are some errors in the <u>use of language</u>¹, but these tend not to be intrusive and tend not to interfere with communication. The outcome includes most of the relevant features of <u>effective presentation</u>². An appropriate <u>style/register</u>³ is used in most 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>⁴ obtained by the learner are used with some 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 considered. There are several of the relevant features of <u>effective presentation</u>⁵ in the evidence produced and it is generally clear 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 good understanding of the topic. There is a clear answer to the question with some supporting arguments and some consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be clear for the reader to understand. Information is presented in a logical order, with clear and effective structuring/connections between different parts of the text. The information within the project is relevant. There are few errors in the <u>use of language</u>, and these are not intrusive and do not interfere with communication. The outcome includes the relevant features of <u>effective presentation</u>. An appropriate <u>style/register</u> is used consistently.</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 consistently successfully in realising the finished project outcome in a way that addresses the project objectives. Good understanding of the topic is apparent. There is clear evidence of careful and well thought out development of ideas and that alternative designs have been considered carefully. The relevant features of <u>effective presentation</u> are used consistently and it can be understood without difficulty what has been done and why.</p>

¹ See page 31 – accuracy and appropriateness of language

² 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 adequate preparation/rehearsal. The relevant <u>resources</u>⁶ for the performance/event have been obtained by the learner and these are used with some success in realising the project outcome in a way that addresses the project objectives. Some understanding of the topic is apparent. There is supporting information that includes a description of the stages gone through and how ideas developed. Alternative ideas are considered. This information makes it generally clear 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 thorough and effective preparation/rehearsal. The relevant <u>resources</u> for the performance/event have been obtained by the learner and these are used consistently successfully in realising the project outcome in a way that addresses the project objectives. There is supporting information that includes a clear description of the stages gone through and how ideas developed. Alternative ideas are considered carefully. This information makes it consistently clear 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	

³ See page 31 – accuracy and appropriateness of language

⁴ For example equipment, technology, materials

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

⁶ 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 generally well structured, but basic. The learner will have drawn their own brief conclusions, with limited evidence provided to support these.</p> <p>The learner can identify which objectives were or were not met and give reasons for success or lack of it. There is some attempt to identify what they have learned and the skills used during the project. They assess how well they performed.</p> <p>There are limited ideas for what they could do differently next time.</p> <p>There are ideas for follow up work in the same or other areas of study or interest.</p>	<p>Overall the review is well structured, clear and developed. The learner will have drawn their own detailed conclusions with firm evidence provided to support these.</p> <p>The learner can identify which objectives were or were not met and give convincing reasons for success or lack of it. They describe what they have learned and the skills used during the project. They assess how well they performed, incorporating feedback from others</p> <p>There are realistic ideas for what they could do differently next time, with reasons why.</p> <p>There are clear and realistic 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 'to find out why levels of obesity in teenagers are increasing.' Several project objectives are given that would be more relevant to a list of the main activities to be carried out for section 3 of the PPF. A reasonable rationale is given although it is rather repetitive. In section 3 several activities are listed but they lack depth and focus. The timescales given do not reflect the 60 GLHs for this qualification. Section four is reasonably detailed. Two milestones are given but they lack focus on the main activities needed to complete the project. Several potential problems are highlighted on a separate sheet of paper but these do not add to the learners mark as they were not actually encountered. A reasonably detailed activity log is given. There is one brief consideration of a problem encountered. There is further information relevant to A01 in text format but this is mainly repetitive of information already given on the PPF. On the whole the evidence for AO 1 can just be put into mark band 2. 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>	Just mark band 2.
A02	<p>The learner researches secondary information from a variety of internet sites. The learner summarises this information but only references 1 website in the text. Several other sources of secondary information are given in the bibliography. It is not at all clear how this secondary information is used to develop the project. There are no comments on either reliability or validity of the secondary information. The learner puts a questionnaire together to collect information from parents with teenager and a second questionnaire to collect information from teenagers themselves. Questions are relevant to the project objectives. Some brief comments on reliability of the questionnaires is seen. The learner also carries out observations at a fast food restaurant and at a supermarket. A range of different sources of information are used. Most of the research carried out is relevant to the project objectives. There is some application of information gathered is to the project outcomes. Documentary sources are identified in a bibliography, and this is clear enough for the sources to be retrieved. This evidence attracts marks just into mark band 2. For higher mark band 2 the secondary sources would</p>	Just mark band 2.

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	<p>need to be used more explicitly and there should be comments on reliability and validity regarding the secondary sources. The centre awarded the extra mark for independent work but did not justify this award</p>	
AO3	<p>Ideas are developed in a way that shows some understanding of the topic and some conclusions are drawn. The learner draws conclusions from their observations but does not then relate these to their project title or project objectives. There is very little development or use of the information from the secondary sources. This is a lost opportunity. There is limited evidence of supporting arguments and limited consideration of alternative viewpoints or interpretations. The secondary information is not actually used by the learner in their own words. Some relevant conclusions are drawn but the project needs to be more fully developed in order to attract higher marks. Marks in mark band 1 are relevant here. The centre awarded the extra mark for independent work but did not justify this award</p>	Mark band 1.
AO4	<p>The learner gives a review of their project. The review is honest. The review gives comments on what was not done and why, what skills were improved and what could be done to improve the project. However, there is no explicit discussion regarding what project objectives were met or not met, what knowledge was gained and how the project could be further developed. Marks in mark band 1 are relevant here. There is no overall assessment of what has been achieved and the learner does not use any feedback from others to review the success of the project. The centre awarded the extra mark for independent work but did not justify this award</p>	Mark band 1.