***Do accusations of greenwashing in the fast fashion industry affect consumerism?***

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| **Assessment Object** | **Moderator Comments** | **Mark Placement** |
| AO1 | The Project Proposal Form is clear and detailed. The question has been refined and focused and specific links are made to the learner’s GSCE programme to justify the choice of project. There is a logical and realistic plan for all stages of the project. A range of suitable resources are identified.  The weekly Activity Log is detailed and clear. There is explicit reference to specific problems and how they will be addressed.  The centre assessor includes comments that suggest that the learner works ‘mainly independently’ to achieve the +1 mark. | **High**  **Mark Band 2** |
| AO2 | The bibliography documents a wide range of sources, including a book, academic papers and websites. This research is very focused with evident careful selection of sources to inform the discussion. The Activity Log also provides commentary on the reliability of sources, showing the learner’s understanding. There is also reference to a ‘Recording Sources’ document in the Activity Log that is not included in the file.  There is some scope to further refine the bibliography and citations. Most sources are retrievable. The date of accessing online sources has been included demonstrating good practice.  The research has been undertaken independently justifying the +1. | **High Mid**  **Mark Band 2** |
| AO3 | There is good understanding of the topic with consideration of a range of different viewpoints and conclusions drawn. There is a suitable and logical structure that adds clarity.  There are errors in spelling and grammar, but these generally do not detract. There is also some scope to refine the formatting. An academic register is used throughout.  Independent work justifying the +1 | **High Mid**  **Mark Band 2** |
| AO4 | The learner has given a presentation, as well as providing a written review. The presentation is not a requirement at Level 1 and Level 2 but can support learners to articulate their conclusions. If the review is presented orally, the teacher-assessor must complete an observation record (See Specification Page 44).  The written review (in the conclusion) and the presentation PowerPoint are both well-structured and the learner gives detailed examples to support their conclusions. The assessment of how well they performed is thoughtful and cogent.  Ideas for follow-up work could be developed. | **High**  **Mark Band 2** |

*Centre assessors should provide clear indication on the Candidate Record Sheet if the +1 has been awarded for an assessment objective (e.g. AO4= 5 +1)*