

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></p> <p>As a whole, the information given is <b>brief</b>. Objectives <b>may lack 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></p> <p><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></p> <p>As a whole, the information given is <b>detailed</b> and <b>clear</b>. In the objectives section, a <b>question</b> is <b>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></p> <p><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</b> are <b>described</b> and <b>explanations</b> 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 <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 <b>show a 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 style="text-align: center;">+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p>	
Total out of 9	

## Website Exemplar

### Unit P201 – Higher Projects

#### Topic: Why are levels of Obesity in teenagers increasing?

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 <b>in most places</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><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 errors</b> in the <u>use of language</u>, and these are <b>not</b> intrusive and <b>do not interfere</b> 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 <b>used 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
<p style="text-align: center;">+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p>	
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 assess 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
<p style="text-align: center;">+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p>	
Total out of 7	

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#### Topic: Why are levels of Obesity in teenagers increasing?

Assessment Object	Moderator Comments	Marks
AO1	<p>The learner gives a research question 'to find out why levels of obesity in teenagers are increasing.'</p> <p>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.</p> <p>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.</p> <p>Section four is reasonably detailed.</p> <p>Two milestones are given but they lack focus on the main activities needed to complete the project.</p> <p>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.</p> <p>A reasonably detailed activity log is given. There is one brief consideration of a problem encountered.</p> <p>There is further information relevant to AO1 in text format but this is mainly repetitive of information already given on the PPF.</p> <p>On the whole the evidence for AO 1 can just be put into mark band 2.</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>	Just mark band 2.
AO2	<p>The learner researches secondary information from a variety of internet sites.</p> <p>The learner summarises this information but only references 1 website in the text.</p> <p>Several other sources of secondary information are given in the bibliography.</p> <p>It is not at all clear how this secondary information is used to develop the project.</p> <p>There are no comments on either reliability or validity of the secondary information.</p> <p>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.</p> <p>The learner also carries out observations at a fast food restaurant and at a supermarket.</p> <p>A range of different sources of information are used.</p> <p><b>Most 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 is clear enough for the sources to be retrieved.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>There is <b>limited</b> evidence of supporting arguments and <b>limited</b> 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.</p> <p>Marks in mark band 1 are relevant here.</p> <p>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.</p> <p>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.</p> <p>The centre awarded the extra mark for independent work but did not justify this award</p>	Mark band 1.