

Stand 2206.

P201. Exercise 1. Centre mark of 21.

Marking grid

Level 2, AO1: Manage ¹

| Mark band 1 | Mark band 2 |
|---|---|
| <p><i>Project proposal form</i></p> <p>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></p> <p>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></p> <p>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></p> <p>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 |
| <p>+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p> | |

¹ If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment.

Total out of 7

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 |
| <p>+ 0 marks if limited support given by tutor-assessor</p> <p>+ 1 mark if learner works mainly independently</p> | |
| Total out of 9 | |

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>², 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>³. An appropriate <u>style/register</u>⁴ 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>⁵ 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>⁶ 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> |

² See page 31 – accuracy and appropriateness of language

³ See page 31 – 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 evidence of adequate preparation/rehearsal. The relevant <u>resources</u>⁷ 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 |
| <p>+ 0 marks if limited support given by tutor-assessor</p> <p>+ 1 mark if learner works mainly independently</p> | |
| Total out of 17 | |

⁴ See page 31 – accuracy and appropriateness of language

⁵ For example equipment, technology, materials

⁶ See page 30 – features of effective presentation for artefacts/designs

⁷ For example space, people, materials, equipment, information

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 |
| <p>+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p> | |
| Total out of 7 | |

| Assessment Object | Moderator Comments | Marks |
|-------------------|--|-------|
| AO1 | <p>Brief PPF and activity log. No POs. Timescales should be in appropriate column.</p> <p>No monitoring.</p> <p>2 marks.</p> | 2 |

| | | |
|------------|--|-------|
| AO2 | A bibliography is given but only 4 sources are found. There is some discussion of sources and comments on reliability but not for sources 4. A wide range of sources is not used. Mark band 1. | 4 |
| AO3 | The learner develops an answer to the question that shows some understanding of the topic but the topic is not introduced in a manner that makes it easy for a non biology person to understand initially. Discussion is rather brief. MB 1 7 marks. | 7 |
| AO4 | Overall the review is brief. Although the candidate states what skills are needed to fulfil a project and what to do differently, several aspects of AO4 are missing such as which POs are met or not met. The candidate states that new skills are learnt but not what they are. This work sits in mark band 1 and can be awarded 3 marks. It does not justify top marks. | 3 |
| Total Mark | | 16/40 |

This is an example of a complicated topic being tackled but with too little regard for the project process.