

Marking grid for Unit 1: Dissertation

Dissertation: AO1 – Manage

Mark band 1	Mark band 2	Mark band 3
<p>The research question is identified and is developed with a lot of guidance, support and assistance from the tutor-assessor. The question may lack focus.</p> <p>The project plan gives objectives for the project and a brief and general rationale. Most of the main tasks to be completed are listed.</p> <p>The learner shows limited organisational ability and time management skills when managing the project.</p> <p>The learner maintains cursory records of activities undertaken during the project. There is some monitoring of own progress.</p>	<p>The research question is identified and is developed with some guidance, support and assistance from the tutor-assessor and is then finalised and refined by the learner. The question is reasonably focussed.</p> <p>The project plan gives clear objectives for the project and a clear rationale. All of the main tasks to be completed are provided in an appropriate order and described with an appropriate time span allocated for some tasks</p> <p>The learner shows reasonable organisational ability and time management skills when managing the project. The learner maintains clear records of activities undertaken during the project, including problems encountered and steps taken to overcome them. Progress is monitored against the original plan.</p>	<p>The research question is identified and is developed with limited guidance, support and assistance from the tutor-assessor but is then finalised and refined independently by the learner. The question is well defined and clearly focussed.</p> <p>The project plan is clear and concise, with clear and thoughtful objectives and rationale. All of the main tasks to be completed are provided in an appropriate order and described in detail with an appropriate time span allocated for each task.</p> <p>The learner shows a high level of organisational ability and time management skills when managing the project. The learner maintains clear and detailed records of activities undertaken during the project, including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary.</p>
0-3 marks	4-6 marks	7-9 marks

Dissertation: AO2 – Use resources

Mark band 1	Mark band 2	Mark band 3
<p>Some sources have been used and investigated. There is some referencing of research sources and a bibliography is included, listing most of the sources.</p> <p>Information and resources have been selected and some of this is directly relevant to the research question. The information has been collated in reference to the research question posed. There are attempts to establish links and connections between the information used, but some of these may be tenuous.</p> <p>Some understanding of the less complex areas of the research topic has been shown. The learner makes some attempt to evaluate the reliability of sources, but this is not always effective.</p>	<p>A range of different types of sources have been used and investigated. Research sources are referenced appropriately and a bibliography is included, listing the sources in an appropriate format.</p> <p>Information and resources relevant to the research question have been selected. The information has been analysed in reference to the research question posed. The learner has established clear links and connections between the information used.</p> <p>A reasonable understanding of the complexities of the research area in general, and the research question in particular, has been shown. The learner is generally effective in evaluating the reliability of sources.</p>	<p>A wide range of different types of sources have been used and thoroughly investigated. Research sources are referenced appropriately and consistently and a bibliography is included, listing the sources in an appropriate and consistent format.</p> <p>Information and resources relevant to the research question have been carefully selected. The information has been analysed and synthesised in reference to the research question posed. Clear, concise and detailed links have been established between the information used.</p> <p>A thorough understanding of the complexities of the research question has been shown. Learners have placed the research question into the wider context of the research area. The learner makes use of the distinction between fact, speculation and subjective opinion in evaluating the reliability of sources and does this consistently effectively.</p>
0-4 marks	5-8 marks	9-12 marks

Dissertation: AO3 – Develop and realise

Mark band 1	Mark band 2	Mark band 3
<p>An attempt has been made to structure the dissertation, using sections.</p> <p>Information is generally presented in a logical order, although some of it may not be wholly relevant. Some use is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p>Language errors (eg grammar, syntax, vocabulary) may sometimes be intrusive but they generally do not interfere with communication. Some technical terms are used.</p> <p>The content shows some understanding of the topic and an attempt to answer the research question.</p> <p>There is a brief conclusion that summarises the point of view and the case that has been made.</p>	<p>The dissertation is structured in sections and there is some evidence of the ability to link them together coherently.</p> <p>Information is presented in a logical order and is generally clear and relevant. Generally effective use is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p>There are few language errors (eg grammar, syntax, vocabulary), and they are generally not intrusive and do not interfere with communication. Technical terms are generally used appropriately.</p> <p>The content shows good understanding of the topic area and an argument that answers the research question. Some counter arguments or alternative interpretations are considered in the discussion.</p> <p>There is a clear conclusion that summarises the point of view and the case that has been made. There are some suggestions for further work.</p>	<p>The dissertation is well structured, with appropriate sections that are linked together coherently throughout.</p> <p>Information is presented in a logical order and it is consistently clear and relevant. Effective and consistent use is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p>There are few language errors (eg grammar, syntax, vocabulary) and they are not intrusive and do not interfere with communication. Technical terms are used consistently and effectively.</p> <p>The content shows a thorough and perceptive understanding of the topic area and a clearly argued and well-thought out argument that answers the research question and is supported by several lines of reasoning. Counter arguments or alternative interpretations are considered carefully and systematically in the discussion.</p> <p>There is a clear and well-developed conclusion that proficiently summarises the point of view and the case that has been made. There are well-thought out suggestions for further work and an awareness of any wider implications.</p>
0-8 marks	9-16 marks	17-24 marks

Dissertation: AO4 – Review

Mark band 1	Mark band 2	Mark band 3
<p>Overall the learner shows some self-awareness when evaluating the project and the extent to which they have achieved their aims. The learner attempts to identify the limitations of their project’s methodology and interpretations but this may not correspond with the tutor-assessor’s own judgement.</p> <p>The learner identifies some basic ideas for what they could do differently next time. They have drawn basic conclusions about the process of researching and writing a dissertation that could help them in future.</p> <p>The presentation is structured so that the audience can see that there has been some attempt to organise it logically and the learner shows basic ability to convey the main ideas.</p> <p>If an oral presentation is given, it is generally audible, although it is likely that the learner relies heavily on supporting materials, eg notes or cue cards. The learner shows limited ability to engage the audience or hold their attention. Where visual aids are used, these attempt to support the presentation, although they may not be clearly visible to the audience and may contain too much information.</p>	<p>Overall the learner shows good insight and self-awareness in evaluating the project and the extent to which they have achieved their aims. The learner is generally successful at identifying and explaining limitations of their project’s methodology and interpretations.</p> <p>The learner describes ideas for what they could do differently next time. They have drawn clear conclusions about the process of researching and writing a dissertation that could help them in future.</p> <p>The presentation is structured so that it is reasonably clear to the audience how it is organised and how the different parts link together and the learner shows good ability to convey the main idea.</p> <p>If an oral presentation is given, it is audible and reasonably paced. Although it is likely that the learner relies on supporting materials, eg notes or cue cards, there are parts of the presentation that are not simply read aloud. The learner engages with the audience and holds their attention in places. Where visual aids are used, these are relevant and are reasonably effective at supporting the presentation. They show reasonable clarity and design.</p>	<p>Overall the learner shows a high level of insight and self-awareness in evaluating the project and the extent to which they have achieved their aims. The learner is highly adept at identifying and analysing in detail limitations of their project’s methodology and interpretations.</p> <p>The learner explains and justifies ideas for what they could do differently next time. They have drawn clear and perceptive conclusions about the process of researching and writing a dissertation that could help them in future.</p> <p>The presentation is clearly and logically structured so that it is completely clear to the audience how the different parts link together and the learner shows a high level of ability to convey the main ideas.</p> <p>If an oral presentation is given, it is clearly audible and well paced. The learner may make some use of supporting materials, eg notes of cue cards, but the presentation is not simply read aloud. The learner engages well with the audience and holds their attention. Where visual aids are used, these are relevant and are consistently effective at supporting the presentation. They are clearly visible to the audience, are well designed and do not contain too much information.</p>

Mark band 1	Mark band 2	Mark band 3
Some questions are answered and the learner shows reasonable subject knowledge.	Questions are answered reasonably clearly and effectively and the learner shows reasonable subject knowledge.	The learner handles questions calmly and confidently. Questions are answered clearly and insightfully and the learner shows good subject knowledge.
0-3 marks	4-6 marks	7-9 marks

Assessment Object	Moderator Comments	Mark Band
A01	There has clearly been a very great deal of thought put into the selection of research question. By choosing to focus on the issue of <i>justification</i> for lack of consent, the project gains a central focus and the candidate is then able to select two types of case in which this issue arises. The abstract and introduction help to demonstrate how carefully the research question has been considered and refined. These, and the project proposal form, provide evidence of a well defined, clearly focussed research question which has emerged as a result of clear thought about objectives. There is a clear plan of activities with appropriate ordering and time span. The log is excellent There is clear and detailed record keeping, evidence of the challenges posed by the research material the candidate is encountering and giving details of how the candidate responds to these. There is also evidence of decisions about changes made to the direction of the project. Clearly this candidate has been exceptionally well organised and has high level project management skills.	3
A02	The candidate's research uses a wide range of sources, including journals, books, websites and spans the history of medicine, case studies and medical ethics. There is appropriate and consistent referencing and a consistent bibliography. Source material has been carefully selected. The level of analysis and synthesis are both excellent, clearly indicating a mark band 3 position. Links are established and a very thorough understanding of the complexities of the research question is in evidence. There is awareness of the wider ethical, philosophical and legal context and excellent, consistently effective evaluation of source reliability.	3
A03	There is an excellent, clear, logical structure with effective use of paragraphing and sub-headings. The sections link coherently. There is effective use of technical terms, such as autonomy and utilitarianism and the level of communication is generally strong, although grammatical errors do occur and sometimes affect communication. The level of understanding and argument is generally very strong indeed - clearly good mark band 3 level - with excellent, systematic use of both argument and counter-argument and thorough, perceptive understanding of a very complex topic. The conclusion is clear and well-developed and ideas about further work are well thought out.	3
A04	There is a thoughtful, reflective evaluation of the project. There is awareness of the limitations of the methodology used and well justified ideas about how the project could be extended. A little more could have been said about how the argument could have been developed - in particular, how the central idea of autonomy could be further defended. Perhaps too a little more could be said about what had	3

	been learned from the research process. The evidence referred to in the teacher-assessor report indicates that extra evaluative comments came in the context of the presentation.	
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