

Marking grid for Unit 4: Artefact

Artefact: AO1 – Manage

Mark band 1	Mark band 2	Mark band 3
<p>The proposed outcome is identified and developed with a lot of guidance, support and assistance from the tutor-assessor. The proposed outcome may lack focus.</p> <p>The project plan gives objectives for the project and a brief 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 proposed outcome is identified and developed with some guidance, support and assistance from the tutor-assessor and is then finalised and refined by the learner individually or within groups. The proposed outcome 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 proposed outcome is identified and developed with limited guidance, support and assistance from the tutor-assessor but then finalised and refined independently by the learner individually or within groups. The proposed outcome is well defined and clearly focussed.</p> <p>The project plan is clear and concise, with clear and detailed 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

Artefact: A02 – Use resources

Mark band 1	Mark band 2	Mark band 3
<p>Some possible materials and techniques have been investigated. There is some referencing of research sources and a bibliography is included, listing most of the sources.</p> <p>From the research carried out, information and resources have been selected for use in the project although some of this may not be not directly relevant. Information has been collated in reference to the project. There are attempts to establish links between the research carried out and the project, although some of these may be tenuous.</p> <p>Some understanding of the less complex areas of the resources and research required for the development and production of the artefact has been shown.</p>	<p>A range of different types of materials and techniques have been investigated. Research sources are referenced appropriately and a bibliography is included, listing the sources in an appropriate format.</p> <p>From the research carried out, appropriate information and resources have been selected for use in the project. Information has been analysed in reference to the project. The learner has established clear links between the research carried out and the project.</p> <p>A reasonable understanding of the complexities of the resources and research required for the development and production of the artefact has been shown.</p>	<p>A wide range of different types of possible materials and techniques have been 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>From the research carried out, appropriate information and resources have been selected for use in the project. Information has been analysed and synthesised in reference to the project. Clear, concise and detailed links have been established between the research carried out and the project.</p> <p>A thorough understanding of the complexities of the resources and research required for the development and production of the artefact has been shown.</p>
0-4 marks	5-8 marks	9-12 marks

Artefact: A03 – Develop and realise

Mark band 1	Mark band 2	Mark band 3
<p>An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is generally presented in a logical order, although some of it may not be wholly relevant.</p> <p>The learner demonstrates limited understanding of the developmental process. There is some evidence of development of ideas and that alternative ideas and approaches have been considered, with some attempt to explain the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.</p> <p>There is some evidence that the artefact has been refined during the developmental process. Resources and skills are applied with some success in creating the artefact. The artefact goes some way towards fulfilling the original brief.</p>	<p>The supporting information that relates to the development process is structured and presented clearly. The information contained within it is generally clear and relevant.</p> <p>The learner demonstrates good understanding of the developmental process. There is clear evidence of development of ideas and that alternative ideas and approaches have been considered carefully, with a clear explanation of the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.</p> <p>There is clear evidence that the artefact has been refined during the developmental process. Resources and skills are applied generally successfully in creating the artefact. The artefact fulfils the original brief satisfactorily.</p>	<p>The supporting information that relates to the development process is structured and presented clearly. The information contained within it is consistently clear and relevant.</p> <p>Learners demonstrate a thorough understanding of the developmental process. There is clear evidence of development of ideas and that alternative ideas and approaches have been considered carefully and evaluated, with a well-thought out and well-argued explanation of the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.</p> <p>There is clear evidence that the artefact has been carefully and perceptively refined during the developmental process, showing innovation. Resources and skills are applied consistently successfully in creating the artefact. The artefact is highly successful at fulfilling the original brief.</p>
0-8 marks	9-16 marks	17-24 marks

Artefact: 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 and met the original brief. The learner attempts to assess how well they managed at different stages, although the learner’s assessment 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 producing an artefact 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 and met the original brief. The learner is generally successful at assessing how well they managed at different stages.</p> <p>The learner describes ideas for what they could do differently next time. They have drawn clear conclusions about the process of producing an artefact 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 ideas.</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 and met the original brief. The learner is highly adept at assessing how well they managed at different stages.</p> <p>The learner explains and justifies ideas for what they could do differently next time. They have drawn clear and perceptive conclusions about process of producing an artefact 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>

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	<p>The project theme is selected following initial exercises designed by the centre that identify the learner's skills and interests and potential ideas for the subject matter and type of outcome. The idea of working on the theme of water builds on the learner's current studies in science and geography. While the title suggests an open theme there is a specific focus on socio economic, health and pollution issues connected with water.</p> <p>There is strong evidence of preplanning. With practical and realistic timescales, regular logs of activities and an awareness of the amount of work that needs to be done.</p>	3
A02	<p>There is a wide range of research concerned both with content and the form and technical aspects of producing a film.</p> <p>The research covers the problems of water pollution and the effects on health and the resulting economic impact of water shortages in the third world. There is research into the relevant editing software and a wider consideration of the target audience that is identified.</p> <p>While the majority of the references are to Internet sites these are well chosen and there are effective contacts with the Water Aid and UNICEF organisations, interviews with teachers and other professionals. All resources are listed.</p>	3
A03	<p>The choice of a short film is an appropriate and effective vehicle through which to convey the ideas and opinions outlined in the project proposal.</p> <p>There is a good understanding of intended audience and the 'careful' use of humour through which the serious intention to inform can be achieved.</p> <p>All aspects of the film are carefully considered and there is ongoing review and evaluation evidenced in the documentation, (evidence for A04 Review).</p> <p>The high level of commitment and persistence is seen in the willingness to repeat and improve certain sections of the film and in overcoming technical difficulties.</p> <p>There is coordination of soundtrack with careful choice of music and interviews and sophisticated understanding of camera work including different camera angles. There is an innate understanding of film formats and the use of modes of filmmaking drawn from documentary and journalistic sources.</p> <p>There are detailed rehearsal and filming schedules, a script with precise timings that show effective planning, monitoring and realisation of the work. The composition and construction of the film reinforces the evidence for planning and organisation for A01-Manage.</p> <p>The learner makes clear connections between all areas of the project.</p> <p>There is additional material in the form of posters to promote the film to its intended audience in the school.</p>	3

AO4	<p>The candidate produces ongoing review and evaluation through the annotated comment made in the supporting documentation.</p> <p>The regular checks on progress against set deadlines and the project milestones encourage effective reflective practice. Discussions with teachers and other professionals and Email correspondence with Water Aid maintain an objective view of the work.</p> <p>Questionnaires are used to obtain audience feedback and these are properly analysed to evaluate audience response.</p> <p>The final written evaluation is an honest and thorough appraisal of the work. It consistently links the research to project development and gives a clear commentary on the learning experience.</p> <p>There is evidence of the public showing of the film with audience feedback and a well planned and effective presentation of the project work captured in a PowerPoint presentation.</p>	3
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