

Marking grid for Unit 2: Investigation/Field Study

Investigation/Field Study: AO1 – Manage

Mark band 1	Mark band 2	Mark band 3
<p>The question or hypothesis is identified and is developed with a lot of guidance, support and assistance from the tutor-assessor. The question or hypothesis 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. Potential problems are mentioned.</p> <p>The learner shows limited organisational ability and time management skills when managing the project. The learner maintains cursory records of activities undertaken during the project. There is some monitoring of own progress.</p>	<p>The question or hypothesis 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 or hypothesis 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. Potential problems are described.</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 question or hypothesis 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 or hypothesis 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. Potential problems are described and there are sensible ideas for how these can be overcome.</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

Investigation/Field Study: 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>Data collection techniques are used with some success but with some guidance from the tutor-assessor. Information and resources have been selected and some of this is directly relevant to the research question. Information has been collated in reference to the research question posed.</p> <p>There are attempts to establish links and connections between the information used, but some of these may be tenuous. Some understanding of the less complex areas of the research topic has been shown.</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>Data collection techniques are used successfully with limited guidance from the tutor-assessor. Information and resources relevant to the research question have been selected. Information has been analysed in reference to the research question posed.</p> <p>The learner has established clear links and connections between the information used. A reasonable understanding of the complexities of the research area in general, and the research question in particular, has been shown.</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>Data collection techniques are successfully and independently used by the learner. Information and resources relevant to the research question have been carefully selected. Information has been analysed and synthesised in reference to the research question posed.</p> <p>Clear, concise and detailed links have been established between the information used. 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.</p>
0-4 marks	5-8 marks	9-12 marks

Investigation/Field Study: AO3 – Develop and realise

Mark band 1	Mark band 2	Mark band 3
<p>An attempt has been made to structure the investigation/field study, 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 agreed hypothesis or question. Some trends or patterns in the data are identified.</p> <p>There is a brief conclusion that summarises the findings.</p>	<p>The investigation/field study 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 findings that relate directly to the agreed hypothesis or question. The main trends or patterns in the data are identified and analysed. Where appropriate, some mathematical calculations are performed.</p> <p>There is a clear conclusion that summarises the findings. There are some suggestions for further work.</p>	<p>The investigation/field study 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 they 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 interpretation that answers the agreed hypothesis or question and is supported by several lines of argument. Trends or patterns in the data are identified and analysed perceptively using relevant models and theories. Where appropriate, mathematical calculations are performed.</p> <p>There is a clear and well-developed conclusion that proficiently summarises the findings. 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

Investigation/Field Study: 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 an investigation/field study 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 the 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 an investigation/field study 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. The learner is highly adept at identifying and analysing in detail the 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 an investigation/field study 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 or 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	The learner supplies a Project Proposal Form with a working title and themes developed to fit a Centre led data gathering task. There is a consequent lack of personal rationale and the particular project chosen does not allow for the level 3 learner management required. Marks are thus limited to Band 2. There is a lack of time for the extended journey expected and this is evidenced in the very restricted Activity Log and no independently fixed milestones or learner deadlines. The project has objectives and the learner does show organisational ability but no real time management. There is a lack of structure and little attempt to put the work in a wider context.	2
A02	Primary data has been collected and can count as a source; however a Bibliography of one book with only basic detail given and one further reference is insufficient at level 3. Considerable secondary research is required even if in Unit 2 primary data collection forms the basis of the analysis. Some understanding of the work is evident and data collection techniques were used successfully with limited guidance. Without further research, bibliography and sources, the work sits within mark band 1.	1
A03	Plenty of primary data has been collected but there is little structure, synthesis or analysis. The project is logical in order but presented more as a list of tasks with little attempt to link results or to place the work in a wider context. There are few language errors though some typos are distracting. Main trends and patterns are identified and some analysis takes place, though with limited apparent understanding. A brief conclusion is given and there is some suggestion for further work. The lack of synthesis and learner input or understanding limits marks to mark band 2.	1
A04	The evaluation is very basic and brief but shows a basic awareness. Some ideas are given for future changes. The presentation is structured but brief with rather crowded slides. Much more self-evaluation and awareness is needed at level 3. The nature of the task here again mitigates against the learner having sufficient input over an extended period of time.	2