

Website Exemplar
Unit P304 – Artefact
Topic: Photographing Joseph

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. 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: AO2 — 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

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 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>
<p>Some questions are answered and the learner shows reasonable subject knowledge.</p>	<p>Questions are answered reasonably clearly and effectively and the learner shows reasonable subject knowledge.</p>	<p>The learner handles questions calmly and confidently. Questions are answered clearly and insightfully and the learner shows good subject knowledge.</p>
0–3 marks	4–6 marks	7–9 marks

Evidence that the teacher-assessor needs to look for in a high scoring learner portfolio

Assessment Objective		Mark Band
<p align="center">AO1 Manage</p>	<p>The project outcome:</p> <ul style="list-style-type: none"> • has been identified and developed with limited guidance, but finalised and refined independently. • is well defined and clearly focussed. <p>The project plan:</p> <ul style="list-style-type: none"> • is clear and concise with detailed objectives and rationale. <p>Main tasks to be completed are:</p> <ul style="list-style-type: none"> • provided in an appropriate order • described in detail • have an appropriate time span. <p>The learner shows evidence of :</p> <ul style="list-style-type: none"> • a high level of organisation, time management skills • clear and detailed records of activities • problems encountered and steps taken to overcome them. • progress monitored against the original plan and necessary adjustments. <p>Evidence presented consists of the completed Project Proposal, a Client Review, a well-maintained Blog available by following the web address and a documented discussion. The teacher-assessor comments: <i>the brief was well conceived, finalised and refined independently. The project plan is extremely clear and shows a high level of planning, organisational and time management skills. There are detailed and methodical records that monitor progress in the blog, which is well maintained and regularly updated. There is clear evidence to confirm this decision.</i></p>	<p align="center">Mark Band 3</p>
<p align="center">AO2 Use resources</p>	<p>Different possible materials and techniques have been:</p> <ul style="list-style-type: none"> • thoroughly investigated • from a wide range of different types. <p>Research carried out shows:</p> <ul style="list-style-type: none"> • appropriate information and resources have been selected 	

	<ul style="list-style-type: none"> • information has been analysed and synthesised in reference to the project • clear, concise and detailed links established between research and the project • thorough understanding of the complexities required for development and production of the artefact. <p>All aspects of the project are thoroughly investigated including the materials and techniques used to photograph and present the images. Decisions about the layout, format and method of presentation of the imagery is well documented both visually and in the blog. A wide range of sources and techniques are included and show the development of research and the complexities required for the production of the artefact.</p> <p>Footnotes and endnotes could have been included in the literature review.</p>	<p>Mark Band 3</p>
<p>AO3 Develop and realise</p>	<p>Supporting information relating to the development process is:</p> <ul style="list-style-type: none"> • structured and clearly presented • consistently clear and relevant. <p>The development demonstrates:</p> <ul style="list-style-type: none"> • a thorough understanding of the process • clear evidence of alternative ideas and approaches considered • well-argued and thought out decisions • decisions about the most appropriate materials, processes, techniques, design. <p>Clear and consistent evidence of:</p> <ul style="list-style-type: none"> • careful and perceptive refinement of the artefact with innovation • the application of resources, skills in creating the artefact • the artefact successfully fulfilling the brief <p>The supporting information is structured, relevant and consistently recorded. There is clear evidence that alternative ideas and approaches have been considered and design decisions have been explained and well-argued.</p> <p>The artefact has been perceptively refined and reviewed against the original brief. Evidence is clear that the learner has reviewed the success of the artefact in fulfilling the objectives set out in the brief.</p>	<p>Mark Band 3</p>
<p>AO4 Review</p>	<p>In this AO it is essential to make sure that there is hard evidence of both the presentation and the evaluative content. Many centres do not supply evidence of the content of presentations and the evaluative comments made during the oral delivery and therefore disadvantage their learners.</p> <p>In evaluating the project the learner will show:</p> <ul style="list-style-type: none"> • a high level of insight and self-awareness • the extent to which aims have been achieved and met against the brief • they are highly adept at assessing how well different stages were managed. 	

	<p>The learner must:</p> <ul style="list-style-type: none">• explain and justify ideas• say what they would do differently next time• draw clear and perceptive conclusions about the process and production of the artifact for future work. <p>The presentation:</p> <ul style="list-style-type: none">• is clear and logically structured• makes it completely clear to the audience how different parts link• shows a high level of ability to convey the main ideas. <p>The oral presentation:</p> <ul style="list-style-type: none">• is clear, audible and well paced• uses supporting materials• not simply read aloud <p>The learner during the presentation:</p> <ul style="list-style-type: none">• engages well with the audience and holds their attention• uses visual aids that are relevant. <p>Visual aids are:</p> <ul style="list-style-type: none">• consistently effective in supporting the presentation• clearly visible to the audience• well designed and do not contain too much information. <p>The learner shows that:</p> <ul style="list-style-type: none">• handle questions calmly and confidently• answer questions clearly and insightfully• good subject knowledge. <p>In addition to the oral presentation of work the learner has also included evaluative comment throughout the documentation. The portfolio of work is also organized into folders and photographic records are easily reviewed.</p>	<p>Mark Band 3</p>
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