



Providing Effective Feedback - Practical Application Answers

Please read each of the examples of feedback and decide if this is an example of feedback that can be given

1. During the teaching and learning phase (when preparing for formal assessment)
2. During Formal Assessment (independent completion of the assignment)
3. Following Assessment (feedback written on the assignment brief / assessment record)
4. Not suitable (feedback in line with the Internal Assessment Rules)

| Feedback | During Teaching | During Assessment | Following Assessment | Not suitable |
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| 1. You are working in groups of three to design your survey and to collect the data. However, you must make sure that the statistical analysis, presentation of the results and interpretation and conclusions are done individually and your work should show how you did this. | Gives very specific feedback on what needs to be added, so shows how free you can be with feedback during formative stages | | | |
| 2. You will need to refer to specific examples of working practices, training requirements and qualifications. Look for contrasting examples when you are undertaking your research and add them to your notebook. | Clear guidance on how to prepare for assessment content & research | | | |
| 3. Remember the final deadline. While it is a really good idea to make a video to be embedded in your presentation this may not be feasible within the time you have. | Developmental advice on structure, ways to produce evidence | May be appropriate at this stage if already discussed as part of preparation | | |
| 4. Don't just follow the instructions in the Tasks, think about how you will show that you have met the criteria as well. | | Guidance only pointing learner to how to read the tasks and use classroom resources | | |



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| <p>5. The assignment brief quotes the criteria which are targeted. Remember to look at the Glossary for the meanings of the Command Words and to think about the work that we did on these meanings.</p> | | <p>Guidance on approach and where to find relevant information</p> | | |
| <p>6. At Level 3 you should not be using just one source for all of your information. You need to explain the manufacturing process in your own words.</p> | | <p>Guidance provided but not telling them what to write</p> | | |
| <p>7. You have not assessed contrasting short- and long-term effects on travel to Tunisia and Iceland, and the reasons for this. You have also not assessed the short- and long-term effects of a health risk situation on travel to selected destinations and so have not met M/D</p> | | | <p>Identify grade achievement + / - general guidance on how to improve</p> | |
| <p>8. Although you have produced a table showing the similarities in measures used to keep people safe, for example the use of PPE, you have not given sufficient differences between the two departments or related the measures to relevant legislation or the potential hazards.</p> | | | <p>Direction given matching wording of a task or criteria does say which legislation or what hazards</p> | |
| <p>9. The A.M1 section shows significant development of the A.P1 sections. The use of references has allowed you to analyse the development opportunities in your two careers. The overview of the job opportunities in football is realistic and shows you have a great understanding of this area of sport.</p> | | | <p>Clear identification of meeting criteria - and strengths to aid further development</p> | |



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| <p>10. If you want to achieve a merit grade an assessment of the roles and procedures of professionals in safeguarding in early years settings has not been given. This should not be just about the roles of the professionals but should also cover how young people can protect themselves and the legislation that applies</p> | | | | <p>Too much guidance given on how to improve work; very prescriptive</p> |
| <p>11. At present you have not analysed how group cohesion and leadership can contribute to the success of a project. Remember you should be including in your analysis the strategies the project leader uses, motivational techniques and things such as Belbin's team roles</p> | | | | <p>Very prescriptive telling the learner exactly what to include</p> |
| <p>12. We have looked in class at different types of interdependence between species, such as predator-prey, parasitism and sharing environments. As you know, this can be between species from different kingdoms (such as bacteria and animals). You should have included this.</p> | | | | <p>This tells them what to include in resubmission</p> |