

## Marking grid for Artefact

### Artefact: AO1 – Manage

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

See *page 56-57* for guidance on how to use the marking grids.

Artefact: AO2 – Use resources

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

See *page 56-57* for guidance on how to use the marking grids.

### Artefact: AO3 – Develop and realise

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

See *pages 56-57* for guidance on how to use the marking grids.

# Artefact: AO4 – Review

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

*Continued overleaf*

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

See pages 56-57 for guidance on how to use the marking grids.

Total marks out of 54.