

Please read the instructions printed at the end of this form. **One** of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Unit Code	H856	Year	2	0		
Centre Name		Centre Number				
Candidate Name		Candidate Number				

AO	Criteria			Teacher Comment	Mark
1	<ul style="list-style-type: none"> Selected a suitable topic and produced a piece of work that reflects a design formulated with the assistance of their teacher/mentor Taken an adequate degree of responsibility for their project, planning and managing the work through measures addressing its sequencing, its breakdown into intermediate tasks and monitoring its progress. In a group setting, responsibility will have been taken for closely defined tasks assigned by the group Developed adequate organisational, IT, decision-making and problem-solving skills necessary to realise the project, responding to changing circumstances Completed the project within the agreed time schedule <p style="text-align: right;">[0 1 2 3 4]</p>	<ul style="list-style-type: none"> Proposed a suitable topic and produced a piece of work that reflects a design negotiated with their teacher/mentor Taken substantial responsibility for their project, effectively planning and managing the work including sequencing, its breakdown into intermediate tasks and monitoring its progress. In a group setting, responsibility will have been taken for aspects of group work with active participation in group decision-making Developed proficient organisational, IT, decision-making and problem-solving skills and used them effectively to realise the project, recognising and responding to changing circumstances Completed the project within the agreed time schedule, meeting most intermediate goals <p style="text-align: right;">[5 6 7 8]</p>	<ul style="list-style-type: none"> Proposed a suitable topic and produced a piece of work that reflects a design proposed to their teacher/mentor and with limited negotiation/support of their teacher/mentor Taken full responsibility for their project, skillfully planning and managing every aspect of the work. In a group setting, responsibility will have been taken for directing and monitoring aspects of group work with some leadership of group decision-making Developed proficient IT and sophisticated organisational, decision-making and problem-solving skills and used them creatively to realise the project, effectively managing changing circumstances Completed the project within the agreed time schedule, meeting all, or virtually all, intermediate goals <p style="text-align: right;">[9 10 11 12]</p>		

<p>2</p>	<ul style="list-style-type: none"> • A limited range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. Guidance on the choice and interpretation of sources has been given by the teacher/mentor • Some understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed • A limited range of appropriate technology and related technical skills have been used to aid the collection of information and data. E-learning has been used, where appropriate • Where relevant, some information and/or data has been obtained through working with others in the context of engagement in a business, social-community venture/enterprise or through involvement in a local, regional or international team Extended Project. The learner has participated in a limited way within the context <p style="text-align: right;">[0 1 2 3 4]</p>	<ul style="list-style-type: none"> • An appropriate range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. Some guidance on the choice and interpretation of sources has been given by the teacher/mentor • An effective understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed • A range of appropriate technology and related technical skills have been used to aid the collection of information and data. E-learning has been used effectively to further the aims of the project, where appropriate • Where relevant, a range of appropriate information and/or data has been obtained through working with others in the context of engagement in a business, social-community venture/enterprise or through involvement in a local, regional or international team Extended Project. The learner has been an active participant within the context <p style="text-align: right;">[5 6 7 8]</p>	<ul style="list-style-type: none"> • A wide range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. Little or no guidance on the choice and interpretation of sources has been given by the teacher/mentor • A sophisticated and perceptive understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed • A wide range of appropriate technology and related technical skills have been used to aid the collection of information and data. E-learning has been used skilfully and critically to further the aims of the project, where appropriate • Where relevant, a wide range of appropriate information and/or data has been obtained working with others in the context of engagement in a business, social-community venture/enterprise or through involvement in a local, regional or international team Extended Project. The learner has offered leadership or direction within the context <p style="text-align: right;">[9 10 11 12]</p>	
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<p>3</p>	<ul style="list-style-type: none"> • Some appropriate skills have been selected and used in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is some evidence of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation • Some appropriate technologies, including relevant new technologies, have been used to assist the process of problem-solving, decision-making and achieving the planned outcome. There is some evidence of the critical, creative and flexible use of technology in the furtherance of the project's development and realisation <p style="text-align: right;">[0 1 2 3 4 5 6 7 8]</p>	<ul style="list-style-type: none"> • A range of appropriate skills have been selected and used effectively in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is evidence of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation • A range of appropriate technologies, including relevant new technologies, have been used effectively to assist the process of problem-solving, decision-making and achieving the planned outcome. There is evidence of the critical, creative and flexible use of technology in the furtherance of the project's development and realisation <p style="text-align: right;">[9 10 11 12 13 14 15 16]</p>	<ul style="list-style-type: none"> • A wide range of appropriate skills have been selected and used in a sophisticated manner in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is clear evidence throughout of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation • A range of appropriate technologies, including relevant new technologies, have been used in a sophisticated manner to assist the process of problem-solving, decision-making and achieving the planned outcome. There is clear evidence throughout of the critical, creative and flexible use of technology in the furtherance of the project's development and realisation <p style="text-align: right;">[17 18 19 20 21 22 23 24]</p>	
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4	<ul style="list-style-type: none"> Although limited in scope, a critical, reflective and independent approach to learning has been developed. A limited attempt has been made to present an accurate review of their work covering both development aspects and the eventual outcome of the project. This may relate to the learner's participation and contribution to a group project in a social-community venture/enterprise and/or local, regional or international team project A limited usage of communication skills and media to present a broadly effective review of the development and outcome of the project 	<ul style="list-style-type: none"> A critical, reflective and independent approach to learning has been developed. They present a thorough and accurate review of their work covering both development aspects and the eventual outcome of the project. This may relate to the learner's participation and contribution to a group project in a social-community venture/enterprise and/or local, regional or international team project A broad usage of communication skills and media to present an effective and comprehensive review of the development and outcome of the project The presentation has broadly met the needs of its intended specialist and/or non-specialist audience* They have appropriately addressed the issue of personal, academic and career development beyond the confines, but informed by, their participation in the project, including their development of transferable skills 	<ul style="list-style-type: none"> An incisive critical, reflective and independent approach to learning has been developed. They present a perceptive, thorough and accurate review of their work covering both development aspects and the eventual outcome of the project. This may relate to the learner's participation and contribution to a group project in a social-community venture/enterprise and/or local, regional or international team project A sophisticated usage of communication skills and media to present a perceptive, effective and comprehensive review of the development and outcome of the project The presentation has met all the needs of its intended specialist and/or non-specialist audience. The audience was engaged and entertained* They have addressed clearly and realistically the issue of personal, academic and career development beyond the confines, but informed by, their participation in the project, including their development of transferable skills. They clearly understand what has been achieved and where it can lead them 		
[0 1 2 3 4]		[5 6 7 8]	[9 10 11 12]	Total /60	

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box.
- 4 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.