

## Marking grid for Unit 1: Dissertation

### Dissertation: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
<p>The research question is identified and is developed with <b>a lot of</b> guidance, support and assistance from the tutor-assessor. The question <b>may lack focus</b>.</p>	<p>The research question is identified and is developed with <b>some</b> guidance, support and assistance from the tutor-assessor <b>and is then finalised and refined by the learner</b>. The question is <b>reasonably focussed</b>.</p>	<p>The research question is identified and is developed with <b>limited</b> guidance, support and assistance from the tutor-assessor but is then finalised <b>and refined independently by the learner</b>. The question is <b>well defined</b> and <b>clearly focussed</b>.</p>
<p>The project plan gives <b>objectives</b> for the project and a <b>brief and general</b> rationale. <b>Most of the main</b> tasks to be completed are listed.</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 project plan is <b>clear and concise</b>, with <b>clear and thoughtful 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 <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 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>. <b>Progress is monitored against the original plan</b>.</p>	<p>The learner shows <b>a 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>. <b>Progress is monitored against the original plan and adjustments made to the plan where necessary</b>.</p>
<b>0-3 marks</b>	<b>4-6 marks</b>	<b>7-9 marks</b>

See pages 9-11 for guidance on how to use the marking grids.

## Dissertation: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
<p>Some sources have been used and <b>investigated</b>. <b>There is some referencing</b> of research sources and a bibliography is included, listing <b>most of the sources</b>.</p>	<p>A <b>range of different types of sources</b> have been used and <b>investigated</b>. Research sources are <b>referenced appropriately</b> and a bibliography is included, listing <b>the sources in an appropriate format</b>.</p>	<p>A <b>wide range of different types of sources</b> have been used and <b>thoroughly investigated</b>. Research sources are <b>referenced appropriately and consistently</b> and a bibliography is included, listing <b>the sources in an appropriate and consistent format</b>.</p>
<p>Information and resources have been <b>selected</b> and <b>some of this is directly relevant to the research question</b>. The information has been <b>collated</b> in reference to the research question posed. <b>There are attempts to establish</b> links and connections between the <b>information used, but some of these may be tenuous</b>.</p>	<p>Information and resources <b>relevant to the research question</b> have been <b>selected</b>. The information has been <b>analysed</b> in reference to the research question posed. <b>The learner has established clear</b> links and connections between the <b>information used</b>.</p>	<p>Information and resources <b>relevant to the research question</b> have been <b>carefully selected</b>. The information has been <b>analysed and synthesised</b> in reference to the research question posed. <b>Clear, concise and detailed</b> links have been established between the <b>information used</b>.</p>
<p><b>Some understanding of the less complex areas of the research topic</b> has been shown. <b>The learner makes some attempt to</b> evaluate the reliability of sources, <b>but this is not always effective</b>.</p>	<p>A <b>reasonable understanding of the complexities of the research area in general, and the research question in particular</b>, has been shown. <b>The learner is generally effective in evaluating the</b> reliability of sources.</p>	<p>A <b>thorough understanding of the complexities of the research question</b> has been shown. <b>Learners have placed the research question into the wider context of the research area</b>. <b>The learner makes use of the distinction between fact, speculation and subjective opinion in evaluating the</b> reliability of sources <b>and does this consistently effectively</b>.</p>
<b>0-4 marks</b>	<b>5-8 marks</b>	<b>9-12 marks</b>

See pages 9-11 for guidance on how to use the marking grids.

## Dissertation: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
<p>An attempt has been made to structure the dissertation, using sections.</p>	<p>The dissertation is structured in sections and there is some evidence of the ability to link them together coherently.</p>	<p>The dissertation is well structured, with appropriate sections that are linked together coherently throughout.</p>
<p>Information is <b>generally presented</b> in a logical order, although <b>some of it may not be wholly relevant</b>. <b>Some use</b> is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p>Language errors (eg grammar, syntax, vocabulary) <b>may sometimes be</b> intrusive but they <b>generally do not</b> interfere with communication. <b>Some technical terms</b> are used.</p>	<p>Information is <b>presented</b> in a logical order and is <b>generally clear and relevant</b>. <b>Generally effective use</b> is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p><b>There are few</b> language errors (eg grammar, syntax, vocabulary), and they are <b>generally not</b> intrusive and <b>do not</b> interfere with communication. <b>Technical terms</b> are <b>generally used appropriately</b>.</p>	<p>Information is <b>presented</b> in a logical order and it is <b>consistently clear and relevant</b>. <b>Effective and consistent use</b> is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling.</p> <p><b>There are few</b> language errors (eg grammar, syntax, vocabulary) and they are <b>not</b> intrusive and <b>do not</b> interfere with communication. <b>Technical terms</b> are used <b>consistently and effectively</b>.</p>
<p>The content shows <b>some understanding</b> of the topic and an <b>attempt to answer</b> the research question.</p>	<p>The content shows <b>good understanding</b> of the topic area and <b>an argument</b> that <b>answers</b> the research question. <b>Some counter arguments or alternative interpretations</b> are considered in the discussion.</p>	<p>The content shows a <b>thorough and perceptive understanding</b> of the topic area and a <b>clearly argued and well-thought out argument</b> that answers the research question and is <b>supported by several lines of reasoning</b>. <b>Counter arguments or alternative interpretations</b> are considered <b>carefully and systematically</b> in the discussion.</p>

**Dissertation: AO3 — Develop and realise (cont.)**

<b>Mark band 1</b>	<b>Mark band 2</b>	<b>Mark band 3</b>
There is a <b>brief conclusion</b> that <b>summarises</b> the point of view and the case that has been made.	There is a <b>clear conclusion</b> that <b>summarises</b> the point of view and the case that has been made. <b>There are some suggestions for further work.</b>	There is a <b>clear and well-developed conclusion</b> that <b>proficiently summarises</b> the point of view and the case that has been made. <b>There are well-thought out suggestions for further work and an awareness of any wider implications.</b>
<b>0-8 marks</b>	<b>9-16 marks</b>	<b>17-24 marks</b>

See *pages 9-11* for guidance on how to use the marking grids.

## Dissertation: 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. The learner <b>attempts to identify</b> the limitations of their project's methodology and interpretations but this <b>may not correspond with the tutor-assessor's</b> 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 researching and writing a dissertation 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>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. The learner is <b>generally successful at identifying and explaining</b> limitations of their project's methodology and interpretations.</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 researching and writing a dissertation 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 idea.</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. The learner is <b>highly adept at identifying and analysing in detail</b> limitations of their project's methodology and interpretations.</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 the process of researching and writing a dissertation that could help them in future.</p> <p>The presentation is <b>clearly and logically structured</b> 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</b> of ability to convey the main ideas.</p>

### Dissertation: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
<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>If an oral presentation is given, it is <b>audible and reasonably paced</b>. Although it is likely that the learner <b>relies on supporting materials</b>, eg notes or cue cards, <b>there are parts of the presentation that are not simply read aloud</b>. The learner <b>engages with the audience and holds their attention in places</b>. Where visual aids are used, these are <b>relevant and are reasonably effective at supporting the presentation</b>. They show <b>reasonable clarity and design</b>.</p>	<p>If an oral presentation is given, it is <b>clearly audible and well paced</b>. The learner may <b>make some use of supporting materials</b>, eg notes of cue cards, <b>but the presentation is not simply read aloud</b>. The learner <b>engages well with the audience and holds their attention</b>. Where visual aids are used, these are <b>relevant and are consistently effective at supporting the presentation</b>. They are <b>clearly visible to the audience, are well designed and do not contain too much information</b>.</p>
<p><b>Some questions</b> are answered and the learner shows <b>reasonable</b> subject knowledge.</p>	<p><b>Questions</b> are answered <b>reasonably clearly and effectively</b> and the learner shows <b>reasonable</b> subject knowledge.</p>	<p>The learner handles questions <b>calmly and confidently</b>. Questions are answered <b>clearly and insightfully</b> and the learner shows <b>good</b> subject knowledge.</p>
0-3 marks	4-6 marks	7-9 marks

See pages 9-11 for guidance on using the marking grids.

**Total marks out of 54.**