

Success criteria for Task 1 – Video

Criterion	Grade/score		Success Criteria
2. Knowledge and Understanding (20) - Students need to show an understanding of the role they have chosen to explore and the initial steps they took to begin their research process. - They should also explain the challenges faced and they were dealt with. - Finally, they will achieve marks for explaining why planning for a report is important and what the next steps will be	Exceptional	16+	Extensive knowledge and understanding of the chosen role, and initial steps taken in the research process. Challenges explored and examples of how to overcome them discussed extensively. Extensive and detailed explanation of the importance of planning for a report and the potential ‘next steps’ presented and justified.
	Distinction	14	Excellent knowledge and understanding of the chosen role, and initial steps taken in the research process. Challenges explored and discussed to a very high level. Excellent explanation of the importance of planning for a report and the potential ‘next steps’ presented and justified.
	Merit	12	Very good knowledge and understanding of the chosen role, and initial steps taken in the research process. Challenges explored and discussed well. Very good explanation of the importance of planning for a report and the potential ‘next steps’ presented and justified.
	Good Pass	10	Good knowledge and understanding of the chosen role, and initial steps taken in the research process. Challenges explored and discussed. Good explanation of the importance of planning for a report and the potential ‘next steps’ presented and justified.
	Pass	8	Basic knowledge and understanding of the chosen role, and initial steps taken in the research process. Basic knowledge and understanding (and

			demonstration) of the skills needed to evaluate sources. Challenges described although these could have been explored in greater detail. Basic explanation of the importance of planning for a report and the potential 'next steps' presented and justified. Some misconception evident.
	Marginal Fail	6	Lack of knowledge and understanding of the chosen role, and initial steps taken in the research process. Lack of knowledge and understanding (and demonstration) of the skills needed to evaluate sources. Challenges approached and discussed, although these could have been explored in greater detail. Lack of explanation or justification of the importance of planning for a report and the potential 'next steps'. Several irrelevant points of information and misconceptions evident.
	Fail	4	No evidence of understanding of the chosen role, and initial steps taken in the research process. No relevant points of information explored, demonstrating confused understanding and knowledge. Multiple misconceptions evident.
4. Practical Skills (20) Students need to demonstrate clear application of the skills necessary to begin a small-scale research task, such as research skills and source evaluation skills.	Exceptional	16+	Exceptional appreciation of the skills necessary to begin a small-scale research task. Outstanding identification of opportunities to explore a role and a wide range of wholly appropriate, thoughtful solutions to challenges are proposed. Exceptional evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Extensive knowledge and understanding (and demonstration) of the skills needed to evaluate sources, by using the CRAAP test.
	Distinction	14	Excellent appreciation of the skills necessary to begin a small-scale research task. Excellent identification of opportunities to explore a role and a wide

• They are also required to show evidence of how they propose to carry out their search, evaluate sources and justify their approach. • They also need to demonstrate their skills in evaluating sources, by appropriately using the CRAAP test to evaluate one source.			range of wholly appropriate, thoughtful solutions to challenges are proposed. Excellent evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Excellent knowledge and understanding (and demonstration) of the skills needed to evaluate sources, by using the CRAAP test.
	Merit	12	Very good appreciation of the skills necessary to begin a small-scale research task. Very good identification of opportunities to explore a role and a wide range of appropriate, thoughtful solutions to challenges are proposed. Very good evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Very good knowledge and understanding (and demonstration) of the skills needed to evaluate sources, by using the CRAAP test.
	Good Pass	10	Secure appreciation of the skills necessary to begin a small-scale research task. Good identification of opportunities to explore a role and a range of appropriate, thoughtful solutions to challenges are proposed. Good evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Good knowledge and understanding (and demonstration) of the skills needed to evaluate sources, by using the CRAAP test.
	Pass	8	Basic appreciation of the skills necessary to begin a small-scale research task. Basic identification of opportunities to explore a role and a range of mostly appropriate, thoughtful solutions to challenges are proposed. Basic evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Basic understanding of the CRAAP test and its purpose.

	Marginal Fail	6	Limited appreciation of the skills necessary to begin a small-scale research task. Limited identification of opportunities to explore a role and solutions to challenges are proposed, although they are undeveloped and generic. Limited evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Lack of understanding of the CRAAP test and its purpose. Weak evidence of a desire to explore a problem and offer a solution.
	Fail	4	Very limited appreciation of the skills necessary to begin a small-scale research task. Poor identification of opportunities to explore a role and solutions, if proposed, are largely undeveloped and generic. Limited evidence provided of how to carry out a research task, evaluate sources and justify the approach taken. Very weak evidence (if any) of a desire to explore a problem and offer a solution.
5. Transferable skills for life and professional practice (10) - Students need to attend their session and present an acceptable video clearly showing their faces and providing audible audio. - Students should present in a clear and	Exceptional	8+	Presentation is exceptionally accurate, coherent and fluent, demonstrating exceptional skills for employment. Language is technical, clear, concise and manipulated well. Presentation is exceptionally well structured and signposted, demonstrating exceptional skills for employment and exceptional level of personal responsibility.
	Distinction	7	Excellent presentation. Work is coherent and very fluent. It is professionally put together and delivered in an appropriate style. Language is technical, clear and concise and presented accurately. Work demonstrates excellent skills for employment, highlighting excellent level of personal responsibility.
	Merit	6	Presentation is very well presented, structured and organised. The language is very good, technical and appropriate for task. Work flows nicely, is coherent

coherent manner, using appropriate language and structure. • They also need to consider using notes or cue cards, rather than reading from a script.			and information is expressed accurately. Very few inconsistencies / weaknesses, demonstrating very good skills for employment and high level of personal responsibility.
	Good Pass	5	Presentation is mostly coherent, accurate and presented in a suitable structure. It is clearly expressed and, although there may be inconsistencies, these do not lead to misunderstanding – good demonstration of skills for employment and good level of personal responsibility.
	Pass	4	Presentation is mostly ordered in a structured way and relevant ideas are reasonably expressed. The work shows a lack of coherence and accuracy, at times, but is able to convey the presenter's message. Work demonstrates basic skills for employment and developing level of personal responsibility.
	Marginal Fail	3	Presentation is disjointed, incoherent, at times, and the ideas are poorly expressed. Language is not always fit for purpose and meaning is often lost, revealing limited evidence of skills for employment and weak level of personal responsibility.
	Fail	2	Presentation attempted but it is poorly structured, disorganised and delivered in an inappropriate style. Much of the work is inaccurate or misleading – very little evidence of skills for employment, highlighting poor level of personal responsibility.