



Rewarding Learning

General Certificate of Secondary Education

GCSE Agriculture and Land Use

**GUIDANCE ON
CONTROLLED
ASSESSMENT**

Over view of specification assessment

Unit 1 Soils, Crops & Habitats	
<p>20% of the total GCSE</p> <p>1 hour 15 mins written paper</p>	<p>Soil, crops and habitats – conditions for healthy plant growth, crop management, biodiversity on farms, care and management of the countryside</p> <p>Structured and extended questions</p> <p>Assessment of quality of written communication</p>
Unit 2 Animals on the Land	
<p>20% of the total GCSE</p> <p>1 hour 15 mins written paper</p>	<p>Animals on the land - animal welfare, reproduction and nutrition, animal production systems from 'field to fork', farm economics, pollution and farm waste</p> <p>Structured and extended questions</p> <p>Assessment of quality of written communication</p>
Unit 3 Controlled Assessment	
<p>60% of total GCSE</p> <p>Approximately 34 hours</p>	<p>Candidates compile a portfolio comprising two elements</p> <p>Element 1 2 x Planning and Investigation tasks (2 x 20%)</p> <p>Time = 12 hours for each investigation Word count – 1500 for each investigation</p> <p>Element 2 1 x Research and Presentation tasks (20%)</p> <p>Time = 10 hours Word count – 1000 - 1500</p>

GCSE Agriculture and Land Use

Guidance on Controlled Assessment

The Controlled Assessment for GCSE Agriculture and Land Use comprises two elements.

ELEMENT 1 – PLANNING & INVESTIGATION 40%

Two investigations will be selected from a list of six topics supplied by CCEA. One investigation must be chosen from Unit 1: Soils, Crops & Habitats and one from Unit 2: Animals on the Land.

The investigations will be based on a chosen topic related to the agriculture and land-based sector.

Candidates will be provided with stimulus materials that can be used to guide them on the type of investigation they need to plan.

ELEMENT 2 – RESEARCHING & PRESENTING INFORMATION – 20%

Candidates are required to independently research **one** topic chosen from a list of six provided by CCEA. The task provides an opportunity for candidates to research authentic contexts in which science and agriculture are applied and to present this information in a variety of formats. Their report will make links to relevant scientific knowledge from the units they have studied but should ultimately allow the pupil to explore their topic for themselves.

Writing the report will require the skills associated with scientific communication; collecting information and acknowledging sources, structuring a report appropriately and making effective use of visual material to convey information and ideas

Samples of proposed tasks are provided in Appendix A (pages 10-15)

SKILLS ASSESSED BY CONTROLLED ASSESSMENT

The controlled assessment tasks draw on the candidates' ability to:

- devise methods to solve problems using a scientific approach;
- develop hypotheses and plan practical ways to test them;
- develop practical skills, relevant to the Agriculture and land based sector;
- assess and manage risk;
- work safely;
- make observations and collect and record data;
- draw evidence based conclusions;
- process, analyse and interpret primary and secondary data;
- assess the validity and quality of evidence and review hypotheses
- carry out primary research
- select and use information from primary and secondary sources
- use a range of methods to display and present relevant information in a concise and coherent manner

LEVELS OF CONTROL

The rules for controlled assessment in GCSE Sciences are defined for the three stages of the assessment:

Task setting;
Task taking; and
Task marking.

The purpose of the controls is to ensure the validity and reliability of the assessment and enable teachers to confidently authenticate candidates' work.

TASK SETTING

The level of control for task setting in both elements is **high**. Titles for the assessment tasks will be set by CCEA and these will be reviewed every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

Controlled assessment tasks should allow the candidate to achieve their potential while taking into account the resources available. The safety of the candidate must be considered at all times.

A centre may choose to contextualise the task that CCEA has set, if, for example, the centre lacks availability and access to the resources required. However, this must not change the nature of the chosen task.

TASK TAKING

Element 1 Planning & Investigation Tasks

The level of control for the planning, analysis and evaluation sections of the task is **medium** while the level of control for the data collection section is **low**.

Area of Control	Detail of Control
Authenticity	<p>Candidates will carry out the planning, research, analysis and evaluation sections of the task under informal supervision.</p> <p>The nature of the subject means that candidates may need to collect data outside the centre. To allow candidates to gain maximum benefit from this type of course limited supervision only is required. The work may be authenticated through photographs, video clips or witness statements</p> <p>The necessary risk assessments should be carried out for all tasks outside the classroom.</p>
Feedback	<p>Teachers may need to give some guidance on planning a safe investigation and carrying out practical work however this should be kept to a minimum.</p> <p>Candidates will be expected to analyse, evaluate and provide their own conclusions.</p>
Time Limit	<p>Approximately 12 hours should be spent on each investigation within this element.</p> <p>The nature of most investigations will mean that the data collection may run over a longer period of time.</p>
Word Limit	<p>The report for each investigation should not exceed 1500 words.</p>
Collaboration/ Data Collection	<p>Candidates may work in pairs or small groups during data collection but there must be evidence of them measuring/ collecting part of the data. .</p> <p>The report must be the individual work of the candidate even if the same method is used by others in the group.</p>

Resources	<p>If possible the teacher should provide the resources for the candidate.</p> <p>However, due to the practical nature of the course it will be expected that the teacher will determine the appropriateness of the candidate collecting data outside of school based on risk assessment and compliance with Health and Safety requirements.</p>
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Element 2 Researching and Presenting Information

The level of control for data collection is **low**, and **medium** for report writing.

Area of Control	Detail of Control
Authenticity	<p>Candidates can carry out all work relating to data collection under limited supervision. The report writing and preparation of presentation materials is carried out under informal supervision</p> <p>Teachers however must be able to ensure both the authenticity of individual candidates' work and that candidates acknowledge and reference any sources that they use.</p>
Feedback	<p>For research and data collection teachers can provide guidance to candidates on the following aspects:</p> <ul style="list-style-type: none"> • the focus of the investigation • the relevance of the materials • techniques of data collection • skills of analysis and evaluation <p>For report writing candidates are expected to reach their own judgements and conclusions. Teachers can offer limited guidance in regard to the structure of the report and the techniques of presentation.</p>
Time Limit	<p>Candidates must collect primary data for the purpose of the task. There is no time limit set for the collection of data but teachers are expected to advise candidates' effective time management and meeting deadlines.</p> <p>They may use up 10 hours to write up their report and prepare their presentation.</p>
Word Limit	<p>The report should not exceed 1500 words.</p>
Collaboration/data collection	<p>The work of individual candidates may be informed by working with others, but each candidate must provide an individual response.</p>

Resources	Candidates should have access to relevant primary and secondary sources and may make use of any further resources available in the centre, including the internet, to inform their research. They must keep a detailed record of all the primary and secondary sources (including websites) they use.
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PRESENTATION OF WORK

Candidates will be expected to produce a portfolio of evidence for both elements of the controlled assessment.

The reports contained within the portfolio must be laid out under the headings provided by CCEA and all sources must be referenced. Any copied material should be appropriately acknowledged and quotations must be clearly marked.

Candidates should include a front sheet for each report that includes:

Name
 Centre number
 Centre name
 Candidate name
 Title of investigation
 Unit code and title

Element 1 Planning & Investigation

The report for each investigation should be presented under the following headings:

- analysis of the problem
- planning the investigation
- risk assessment
- observation and data collection
- presentation of results
- conclusion
- evaluation

Element 2 Researching & Presenting Information

The report for the research task should be presented under the following headings:

- introduction
- project plan
- research findings
- references
- pamphlet

- power point presentation
- evaluation

TASK MARKING

CCEA will assume a medium level of control in the marking of tasks. All tasks will be marked internally by the teacher using the marking grids and assessment criteria provided by CCEA, see Appendix B. Candidates will then be selected randomly for external moderation by CCEA.

Applying the assessment criteria

Assessment tasks should be marked by the teacher using the appropriate marking grids. For Agriculture and Land Use there are separate marking grids for each element of the controlled assessment. These contain criteria for the knowledge, skills and understanding that the candidate is required to demonstrate. The award of marks is based on the professional judgement of the teacher, working within a framework of bands of performance.

A mark of zero must be awarded for work not worthy of credit in any of the criteria.

Candidates' work must be suitably annotated to demonstrate achievement within the respective assessment criteria.

Element 1 Planning and Investigation – Assessment Criteria

Criterion A Planning

Criterion B Data Collection

Criterion C Analysis and Conclusion

Criterion D Evaluation

Criterion E Presentation, written and communication skills

Element 2 Researching & Presenting Information – Assessment criteria

Criterion A Format and structure

Criterion B Presentation of Report

Criterion C Scientific knowledge

Criterion D Report material

Criterion E Sources used

Criterion F Effort, enterprise and independence

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Sample tasks – Planning & Investigation

Unit 1 – Soils, crops and habitats

COMPOSTS

John has always been a gardener and prides himself in the quality of his plants.

Before sowing his seed this year he read an article on the benefits of peat-free composts. The article also claimed that plants grown in peat free compost had great results.

Source 1

- *Today, lowland peat bogs and their wildlife are threatened through peat extraction for garden composts and other uses. Peatland wildlife such as dragonflies, butterflies and birds depend on peat for its survival and gardeners can choose alternatives.*
- *Across the globe, Peat covers about 3 per cent of global land surface, yet the amount of carbon stored within it is enormous - equivalent to twice that of all the world's forests combined.¹*
- *Peat develops very slowly, no more than 1mm in depth per year. A 10 metre deep peat reserve will have taken 10,000 years to develop. So when peat is mined for garden compost it will take 1,000 years to replace every metre that is taken away.²*

www.recyclenow.com

John really needs to see how plants will grow in a **peat-free** compost compared to the **peat-based** compost he used the previous season – help him make a decision.

Investigate how plant growth is affected by using peat free composts.

BIODIVERSITY

Intensive Farming: A way to end hunger or a threat to the environment?



We produce more food than we need and yet a sizeable proportion of the world remains hungry.

As the populations of the poorer nations continue to grow, so too do the problems of food production.

The intensive farming methods of the west have boosted crop yields and meat and fish production has quadrupled. But it has also brought problems.

Statistics on soil erosion, declining fish stocks, deforestation, nitrate pollution and genetic diversity are raising fears for the future.

How can we increase food production to feed the poor without destroying the environment? Are intensive farming methods unsustainable in the long term?

Source – <http://news.bbc.co.uk>

Some of the findings of a study carried out on an organic farm and conventional farm showed the following benefits of an organic farm.

Plants – six times as many wild plants in arable fields and 57% more species

Invertebrates – 1.6 times as many arthropods and 3 times as many non-pest butterflies.

Quality of habitats – both the field boundaries and crop habitats were more favourable on organic farms.

Source – www.wwf.org.uk

Investigate the effect of intensive farming on biodiversity.

Unit 2 – Animals on the Land

POLLUTION

Source 1

Concern over Lough pollution

The image abroad may be of green fields and sparkling lakes and rivers, but a government report paints a very different picture of Northern Ireland - one of widespread water pollution.



Lough Neagh is among the most heavily polluted waters in Europe, according to new research.

Fertiliser and animal waste from farms are the main sources of nitrates and phosphates seeping into the lake and poisoning it.

Lough Neagh is now classified as hypertrophic, ranking it alongside other heavily polluted waterways.

Now pollution is on the increase but this time the concern is not just phosphates but also nitrates which farmers apply to crops and grassland.

www.bbc.co.uk

Source 2

Percentage of rivers of good quality									
	1990	2000	2002	2003	2004	2005	2006	2007	2008
Scotland		86.7	86.2	87.5	86.8	87.3	87.6		
Wales	78.5	78.3	78.5	79.3	79.4	80.0	82.0	86.9	88.00
England	55.4	69.0	69.8	70.5	71.0	71.4	72.1	72.3	72.0
Northern Ireland	76.1	61.5	57.3	56.6	51.1	55.7	53.8		

<http://archive.defra.gov.uk/evidence/statistics/environment/inlwater>

Investigate the effect of pollution on water quality.

FOOD PACKAGING

As a consumer we expect the food we buy to be of a high quality. This means we want it as fresh and tasty as it was when it first left the farm. Successful packaging has always been a challenge for both farmer and processors.

Source 1



Methods of packaging fruit (www.sciencebuddies.com)

Investigate how food packaging affects food quality.

POULTRY

Commercial hens in the UK are mostly hybrid crosses. These hybrids were a result of increasing consumer demand for eggs and meat in the early 50`s. In order to respond to the huge demand for eggs the birds needed to be able to reliably produce in the region of 300+ eggs a year.

There are a number of benefits of using hybrids instead of pure breeds such as a very fit and healthy animal and increased production.

Examples of Hybrid Layers – Bovans Nera, Speckledy.

Examples of Hybrid table birds – Cobb, Ross

Problem

The Eglintons have recently purchased a hen ark which will hold 6 birds. They have been given advice on the type of bird that they should buy to produce meat but are still confused as to the benefits and differences between a traditional and commercial breed.

Help the Eglintons decide which type of breed would be the best buy to produce meat.

Investigate the specific features associated with any type of pure breed versus commercial animal.

Sample Tasks – Researching & Presenting Information

Produce an information pack for a target audience to include a report and a pamphlet (total 1500 words). Create and deliver a 2 - 5 minute presentation based on your research to the rest of the class. You should be prepared to answer questions on any aspect of your presentation.

Choose one from the following:

Target Audience	Topic
Teenagers	Present a range of careers in the agriculture and land based sector with a focus on one career
Landowners (of all sizes)	Present a range of ways in which biodiversity of flora and fauna can be increased. Include initiatives available for this kind of improvement
Farmers	Present a range of possibilities for farm diversification in the tourism and energy areas, with a focus on one area
Farm workers	Essential elements of farm safety
Public and/or farmers	Present a range of different farm accreditation schemes available. Include benefits to the target audience
Fellow student	One land-based business from arable, dairy, beef, sheep, fish, veterinary practice, garden centre, animal feed supplier, pet shop, contracting business

Marks will be awarded for presentation skills.

The CCEA list contains topics which relate to both units of the GCSE and also some topics which allow the candidate to explore for themselves a particular topic which interests them even though it is not directly linked to their course. Candidates should be encouraged to select a topic which motivates and interests them and one which they feel they can fully research and report on.

The written report can include, where appropriate, photographs, transcripts of interviews, brochures or pamphlets. A copy of the candidates' presentation, along with speaker notes must be provided within the report.

It is a research topic and so will involve looking at other sources for inspiration, the report must not contain long parts of copied text, quotes however are welcome and should be used to highlight research, demonstrate points and support conclusions.

MARKING GRIDS FOR ELEMENT 1 – PLANNING AND INVESTIGATION

Criteria A (AO1) Planning	Mark
Uses limited scientific knowledge to produce a simple plan with a list of equipment/apparatus.	Band 1
Uses scientific knowledge to produce a satisfactory method. The list of equipment/apparatus will be sufficient to obtain a set of results. The candidate will identify some of the variables to be considered in the investigation and will give a simple statement as to what they think they will find. The candidate simply lists a number of risks.	Band 2
Uses scientific knowledge to produce a detailed plan which includes the key variables. The list of apparatus/equipment will enable the candidate to obtain accurate results. The candidate will use their scientific knowledge to form a hypothesis. Risks, appropriate to the investigation, will be identified and some suggestions given as to how these should be minimised.	Band 3
Uses detailed scientific knowledge to produce a complex plan which includes an extensive list of the variables – independent, dependant and controlled. A number of hypotheses will be written based on the science studied. The list of apparatus/equipment will be suitable to obtain an accurate set of results and will allow for repeats. The candidate will consider all risks associated with carrying out the investigation and for each one will suggest the ways in which these risks are to be minimised. The overall plan will reflect an excellent understanding of the topic that has been undertaken.	Band 4

Criteria B (AO2) Data collection	Mark
Uses considerable assistance to take a measurement/ observation and records in a given table.	Band 1
Carries out parts of the investigation with assistance and records some data in a given format. Will demonstrate a satisfactory level of skill in obtaining their results and some consideration will be given to the risks involved.	Band 2
Carries out investigation with minimal assistance. Demonstrates a high level of skill in collecting a range of results/ observations. Produces their own method for recording data which includes appropriate headings and units. Shows evidence of following appropriate procedures to minimise the risks.	Band 3
Carries out investigation independently to obtain a detailed set of results/ observations. Shows an excellent understanding of the risks involved and follows their risk assessment. Results will be recorded in a table, devised by the candidate, who includes appropriate headings and units. The candidate will demonstrate an excellent level of technical skill in obtaining their results.	Band 4

Criteria C (AO3) Analysis and Conclusion	Mark
Uses a simple graph/chart to display data and provides a brief statement on their findings. Limited reference to data and science involved.	Band 1
Uses a graph/chart, with labelled axis, to display the data obtained. The candidate will refer to the table/ chart to identify a trend/ pattern in the data. Some scientific knowledge will be used to explain the results obtained. The candidate will conclude the experiment in a simple statement.	Band 2
Uses a graph/chart to identify patterns in the results. The graphs will be appropriately labelled with units and a heading included. Some form of mathematical technique will be used to analyse the data. Refers to their hypothesis and uses their data and scientific knowledge to explain the outcomes of the investigation.	Band 3
Uses a range of graphical and mathematical techniques to identify a range of patterns in the results. Provides a detailed explanation of the relationship between the variables using the evidence displayed in the tables and graphs to prove/disprove their hypothesis. The candidate will demonstrate an excellent understanding of scientific theories to provide a detailed conclusion to the investigation.	Band 4

Criteria D (AO3) Evaluation	Mark
Provides a brief evaluation, with guidance, of the method used and gives a simple suggestion as to how it could be improved.	Band 1
Provides a brief evaluation of the method used and gives a simple suggestion as to how it could be improved. The reliability of the results will be considered.	Band 2
Provides an evaluation which considers processes, techniques and risk assessment used. Anomalous results will be identified and used to give some consideration as to the reliability of the data obtained. Details will be given as to how the investigation could be improved.	Band 3
Provides a detailed evaluation of processes and techniques used. Considers, in depth, the reliability and validity of the data produced and gives details on any anomalous results. Includes an evaluation on the standard of the risk assessment and gives a recommendations and improvements for improving the procedures. The candidate will give further areas of investigation that may help to reinforce their findings.	Band 4

Criteria E (AO2) Presentation, written and communication skills	Mark
Gives a brief report with some sections identified. Spellings, punctuation and grammar of variable quality and limited use of scientific terminology.	Band 1
Includes all elements in the report but format lacks sequence. Headings appropriate and some use of visual material. Spellings, punctuation and grammar and use of scientific terminology are of a satisfactory standard. Page numbers and a contents page included.	Band 2
Produces a well structured report which includes all elements of the investigation. Page numbers and a contents table will be included. Tables and graphs identified appropriately and visual material used to illustrate skills or ideas. There will be a high standard of spellings, punctuation and grammar. Scientific terminology will be used appropriately throughout the report.	Band 3
Produces a detailed report which is well structured and includes page numbering and contents page. All headings, sub-headings, tables and graphs identified. Extensive use of visual material throughout and data will be presented in a variety of ways. There will be a high standard of spellings, punctuation and grammar and excellent use of scientific terminology. The report will reflect a highly competent candidate who has completed the investigation with enthusiasm and commitment.	Band 4

MARKING GRID FOR ELEMENT 2 – RESEARCH AND PRESENTATION

Criteria A Format and Structure	Band 1	Band 2	Band 3	Band 4	Mark
With reference to the structure and layout of the main report, structure and content of the pamphlet and quality of written communication throughout	Poorly presented report lacking format with many gaps and omissions. No thought given to the chosen audience and uses little or no technical vocabulary. Spelling, punctuation and grammar are poor throughout. The pamphlet contains the same text as the report.	Report reasonably well presented, but lacking logical format; some gaps and omissions. Little thought given to the intended audience. Uses limited technical vocabulary. Spelling, punctuation and grammar are of variable quality. The pamphlet contains summarised information but provides little inspiration.	Report well set out, with sections labelled; sub headings, page numbers, contents and bibliography present. The text and titles are well formatted throughout. The information is aimed at the correct audience throughout. Uses adequate technical vocabulary. The report is clear and comprehensible throughout. Spelling, punctuation and grammar are generally sound. The pamphlet is informative, interesting and well summarised with no irrelevant information.	Report neat, detailed and well presented; appropriate terminology and sub headings used, contents and bibliography are accurate and detailed. Pages numbered and cross referenced where appropriate. The text and titles follow a strict formatting scheme. The information clearly appeals to its chosen audience. Uses relevant and effective technical terminology. The report is clear, comprehensible and flows throughout. Spelling, punctuation and grammar are near perfect. The pamphlet is highly informative, interesting and well summarised with no irrelevant information.	

Criteria B Presentation of Report	Band 1	Band 2	Band 3	Band 4	Mark
With reference to use of graphics throughout (pictures, personal photos, charts, graphs, tables & diagrams) and overall quality of the pamphlet	Uses minimal visuals to support the text. Uses different colours but with no overall colour or text scheme. Pamphlet has simple folds which are just decorative. Poorly constructed pamphlet lacking creativity.	Uses visuals as ornaments rather than to inform. Uses different colours and text but with little effect or plan. Pamphlet has simple folds which are part of the design. Pamphlet is constructed with some creativity in its design.	Uses a variety of types of visual material which is relevant to their work. Uses colour and text schemes with effect to inspire the reader. Pamphlet has folds which help to form an attractive design. Pamphlet is well constructed with some ingenuity in its design.	Uses a large variety of visuals effectively and appropriately to convey ideas. They are annotated appropriately and form an integral part of the report. Uses colour and text schemes with effect to inspire the reader. Produces a highly attractive pamphlet. Pamphlet has an intricate design of folds which helps to produce a highly attractive and professional pamphlet. Pamphlet construction is highly appealing and innovative in its design.	

Criteria C Scientific Knowledge	Band 1	Band 2	Band 3	Band 4	Mark
With reference to scientific knowledge and skills applied, rules and regulations	Makes a link between the skills or scientific knowledge needed and the intended audience. Makes a link between one financial or regulatory factor and the work.	Identifies the skills and or scientific knowledge required and relates this to the intended audience. Identifies a relevant example of the impact of a financial or regulatory factor on the work. Mentions the scientific knowledge in the conclusions.	Describes the scientific knowledge and skills required and relates this appropriately to the intended audience. Identifies and explains the impact(s) of a financial or regulatory factor on the work. Relates the scientific knowledge to the conclusions.	Describes and explains several pieces of scientific knowledge and skills required by the intended audience. Further research of these attributes should be explored. Analyses several impacts of financial or regulatory factors on the work. Integrates scientific knowledge to the conclusions and provides comprehensive explanations.	

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Criteria D Report Material	Band 1	Band 2	Band 3	Band 4	Mark
With reference to analysis of data and evaluation of resources and work	Makes simple comments about their research. Only focuses on one aspect. Makes simple comments about the data and evidence obtained.	Makes simple relevant conclusions about their research and focuses on several different aspects. Makes relevant comments about some of the resources used. Comments on the suitability of both the report and pamphlet for their intended audience.	Makes relevant coherent conclusions about their research and focuses on several different aspects. Interrelates conclusions and forms relationships between different resources. Makes relevant comments about the resources used. Evaluates and comments on the suitability of both the report and pamphlet for their intended audience and suggests improvements.	Makes relevant coherent conclusions about their research and focuses on several different aspects. Interrelates conclusions and forms relationships between different resources showing clear understanding throughout. Critically reviews the conclusions and analysis in the report. Considers critically the reliability of the resources. Critically analyses and evaluates the suitability of both the report and pamphlet for their intended audience and suggests suitable improvements.	

Criteria E Sources Used	Band 1	Band 2	Band 3	Band 4	Mark
With reference to primary and secondary resources and referencing material	Information is from the original stimulus materials only with minimal further research. Sources of information not identified. Direct quotations are not used appropriately.	Information from a few additional sources is provided including a relevant professional, although some may be irrelevant or inappropriate. Researches and lists several applicable facts from chosen relevant secondary data. Sources are identified by incomplete or inadequate references. Direct quotations are used and generally quoted appropriately.	Relevant information is collected, from a variety of sources including a relevant professional. Records most data accurately and appropriately. Researches and lists several applicable facts from a variety of chosen relevant secondary data. Relates the facts to the report. Sources are identified clearly but in limited detail. Direct quotations are used and acknowledged. Uses several direct quotations of different types.	Uses relevant carefully selected information, from a variety of sources including relevant professional(s). Records all data accurately and appropriately. Researches, selects and records accurately a range of facts from a variety of relevant secondary data. These facts form an integral part of the report. References and direct quotations are clear and fully detailed. Direct quotations are appropriately used and acknowledged to reinforce points. Uses several direct quotations of different types from a variety of sources.	

Criteria F - Effort, enterprise and independence	Band 1	Band 2	Band 3	Band 4	Mark
Effort, Enterprise and Independence including the oral (or alternative) presentation.	Completed some parts of the task. Needed constant direction and help from others and the teacher. Kept to a simple report. Presentation is confusing and didn't inform or enthuse the audience.	Completed tasks with some help and showed some enthusiasm. Needed some guidance and direction from the teacher. Showed some creativity in their work. Presentation informs but merely repeats the information in front of them with little confidence or ability to speak around the topic.	Completed tasks with nominal help and was enthusiastic throughout. Needed minimal direction from the teacher. Showed creativity and ingenuity in their report. Presentation is informative and instils interest amongst the audience. Confidence, enthusiasm and ability to speak around the topic are shown.	Completed tasks independently and was enthusiastic throughout. Needed minimal direction from the teacher. Showed creativity and ingenuity in all aspects of their report. Presentation is informative and captivating to its audience. Confidence, enthusiasm and ability to speak around the topic are shown throughout.	