



**Project Action London CIC**  
**General Assessment Mark Scheme**  
Version 1.0

## Document Scope

Project Action London Community Interest Company (CIC) is herewith referred to as '*Project Action*' or '*PAL*'. It can be assumed that any reference in the tens of '*our*' is referring - but not limited - to the property, services and content provided, owned, designed and curated by Project Action London CIC. Any indication of '*we*' can be assumed to be from the point of view of Project Action Leadership - namely Margaret Cowell and the Non-Executive Directors in addition to any course writers, contributors and leaders which may be awarded responsibilities with designing course content.

Anybody who has paid Project Action in exchange for or has been provided access by means of gifting - or other various methods - to restricted content Project Action content is herewith referred to as '*customer*', '*participant*', '*candidate*' or '*student*'.

## Mark Scheme Introduction

Project Action mark schemes are written, prepared and published by our founder and director, Margaret Cowell. The proposed mark scheme, combined with the relevant course content is then considered by at least one PAL non-executive director for final sign off to ensure a parity of clarity and fairness guide our assessment process. We employ a standardisation process when building our assessments which, we believe, benefits all Project Action stakeholders including students and PAL associates responsible for marking completed assessments.

This document looks to provide all PAL stakeholders with a framework for successfully completing and assessing all PAL online and in-person graded assessments. We aim to achieve this by providing guidance on the expectations held by Project Action against each examined student or for each type of question which could be featured in our assessment materials.

It's critical that all stakeholders recognise that any and all mark schemes produced for, or by PAL are working documents and are subject to both internal scrutiny and adaptation without notice.

For more information, please contact our Founder and Director Margaret Cowell by [clicking here](#).

## Generic Guidance For PAL Associates

- In alignment with standard PAL protocol, we expect all assessment participants to receive equal treatment without exception. Consistency between marking is essential in order to provide the highest possible standard of learning for our customers.
- Our aim is to improve the community and build everyone around us up rather than penalise them for mistakes. Mark scheme guidance should be accepted and applied in a positive manner.
- There's no room for glass ceilings. All marks shown on the mark scheme are available to be awarded to examined participants and they should be awarded where and when the appropriate skills are demonstrated.
- Where possible, we try to remove and mitigate any risk of individual subjectivity with our marking process however by the very nature of the assessment process, judgment guided by marking associates expertise may be required. Our top priority with the provision of a mark scheme is to indicate the general principles by which marks can and should be awarded. We also recognise that such judgment may and should be applied in the opposite direction whereby if a student has demonstrated a lack of understanding of what is being asked of them or a failure to relate to indicative course content, marking associates should award marks fairly alongside constructive comments to help the student in the future.
- If marking associates are in doubt over what to award or their ability to award marks impartially and fairly, they must consult Margaret Cowell immediately.

## Guidance For Participant's Reading The Mark Scheme

The contents of this document have been compiled with the intention to give participant's of our assessments the best chance possible to succeed in their chosen subject(s). We recommend that participants read the guidance carefully, always remembering that the areas covered are not a definitive list of the style of questions or possible topics. The best way to succeed is to pay attention to the content delivered in the participant's chosen course(s), make notes, revise whilst also collaborating with their Project Action representative, should the participant opt in for this option. Guidance may be amended at any given time without notice. Any changes may be communicated to participants by their Project Action representative, should the participant opt in for this option.

## Awardable Marks Per Question Type

Assessment Objective	Available Marks	Question Type And Criteria To Achieve Full Marks (Other Than That Stated Within The AO Structure)
<b>A01</b>	Max 4 Marks	<p>Questions will often be presented as “List, State” or in a multiple choice format.</p> <p>Criteria to answering these questions correctly solely lies on the candidates ability to demonstrate an understanding of indicative course content by selecting or presenting correct answers to the question in addition to any requirements as stated within the AO structure.</p>
<b>A02</b>	4-6 Marks	<p>Questions will often be presented as “State and explain” or “Describe”.</p> <p>Within such questions, participants must apply knowledge by referring to indicative content delivered within the appropriate course.</p> <p>In order to achieve full marks any answers should be accompanied by a degree of justification for the answers provided in the form of explanation or example.</p>
<b>A03</b>	6-12 Marks	<p>Questions will often be presented as “Give recommendations for...” or “Name and discuss...” format.</p> <p>Such questions will always require the participant to apply knowledge gained from the indicative content delivered within their relevant course. This should be combined with the participant’s own way of thinking to satisfy the needs of the question using examples and justification.</p> <p>In order to gain full marks, answers to AO3 questions should offer a degree of analysis and exploration of the participant’s answer which may justify why a method/strategy may improve a situation or solve a problem within the context of the question.</p>
<b>A04</b>	12-15 Marks	<p>Questions will often be presented as “Give recommendations for...”, “Name and discuss...”, “Provide strategies to...”, “Evaluate...” or a “Discuss...” format.</p> <p>Challenges of this sort should be approached with structure and confidence. The purpose of questions of this calibre is to allow the marker to determine the participant’s ability to effectively analyse a scenario and devise appropriate strategies aimed at improving the situation or solving the problem within the context of the question.</p> <p>In order to gain full marks within this questions of this AO, participant’s must demonstrate an ability to comprehend and analyse factors impacting the situation presented to them. Any recommendations are accompanied with justification in the form of a balance argument exploring why the recommended strategies are appropriately applied within the context of the question, including the exploration of the potential positive and negative implications of the participant’s recommendations. Finally, the writing style of such answers should be appropriate to offer all of the above, featuring structure and natural flow to any ideas and recommendations presented which would allow insight into the participant’s way of thinking. Marks may be deducted for spelling, punctuation and grammatical mistakes should it impede the marker’s ability to justify the participant’s understanding of the question or indicative content within the relevant course.</p>

## Assessment Objective Structure

Assessment Objective	Criteria
AO1	<p><b>Demonstration of Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Participant is able to apply basic knowledge to answer a question correctly.</li> <li>• Where questions allow, participants are encouraged to offer minor expansion within their answers which may offer justification of belief that a deeper understanding exists.</li> <li>• Questions within this assessment bracket may request the participant to select, state or describe knowledge of a particular area pertinent to the course they are engaged with. This is not a definitive list and participants may be required to demonstrate other skills where the course writer sees fit.</li> </ul>
AO2	<p><b>Demonstration of Understanding Supported with Accurate Description and Appropriate Application Indicative Course Content to the Context of the Question:</b></p> <ul style="list-style-type: none"> <li>• All criteria from AO1 must be reached in order to allow the participant to access marks within AO2 and above.</li> <li>• The participant is able to state and describe knowledge which may suggest deeper understanding.</li> <li>• In order to access for participants to access full marks within this AO, they must be able to appropriately apply knowledge within the context of the question. This can be best achieved with examples or minor justification for their answer, should the question allow.</li> <li>• An essential element to achieving AO2 is correctly applying appropriate knowledge to the question. Without this, participants maybe limited to the top marks available in AO1 with low marks from AO2.</li> </ul>
AO3	<p><b>Competency, Accuracy and Justification Are Applied To Provide A Clear Solution To A Problem or Scenario Presented Within the Context Of the Question:</b></p> <ul style="list-style-type: none"> <li>• All criteria from AO1 and AO2 must be reached in order to allow the participant to access marks within A03 and above.</li> <li>• Participants who access AO3 marks offer correct application of knowledge delivered within the relevant course in a well structured and full bodied manner.</li> <li>• The writing style of the answer should lend itself to exploration with demonstrations of the participant's own way of thinking and problem solving, should the question allow.</li> <li>• Justification and exploration of the participant's answer is critical in this AO. Evidence of this will allow the participant to achieve the maximum marks in this AO and progress into AO4. Such evidence may come in the form of a balanced argument.</li> </ul>

Assessment Objective	Criteria
AO4	<p><b>Reference To Course Content Combined With Successful Analysis, Evaluation and Recommendations Supported by Effective Justification To Demonstrate An Appropriate Approach To Problem Solving Within The Context of The Question:</b></p> <ul style="list-style-type: none"> <li>• All criteria from AO1, AO2 and AO3 must be reached in order to allow the participant to access marks within A04.</li> <li>• The highest level of in depth understanding of indicative course content must be applied with accuracy and confidence which is suitable to the context of the question.</li> <li>• The answer demonstrates the participant's ability to comprehend and analyse factors impacting the situation presented to them. They are able to make fully realised recommendations which may solve or improve the problem/issue within the context of the question.</li> <li>• Any recommendations are accompanied with justification in the form of a balance argument exploring why the recommended strategies are appropriately applied within the context of the question, including the exploration of the potential positive and negative implications of the participant's recommendations.</li> <li>• The writing style of such answers should be appropriate to offer all of the above, featuring structure and natural flow to any ideas and recommendations presented which would allow insight into the participant's way of thinking. Marks may be deducted for spelling, punctuation and grammatical mistakes should it impede the marker's ability to justify the participant's understanding of the question or indicative content within the relevant course.</li> </ul>