Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

investigation, preparation, action; reflection, demonstration

2.2

$60/(5 \times 1.5) = \mathbf{8}$ hours; preparation (cleaning, priming, design transfer) and drying time are not included; weather, absences and mistakes may slow work, so a realistic plan has spare time

2.3

specific: what will be done, e.g. teach phone video calls; measurable: e.g. 12 residents, 4 sessions; achievable and relevant: agreed with the care home staff; time-bound: by a date

2.4

specific detail, e.g. amount collected, what kind of rubbish; feelings explained; analysis: why the rubbish was there, e.g. plastic bottles near a stall; link to a learning outcome, e.g. 6 global significance; what the student learned about themselves or others; next step, e.g. talk to the stall owner about a bin

3.1

Mark the reflection as a whole: [top] specific, honest, links experience to a learning outcome, shows what the student will do differently; [middle] some detail and some link to learning; [bottom] a list of what happened, no learning. Points that may be included: investigation: a real need found by asking the people affected; SMART goals; roles shared in a team: collaborative; timeline of at least one month; risks and safety; reflection and demonstration planned

3.2

problems can be noticed and fixed during the project; memories are more accurate soon after an experience; learning is shown as a process; it supports the learning outcomes, e.g. perseverance; gives evidence for the portfolio over time

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