

**T-LEVELS**



# T Levels

**Agriculture, Environment and Animal Care**

**T Level Core Component Support Session**

**The webinar will begin shortly.**



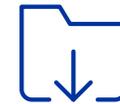
# Using the webinar platform



Send any questions in the question area throughout the webinar



All attendees will be set to mute



Webinar resources and a CPD certificate will be sent out to all attendees following the webinar

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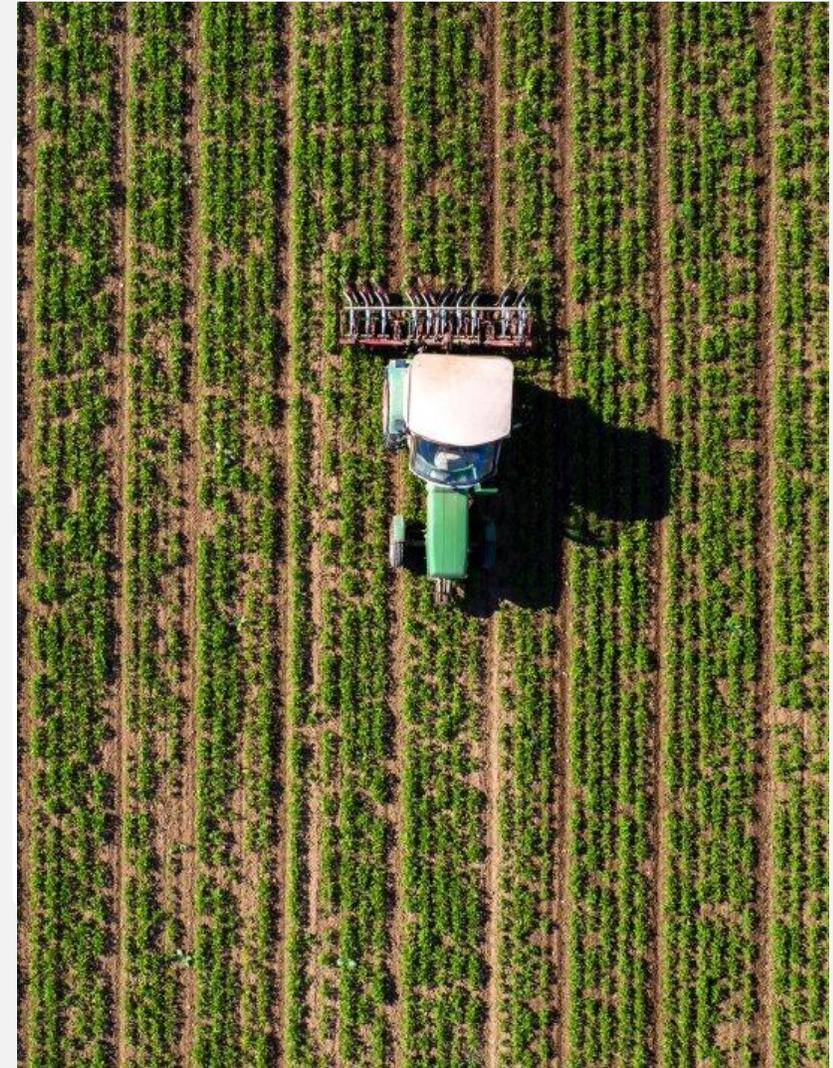


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# Agenda



- High level overview of the core assessments
- Assessment objectives-relating to question types
- Use of command verbs in questions
- Question types using sample assessments
- Support resources



- Occupational specialism assessments
- Delivery and curriculum planning outside of the Technical Qualification
- Progression or industry placements.

\*\* If you missed our previous Land T Level webinars, you can find the recordings and slide deck on our T Level events page [here](#).



# High Level Overview of Core Assessments for Agriculture, Land Management & Production

How many assessments  
are there?  
What are the assessments ?  
What is being assessed and  
how is it being assessed?

When do I need to start preparing  
learners for the assessments?

What resources are there  
to support the  
assessments?

When do learners take  
the assessments ?

## Q&A

How are the core  
assessments marked and  
graded?

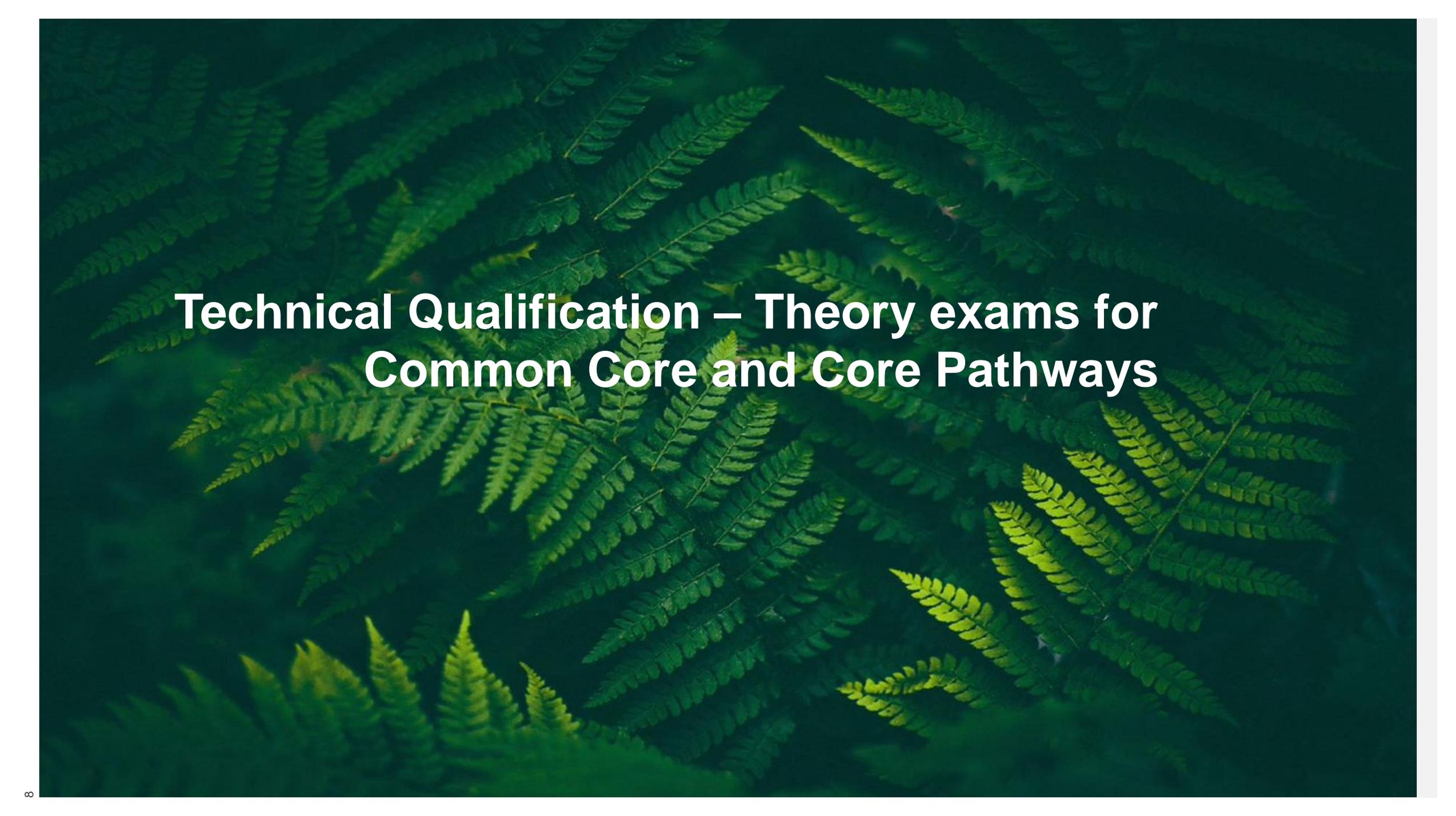
What do I have to do ?

Can learners retake/resit the  
core assessments and if so,  
when?

# Overview of the Core Assessment for ALMP

**Core component – Learners must complete all assessment components<sup>60</sup>**

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Common core exam paper 1	Externally set exam	2 hours	80	60%	Externally marked	This component will be awarded on the grade scale A* -E
Core pathway exam paper 2	Externally set exam	2 hours	80		Externally marked	
Employer-set project	Externally set project	17 hours	90	40%	Externally marked	



# Technical Qualification – Theory exams for Common Core and Core Pathways

# ALMP Common Core Theory Paper 1

The common core exam paper has each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

The common core and core pathway exams will follow the same structure, but each exam will cover different technical content. In both the common core and the core pathway papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

## Paper 1 - Common Core (10 Elements) (2hrs)

**Section A** is weighted at 55% and is made up of **44** marks and includes **16** short answer and medium answer questions of a **low tariff and medium tariff value**. These short answer questions which target recall of knowledge, demonstration of understanding and application of knowledge and understanding.

**Section B** is weighted at 45% and is made up of **36** marks and includes **3** extended response questions which target application of knowledge and understanding and analysis and evaluation of information and issues.

	Element
1	Health and safety
2	Sustainability
3	Working in the Agriculture, Environmental and Animal Care sector
4	Ethics
5	Business
6	Equality
7	Communication
8	Relationship management
9	Finance
10	Information and data

# ALMP Core Pathway Theory Paper 2 Crop, Woodland and Horticulture

The common core exam paper has each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

The common core and core pathway exams will follow the same structure, but each exam will cover different technical content. In both the common core and the core pathway papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

## Paper 2 –Core Pathway Crop, Woodland and Horticulture (5 elements) (2hrs)

**Section A** is weighted at 55% and is made up of **44** marks and includes **14** short answer and medium answer questions of a **low tariff and medium tariff value**.

These short answer questions which target recall of knowledge, demonstration of understanding and application of knowledge and understanding.

**Section B** is weighted at 45% and is made up of **36** marks and includes **3** extended response questions.

which target application of knowledge and understanding and analysis and evaluation of information and issues.

	Element
1	Health and safety
2	Sustainability
3	Biosecurity
4	Supply chain
5	Plant growth and development

# ALMP Core Pathway Theory Paper 2 Land-based Engineering

The common core exam paper has each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

The common core and core pathway exams will follow the same structure, but each exam will cover different technical content. In both the common core and the core pathway papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

## Paper 2 –Core Pathway Land-based Engineering

**(8 elements) (2hrs)**

**Section A** is weighted at 55% and is made up of **44** marks and includes **15** short answer and medium answer questions of a **low tariff and medium tariff value**. These short answer questions which target recall of knowledge, demonstration of understanding and application of knowledge and understanding.

**Section B** is weighted at 45% and is made up of **36** marks and includes **3** extended response questions. which target application of knowledge and understanding and analysis and evaluation of information and issues.

	Element
1	Health and safety
2	Sustainability
3	Biosecurity
4	Supply chain
5	Types of land-based equipment and machinery
6	Operating principles of integrated and stand-alone systems and components
7	Land-based equipment and machinery maintenance
8	Repair land-based equipment and machinery

# ALMP Core Pathway Theory Paper 2 Livestock Production

The common core exam paper has each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

The common core and core pathway exams will follow the same structure, but each exam will cover different technical content. In both the common core and the core pathway papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

## Paper 2 –Core Pathway Livestock Production (10 elements) (2hrs)

**Section A** is weighted at 55% and is made up of **44** marks and includes **12** short answer and medium answer questions of a **low tariff and medium tariff value**. These short answer questions which target recall of knowledge, demonstration of understanding and application of knowledge and understanding.

**Section B** is weighted at 45% and is made up of **36** marks and includes **3** extended response questions which target application of knowledge and understanding and analysis and evaluation of information and issues.

	Element
1	Health and safety
2	Sustainability
3	Biosecurity
4	Supply chain
5	Stock management 'non feed'
6	Bodily systems
7	Nutrition
8	Medicine
9	Technology and equipment
10	Data and information

# ALMP Core Pathway Theory Paper 2 Floristry

The common core exam paper has each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

The common core and core pathway exams will follow the same structure, but each exam will cover different technical content. In both the common core and the core pathway papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

## Paper 2 –Core Pathway Floristry (7 elements ) (2hrs)

**Section A** is weighted at 55% and is made up of **44** marks and includes **14** short answer and medium answer questions of a **low tariff and medium tariff value**. These short answer questions which target recall of knowledge, demonstration of understanding and application of knowledge and understanding.

**Section B** is weighted at 45% and is made up of **36** marks and includes **3** extended response questions. which target application of knowledge and understanding and analysis and evaluation of information and issues.

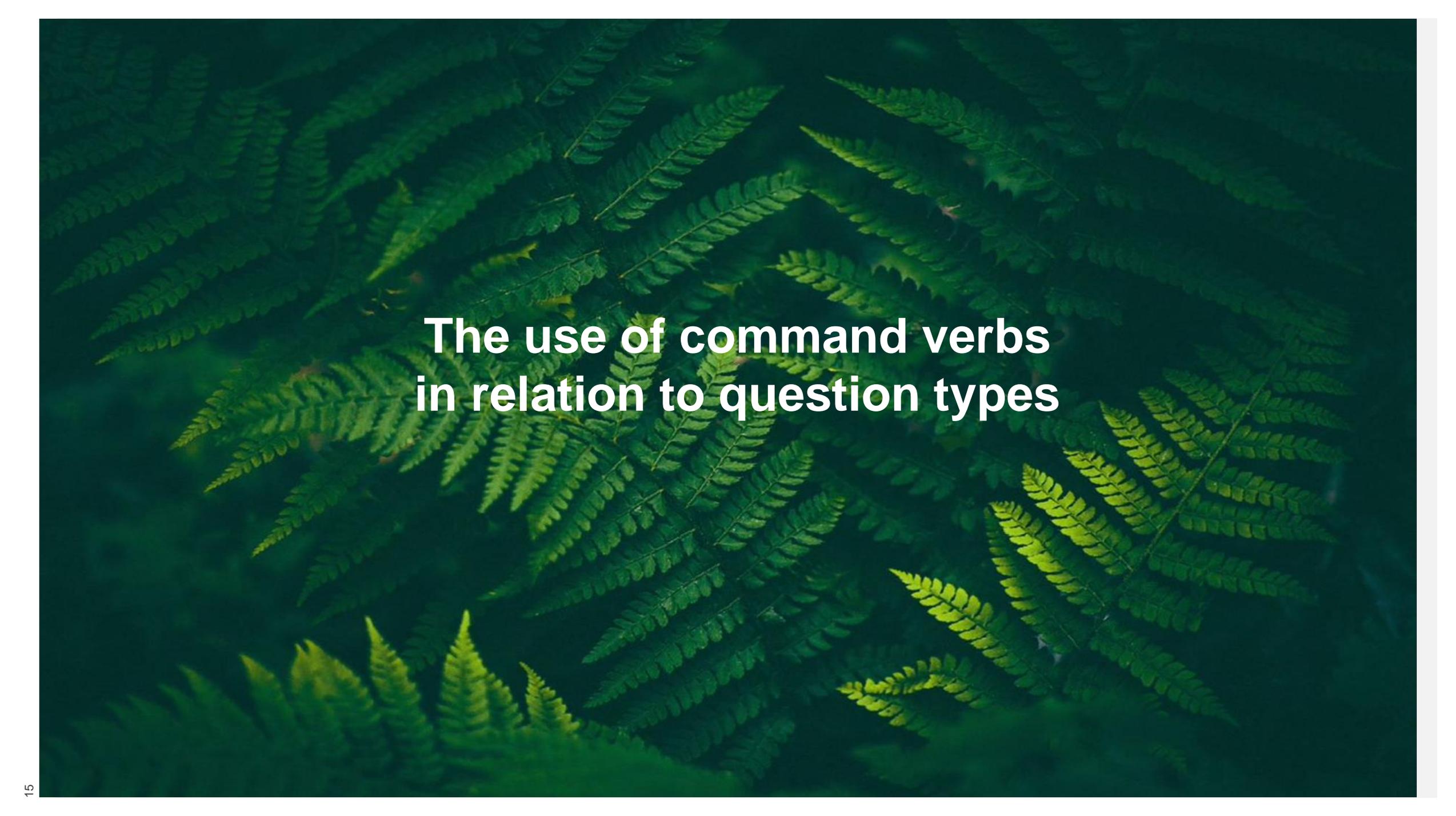
	Element
1	Health and safety
2	Sustainability
3	Biosecurity
4	Supply chain
5	Data and documentation
6	Business
7	Plant biology

# Assessment Objectives for the Core Exam

## Core exam

Assessment objective	Description
<b>AO1a</b> Demonstrate knowledge	The ability to demonstrate basic recall of relevant knowledge in response to straightforward questioning eg material properties. In the exam, this helps to give confidence in sufficiency of coverage of the content, and recognises that not all knowledge requires further understanding eg terminology, number facts, etc.
<b>AO1b</b> Demonstrate understanding	The ability to explain principles and concepts beyond recall of definitions, but in a general way – i.e. out of a particular context in response to straightforward questioning eg simple concepts and terms of description in agricultural contexts.
<b>AO2</b> Apply knowledge and understanding to different situations and context	Using and applying knowledge and understanding taking the understanding of generalities and applying them to specific situations. Questions are likely to ask for application in relation to a straightforward situation eg assessing the application of a single concept and the application of essential mathematical concepts. It is more granular than the more extended synthesis/creation that may respond to an analysis of a more holistic complex situation/brief.
<b>AO3a</b> Analyse and information and issues	Complex thinking that distinguishes patterns and relationships, breaking material into constituent parts, and determining how the parts are related to one another and holistically, inferring underlying assumptions/conditions/relevance/causation.
<b>AO3b</b> Evaluate information and issues	The ability to make judgements about the value, for some purpose, of own or others' work/ideas/solutions/methods using internal or external criteria or standards relevant for the occupational area. These criteria may include eg quality, accuracy, effectiveness, efficiency, coherence, consistency, and may be quantitative or qualitative.

Assessment Objectives	Mark allocation
<b>AO1a Demonstrate knowledge</b> The ability to demonstrate recall of relevant knowledge in response to straightforward questioning.	10%
<b>AO1b Demonstrate understanding</b> The ability to explain principles and concepts beyond recall of definitions, but in a general way – i.e. out of a particular context in response to straight forward questioning.	15%
<b>AO2 Apply knowledge and understanding to different situations and contexts</b> Using and applying knowledge and understanding, taking the understanding of generalities and applying them to specific situations. Questions are likely to ask for application in relation to a straightforward situation.	45%
<b>AO3a Analyse information &amp; issues</b> Complex thinking that distinguishes patterns and relationships, breaking material into constituent parts, and determining how the parts are related to one another and holistically, inferring underlying assumptions / conditions /relevance / causation.	30%
<b>AO3b Evaluate information &amp; issues</b> The ability to make judgements about the value, for some purpose, of own or others' work / ideas / solutions / methods using internal or external criteria or standards relevant for the occupational area. These criteria may include e.g., quality, accuracy, effectiveness, efficiency, coherence, consistency, and may be quantitative or qualitative.	

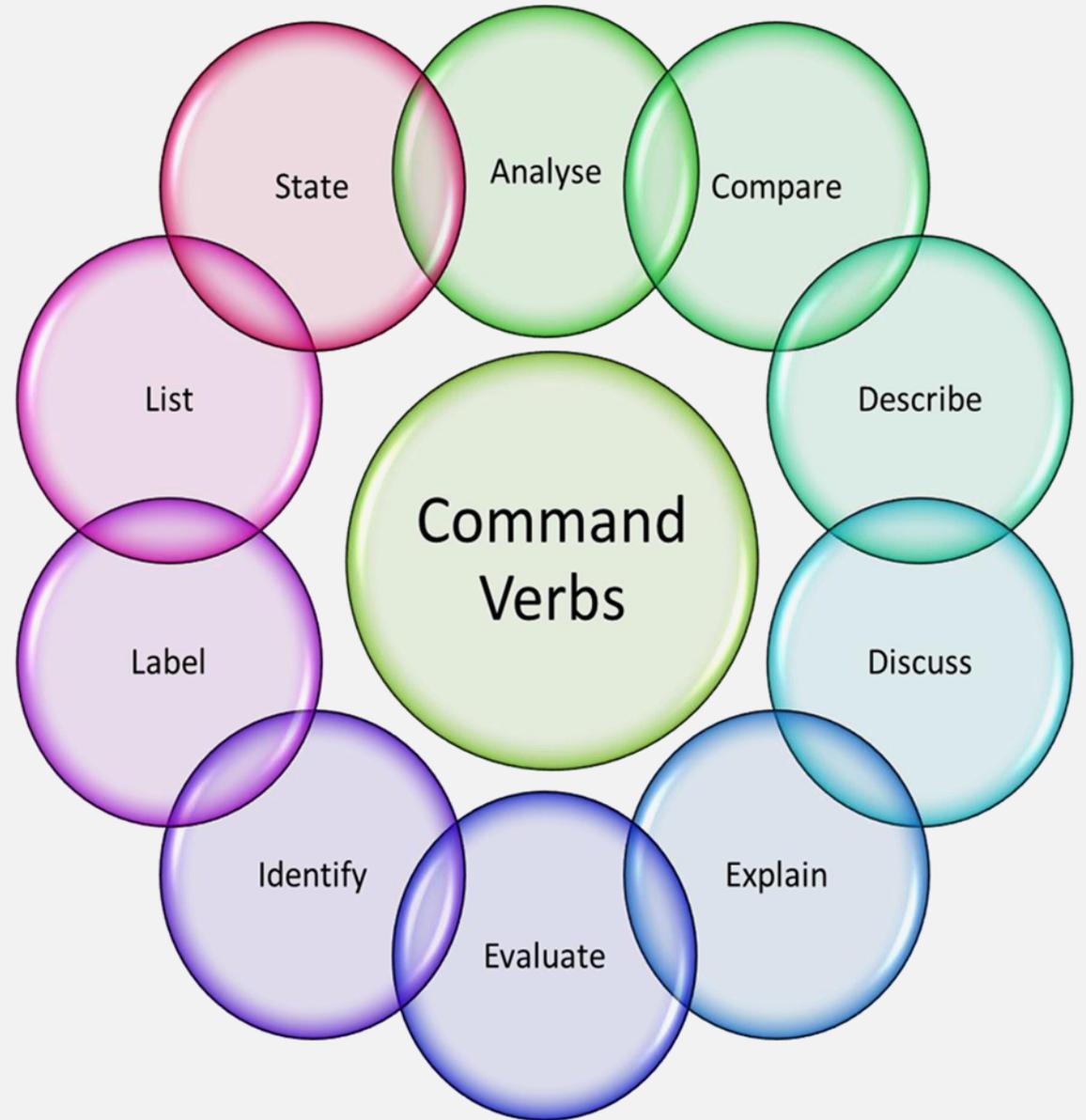


**The use of command verbs  
in relation to question types**

# Exam Preparation

In examinations, certain words, often called command words, are used as prompts to give an indication to learners of the type of response that is expected by the question. These words include 'state', 'describe', 'explain' and 'discuss'.

Command verbs in exam papers are the words your learners need to understand. They tell you what level of /depth of response the examiner is looking for.



Command word	Definition	Likely AO(s)
<b>Identify</b>	recognise something, usually from an image, and state what it is	AO1a
<b>Label</b>	add names or descriptions, indicating their positions, on e.g. an image/ drawing	AO1a
<b>List</b>	give as many answers/ examples as the question indicates	AO1a
<b>State</b>	give the answer, clearly and carefully	AO1a
<b>Name</b>	give the (technical) name of something	AO1a
<b>Select</b>	choose (e.g. the correct material/tool for the job) by making careful decisions	AO1a
<b>Define</b>	give the meaning of something, usually of a technical term	AO1a
<b>Describe a...</b>	write what something is like – usually what it looks, tastes, feels, sounds like etc,	AO1a
<b>Describe</b> the process for...	give the steps in a process	AO1a
<b>Compare</b> (...and contrast) (or <i>describe</i> the similarities/differences)	look for and describe the similarities (and differences) between two or more things/ circumstances	AO1b
<b>Differentiate</b> between	show or find the characteristic differences between two or more similar things/ concepts	AO1b
<b>Distinguish</b> between	describe the characteristic differences between two things, or make one thing seem different from another	AO1b
<b>Annotate</b>	add explanatory notes and comments	AO1b
<b>Give example(s)</b> <b>Illustrate/</b>	use examples or images to support, clarify or demonstrate e.g. an explanation	AO1b
<b>Calculate</b>	work out the answer to a problem using mathematical operators and concepts	AO1b
<b>Summarise</b>	give the main/ key points, which give a broad overview of something	AO1b
<b>Explain</b> the...	make clear or easy to understand by giving details and linked reasoning	AO1b

Command word	Definition	Likely AO(s)
<b>Explain</b> why /consequences of/ reasons for...	give the causes of/ rational for something	AO1b, AO2
<b>Explain</b> how...	Give the steps in e.g. a process, clarifying causal relationships	AO2/AO3
<b>Discuss</b>	talk/write about a topic in detail, considering the different issues, ideas, opinions related to it	AO3
<b>Analyse</b>	study or examine usually a complex issue in detail to identify essential elements, causes, characteristics etc	AO3
<b>Give</b> a rationale	Explain why you have taken particular actions/ decisions	AO3
<b>Justify</b> your decisions	Make a case for the decisions/ actions taken explaining why they particularly meet the particular circumstances/ context	AO3
<b>Describe</b> the effect of (e.g. an event).... <b>Describe</b> the effect on .....	write about what has changed/happened because of the e.g. event	AO2/AO3
<b>Evaluate</b>	Make an analysis about the success/ quality of e.g. end product/outcome – usually systematic, proposing improvements	AO3

# How the application of command verbs in questions works in practise

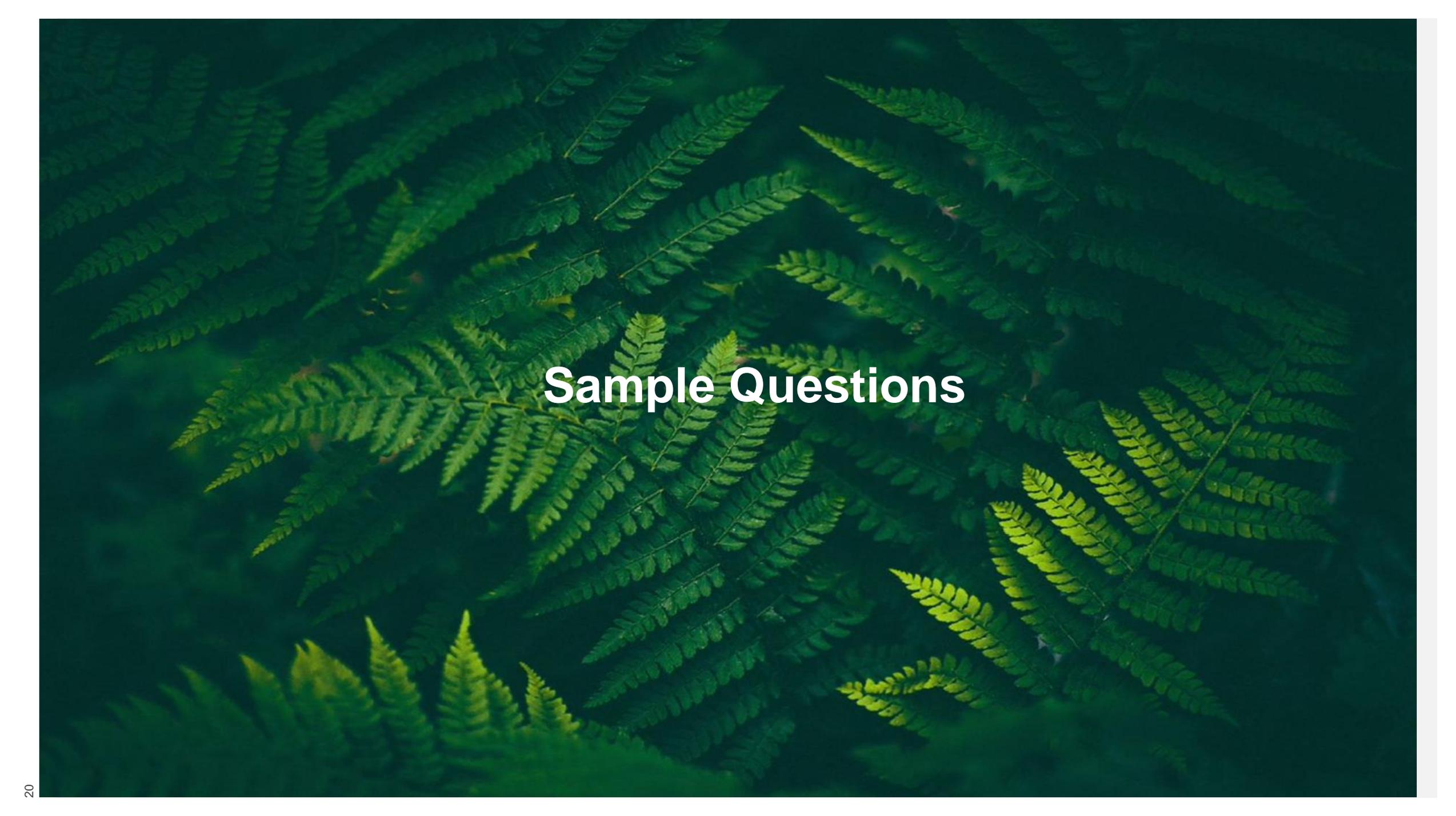
**AO1 (a)** Demonstrate knowledge-all AOs require the ability to recall knowledge. AO1a) refers to instances where the learner is simply required to demonstrate basic recall **(10% weighting)**

**AO1 (b)** Demonstrate understanding- The ability to explain principles and concepts beyond recall **(15% weighting)**

**AO2** Apply knowledge and understanding to different situations and context **(45% weighting)**

**AO3** Analyse and evaluate information and issues **(30% weighting)**

- Short, lower-tariff (marks) question types, 'state, list'-type, recall questions typically require a separate point per mark **AO1 (a)**
- Medium- tariff (marks) question types, 'explain'-type questions may require a point or limited explanation for 1 mark with a further mark available for more depth or explanation **AO1 (b)**
- Higher tariff 6-12 mark question types, 'discuss'-type questions expect a higher quality of response for higher marks, and these are usually marked using level of response marking (bands)  
**AO2 and AO3**



# Sample Questions

## Examples of question types

Common Core Exam

Core Pathway Exam

Extended Response Questions



# Common Core Exam – Section A

8 Explain **two** ways that continuous professional development benefits an employer. (4 marks)

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Command verb is explain:

**Explain** - make clear

Key words learners need to understand are **two**, **CPD**, and **benefits**.

<b>Q8</b>	Explain <b>two</b> ways that continuous professional development benefits an employer. (4 marks)	
<b>Mark Scheme</b>	<ul style="list-style-type: none"> <li>Improved/up to date skills positively impacting staff performance (1) leading to improvements in employer performance (1)</li> <li>Improved confidence / self-esteem / valued by an employer positively impacting motivation / feeling of belonging (1) <b>either</b> leading to improved staff retention reducing costs / retaining expertise (1)</li> <li>Investment in an individual over time, enhances their skills / understanding of how an organisation operates (1), helping to support internal talent development / increases skilled work force(1)</li> </ul>	<p>Award <b>1 mark</b> for a basic explanation, and award <b>1 further mark</b> for developed explanation, to a maximum of <b>2 marks</b>.</p> <p>Credit any other appropriate response.</p>
<b>Total marks</b>	4	
<b>AO</b>	AO1b	
<b>Qual spec reference</b>	3.3 Development opportunities	

# Common Core Exam – Section B (Extended Response Questions)

A land-based company has recently started using a new piece of equipment. The company has reported five near misses associated with this piece of equipment which has triggered a Health and Safety Executive HSE investigation, as the incidents were potentially fatal. However, following the investigation the equipment is found to be in correct working order and is not faulty or dangerous if used correctly.

Staff are now reluctant to use the equipment, but it is essential that they use it as it is needed in their day-to-day work.

Analyse the direct and indirect consequences of poor health and safety standards on the company and justify techniques and methods that could be used to promote health and safety standards amongst the workforce.

(12 marks)

Command verbs are **analyse** (study/examine a complex issue in detail to identify essential elements) and **justify** (make a case for the decisions/actions taken with reference to the context).

**Key words:** direct, indirect, consequences, promote

*These type of questions are designed for stretch and challenge and provide opportunity for differentiation of learners.*

*For less able learners you may need to break these types of questions down during formative assessments to support learners in accessing marks.*

# Indicative Content

## Analysis:

### Financial:

- Potential compensation claims if issue keeps occurring and results in injury/fatality. (direct)
- Cost of any repairs/ replacement of equipment if issue is linked to the specific piece of equipment. (direct)
- Cost of retraining staff to use new equipment safely (indirect)
- Increased insurance premiums if injury occurs (indirect)
- Consequences of non-compliance of health and safety legislation, including prosecution, fines, legal fees and enforcement notices (direct)

### Emotional:

- Stress/ mental well-being of staff potentially impacting and increasing staff sickness/staff retention (employees and employers) (indirect)

### Reputation

- Loss of reputation can potentially reduce sales and profits. (indirect)
- Bad publicity if the number of near misses and potential for more serious injury gets out into the public. (indirect)

## Justify techniques and methods.

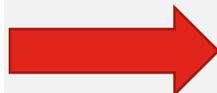
- Regular health and safety training to include new equipment to ensure safety of workers
- Provide safe equipment and systems of work
- Continued correct reporting and recording of near misses to ensure correct action is taken to prevent further near misses and relevant training can be provided
- Internal investigations to prevent further incidents and accidents
- Implementation of standard operating procedures to improve safe working practices and health and safety procedures
- Provide and use of appropriate and suitable PPE to ensure safety of all workers and prevent accidents
- Revision of risk assessments - put processes in place to minimise future risks
- Organisational procedural documents or policies to improve efficiencies and reduce costs
- Contact health and safety specialist/ consultant for advisory visit/ regular health and safety audits to reduce potential liability for the company/ to maintain reputation of the company

# Mark Scheme

Band	Marks	Descriptor
4	10-12	<p>Demonstrates comprehensive application of knowledge and understanding in relation to poor health and safety standards and the direct and indirect consequences this has on a company.</p> <p>Demonstrates comprehensive use of analysis of the direct and indirect consequences to the company with a comprehensive review of the poor health and safety standards.</p> <p>Demonstrates comprehensive evaluative skills by justifying a broad range of actions to promote health and safety standards. Justifications are convincing and supported with valid reasoning.</p>
3	7-9	<p>Demonstrates thorough application of knowledge and understanding in relation to poor health and safety standards and the direct and indirect consequences this has on a company.</p> <p>Demonstrates thorough use of analysis of the direct and indirect consequences to the company with a thorough review of the poor health and safety standards.</p> <p>Demonstrates thorough evaluative skills by justifying a good range of actions to promote health and safety standards. Justifications are credible and supported with mostly accurate reasoning.</p>
2	4-6	<p>Demonstrates good application of knowledge and understanding in relation to poor health and safety standards and the direct and indirect consequences this has on a company.</p> <p>Demonstrates good use of analysis of direct and indirect consequences to the company with a good review of the poor health and safety standards.</p> <p>Demonstrates good evaluative skills by justifying a range of actions to promote health and safety standards. Justifications are brief and supported with some reasoning.</p>
1	1-3	<p>Demonstrates basic application of knowledge and understanding in relation to poor health and safety standards and the direct and indirect consequences this has on a company</p> <p>Demonstrates basic use of analysis of direct and indirect consequences to the company with a basic review of poor health and safety standards.</p> <p>Demonstrates basic evaluative skills by justifying a limited range of actions to promote health and safety standards. Justifications are limited and are not always supported.</p>
	0	No relevant material



Band	Marks	Descriptor
4	10-12	<p>Demonstrates comprehensive application of knowledge and understanding in relation to poor health and safety standards and the direct and indirect consequences this has on a company.</p> <p>Demonstrates comprehensive use of analysis of the direct and indirect consequences to the company with a comprehensive review of the poor health and safety standards.</p> <p>Demonstrates comprehensive evaluative skills by justifying a broad range of actions to promote health and safety standards. Justifications are convincing and supported with valid reasoning.</p>



1	1-3	<p>Demonstrates basic application of knowledge and understanding in relation to poor health and safety standards and the direct and indirect consequences this has on a company</p> <p>Demonstrates basic use of analysis of direct and indirect consequences to the company with a basic review of poor health and safety standards.</p> <p>Demonstrates basic evaluative skills by justifying a limited range of actions to promote health and safety standards. Justifications are limited and are not always supported.</p>
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# Floristry Core Pathway Exam – Section A

3 State **two** environmental requirements for a floristry business.

(2 marks)

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Command verb is State:

**State** - give the relevant points briefly

Key words learners need to understand are **two**, **environmental** and **business**.

<b>Q3</b>	State <b>two</b> working environmental requirements for a floristry business.	
<b>Mark Scheme</b>	<ul style="list-style-type: none"> <li>• Ventilation (1)</li> <li>• Lighting (1)</li> <li>• Space (1)</li> <li>• Working area (1)</li> <li>• Storage facilities (1)</li> <li>• Temperatures (1)</li> </ul>	<p><b>Marking guidance</b> Award <b>1 mark</b> for each correct response to a maximum of <b>2 marks</b>.</p> <p>Credit other suitable responses.</p>
<b>Total marks</b>	2	
<b>AO</b>	AO1a	
<b>Qual spec reference</b>	1.3 The environmental requirements for a floristry business.	

# Livestock Production Core Pathway Exam – Section A

10 A local farm produces and sells pigs. There is currently an oversupply of pigs onto the market which is expected to last for a three-month period.

Explain **two** impacts of this oversupply in the market on the farm business.

(4 marks)

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Command verb is explain:

**Explain** - make clear

Key words learners need to understand are **two**, **impacts**, **oversupply** and **market**.

<b>Q10</b>	A local farm produces and sells pigs. There is currently an oversupply of pigs onto the market which is expected to last for a three-month period. Explain <b>two</b> impacts of this oversupply in the market on the farm business.	
<b>Mark Scheme</b>	<ul style="list-style-type: none"> <li>The pigs cannot be sold to the butcher at the optimal weight so they will not meet market specification at the point of sale (1) and the price will fall meaning a reduction in sales price and profit (1)</li> <li>Input costs will be higher, and profitability will be lower for the overall farm business (1) as feed and bedding/husbandry costs will increase as the pigs will have to remain on the farm as they cannot be sold for the three-month period (1)</li> <li>Additional pigs on the farm could mean that stocking levels could be too high for the available space as the oversupply impacts on the usual schedule of when pigs are sold to the butcher (1) which may lead to welfare breaches with potential impacts on farm assurance status (1)</li> </ul>	<p><b>Marking guidance</b> Award <b>1 mark</b> for each basic explanation, and award <b>1 further mark</b> for each developed explanation, to a maximum of <b>2 marks</b>. Award a maximum of <b>4 marks</b> for two impacts fully explained. Credit any other appropriate response.</p>
<b>Total marks</b>	4	
<b>AO</b>	AO2	
<b>Qual spec reference</b>	4.1 Principles of supply chains in the livestock production industry	

# Land Based Engineering Core Pathway Exam – Section A

1 Recycling is one of the principles of waste management.

a) Name **one** other principle.

(1 mark)

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b) State how a business must dispose of a faulty battery.

(1 mark)

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<b>Q1</b>	Recycling is one of the principles of waste management. a) Name <b>one</b> other principle. (1 mark)  b) State how a business must dispose of a faulty battery. (1 mark)	
<b>Mark Scheme</b>	a) <ul style="list-style-type: none"> <li>• Refuse (1)</li> <li>• Reuse (1)</li> <li>• Reduce (1)</li> <li>• Repurpose (1)</li> </ul> b) <ul style="list-style-type: none"> <li>• Through a licensed waste disposal company (1)</li> </ul>	<b>Marking guidance</b> a) Award <b>1 mark</b> for 1 other correct principle.  b) Award <b>1 mark</b> for a correct statement.  Credit any other appropriate response.  Do not accept responses for disposal of the battery at a council refuse site which is not permitted for commercial waste.
<b>Total marks</b>	2	
<b>AO</b>	AO1a	
<b>Qual spec reference</b>	2.2 Waste management principles.	

Command verbs are State/Name:

**State** - give the relevant points briefly

**Name** – give the (technical) name of something

Key words learners need to understand are **recycling, principles** and **waste management.**

# Trees & Woodland, Horticulture and Crop Core

## Pathway Exam – Section A

14 Japanese knotweed (*Reynoutria japonica*) has been identified on a site/field your business is working on which is located immediately next to a housing development.

Discuss the implications that the **landowner** should consider.

(6 marks)

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Command verb is Discuss:

**Discuss** - write about a topic in detail, considering the different issues

Key words learners need to understand are **Japanese knotweed**, **implications** and **landowner**.

Band	Marks	Descriptor
3	5-6	Demonstrates thorough application of knowledge and understanding of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is detailed and accurate and points are well linked.
2	3-4	Demonstrates good application of knowledge and understanding of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is good and some points are linked together.
1	1-2	Demonstrates basic application of knowledge and understanding of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is limited and points are not linked together.
	0	<b>No relevant material</b>

### Indicative content

#### Implications:

- Japanese knotweed is classed as a controlled plant under the Wildlife and Countryside Act 1981 so must be treated as an invasive plant.
- According to DEFRA guidance you must stop Japanese knotweed on your land from spreading off your property so the landowner must take action.
- Although it is not a legal obligation to remove Japanese knotweed off your land if it's not causing a nuisance, you can be prosecuted for causing it to spread into the wild
- Legal action from the owner of the adjacent land (housing development) is a possibility.
- Japanese knotweed is classed as 'controlled waste' under the Environmental Protection Act 1990 so would need to be managed under this classification e.g. removal, storage, disposal, use of land.
- Even the slightest piece of Japanese knotweed can still regrow – what are the future risks/concerns. Can take several years to control.
- Effects future use of the site.
- Devalues site as an asset.

## Trees & Woodland, Horticulture and Crop Core Pathway - Section B (Extended Response Questions)

<b>Q15</b>	<p>A plant production facility which imports plant material has discovered an insect in a consignment that it has received from outside the UK. The insect has been identified by the Animal and Plant Health Authority as a pest.</p> <p>Analyse the potential impacts on the plant production business of finding the insect pest and justify actions to take to manage these impacts.</p> <p style="text-align: right;">(12 marks)</p>
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Command verbs are **analyse** (study/examine a complex issue in detail to identify essential elements) and **justify** (make a case for the decisions/actions taken with reference to the context).

**Key words:** impacts, consignment, pest, manage

*These type of questions are designed for stretch and challenge and provide opportunity for differentiation of learners.*

*For less able learners you may need to break these types of questions down during formative assessments to support learners in accessing marks.*

# Indicative Content

## **Potential impacts on the business of managing the insect pest:**

- Cost and safety implications of treating the pest: impact on profit, time to do, how ensure it has been successful. Most insect pests are harmless to humans.
- Requirement to notify authorities of the details of the presence of the pest; additional restrictions may be imposed by the authority.
- Impact on reputation because of affected plants; drop in sales.
- Need to shut down or restrict access to all plant materials; takes up storage space, needs to be isolated from other materials, costs of biosecurity measures.
- Restrictions to movement, sale and disposal of the infected plant material.
- Consideration of the Plant Health Act 1967 and amendments
- Expense of replacing stock; impact on profit and staff time, additional cost for reassurance of bio security (passports, additional inspections)
- Delay whilst wait for replacements to arrive: impact on reputation with existing customers, loss of trust, impact on future sales.
- Cost of disposal of plant material that needs to be managed by an external contractor if the insects are found on the plants; impact on profit, waiting for them to act, storage in the meantime.
- Distribution before pest noticed and identified
- Reputational impact which could lead to loss of business: expense, time, risk to reputation, compensation/replacement.

## **Justifications of actions to manage the impacts of the insect pest:**

- Quarantine the batch of plant material, not just visibly affected plant materials to avoid and control the spread of the insect pest (internal and external):
  - Regular monitoring/reporting to observe possible spread, and control and manage the risk.
- Immediately contact the Animal and Plant Health Agency to report the details of the imported pest because this is a legal requirement (Plant Health Act 1967)
- Pest control/spraying to kill the insect pest. Health & Safety legislation requirements must be met (e.g. COSHH, Pesticide Application Certificate of Competence), and relevant chemical safety data should be observed.
- If the plant is significantly damaged destroy the plant to save on the resources used to maintain the plant.
- If the plant is otherwise healthy it can be grown on for efficient use of business resources.
- Arrange disposal of affected plants by an external contractor where necessary to ensure compliance with legislation.
- Notifying customers who may have been affected, in order to comply with legal requirements.
- Undertake publicity activities to restore customer confidence, ensure business and reputation can be maintained.
- Undertake promotional activities to increase sales and compensate for lost business.
- Consider temporary or partial business closure to manage the situation and provide customer confidence in how the situation is being dealt with
- Follow contingency planning to source alternative supplier(s) who may be able to deliver direct to customers.
- Storage and handling to reduce the risk of spreading the insect pest:
  - Comprehensive inspection to assess the scale of the pest infestation.
  - Review quarantine procedures to ensure these remain compliant and able to cope with the scale and possible range of situations.
  - Employ and continually review hygiene practices: disinfection, personal, stores, equipment, staff training.
  - This increases costs to the business which the business will have to absorb.
- Transportation: to reduce the risk of spreading the insect pest:
  - Inspection of transport – hygiene and disinfection before loading and leaving the plant production facility
- Sourcing reliable (clean) replacement plant materials to continue running the business.
- Staff training to become aware and be able to recognise and identify any new pests, to ensure continuous monitoring of plant materials and awareness of potential issues.

# Mark Scheme

Band	Marks	Descriptor
4	10-12	<p>Demonstrates comprehensive application of knowledge and understanding of biosecurity principles and plant health legislation in relation to impacts on the business of finding the insect pest.</p> <p>Demonstrates comprehensive use of analysis of potential impacts on the plant production business of finding the insect pest, with a comprehensive review of the requirements of biosecurity principles and plant health legislation.</p> <p>Demonstrates comprehensive evaluative skills by justifying an excellent range of actions to manage these impacts. Justifications are convincing and supported with valid reasoning.</p>
3	7-9	<p>Demonstrates thorough application of knowledge and understanding of biosecurity principles and plant health legislation in relation to impacts on the business of finding the insect pest.</p> <p>Demonstrates thorough use of analysis of potential impacts on the plant production business of finding the insect pest, with a thorough review of the requirements of biosecurity principles and plant health legislation.</p> <p>Demonstrates thorough evaluative skills by justifying a good range of actions to manage these impacts. Justifications are credible and supported with mostly accurate reasoning.</p>
2	4-6	<p>Demonstrates good application of knowledge and understanding of biosecurity principles and plant health legislation in relation to impacts on the business of finding the insect pest.</p> <p>Demonstrates good use of analysis of potential impacts on the plant production business of finding the insect pest, with a good review of the requirements of principles and plant health legislation.</p> <p>Demonstrates good evaluative skills by justifying a moderate range of actions to manage these impacts. Justifications are brief and supported with some reasoning.</p>
1	1-3	<p>Demonstrates basic application of knowledge and understanding of biosecurity principles and plant health legislation in relation to impacts on the business of finding the insect pest.</p> <p>Demonstrates basic use of analysis of potential impacts on the plant production business of finding the insect pest, with a basic review of the requirements of biosecurity principles and plant health legislation.</p> <p>Demonstrates basic evaluative skills by justifying a limited range of actions to manage these impacts. Justifications are limited and are not always supported.</p>
	0	No relevant material



Band	Marks	Descriptor
4	10-12	<p>Demonstrates comprehensive application of knowledge and understanding of biosecurity principles and plant health legislation in relation to impacts on the business of finding the insect pest.</p> <p>Demonstrates comprehensive use of analysis of potential impacts on the plant production business of finding the insect pest, with a comprehensive review of the requirements of biosecurity principles and plant health legislation.</p> <p>Demonstrates comprehensive evaluative skills by justifying an excellent range of actions to manage these impacts. Justifications are convincing and supported with valid reasoning.</p>
1	1-3	<p>Demonstrates basic application of knowledge and understanding of biosecurity principles and plant health legislation in relation to impacts on the business of finding the insect pest.</p> <p>Demonstrates basic use of analysis of potential impacts on the plant production business of finding the insect pest, with a basic review of the requirements of biosecurity principles and plant health legislation.</p> <p>Demonstrates basic evaluative skills by justifying a limited range of actions to manage these impacts. Justifications are limited and are not always supported.</p>



# Technical Qualification – Employer Set Project

# The Employer Set Project (ESP)

Employer-set project					
8717-301 Crop, Woodland and Horticulture	Externally set project	17 hours	90	40%	Externally marked
8717-302 Land-based engineering	Externally set project	17 hours	90	40%	Externally marked
8717-303 Livestock	Externally set project	17 hours	90	40%	Externally marked
8717-304 Floristry	Externally set project	17 hours	90	40%	Externally marked

# What is the ESP ?

The employer-set project is a classroom-based assessment undertaken in controlled conditions, (*not invigilated conditions*) as prescribed within the candidate and centre guidance packs.

The core employer-set project (ESP) sub-component assesses the skills and application of the core knowledge of the TQ. Each project will be developed together with employers in the industry to reflect realistic types of developments, activities and challenges.

The Employer-set project will cover knowledge and core skills from the Agriculture, Environmental and Animal Care **common core** and the mandatory **core pathway** that has been chosen.

The tasks are:

- Research
- Report
- Plan
- Peer review
- Evaluate and present

A new brief will be set for each series covering different topics. However, the number and type of tasks will remain the same for each series, as will the marks and weightings for each task. It is the project brief content and topic that will change.

# More Information on the ESP

The employer-set project samples content from across the core of the Technical Qualification (TQ). However, due to their importance all versions of the employer-set project will cover content from the following core underpinning knowledge outcomes of specific knowledge and skills for each specialism will be assessed in the practical assignments:

**The project is linked to the core skills and draws on the content from the core knowledge and assesses the following core skills:**

Details and suggestions for delivery of each core skill can be found in the QHB

Analysing

Communicating

Critical thinking

Decision making

Investigating

Working in a team

Learners will be marked on the quality and accuracy of the written work they produce.

# ESP for all four Core pathways

## Scheduling of the Employer-set project assessments

The Employer-set project assessment window will occur from March to May annually. Specific dates will be released annually through the key date schedule for the following academic year.

Task	Scheduling	Task duration
1 Research	City & Guilds sets the assessment window for the centre to timetable	6 hours
2 Report	City & Guilds sets the assessment window for the centre to timetable	4 hours
3 Plan	City & Guilds sets the assessment window for the centre to timetable	4 hours
4 Peer review	City & Guilds sets the assessment window for the centre to timetable	1 hour
5 Evaluate and present	City & Guilds sets the assessment window for the centre to timetable	2 hours

## Employer-set project

Assessment objective	Typical evidence	*Approximate weighting
AO1 Plan approach to meeting the brief	Evidence of a planned approach to work, considered sequence of activity, evidence of prioritisation, review, and iterative working. Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and use of sources, response completed meeting required parameters, sources used effectively and integrated into response, effective use of time allocation available for presentations.	13.3%
AO2 Apply core knowledge and skills as appropriate	Linking knowledge principles and ideas and applying them in context of the brief when considering compiling response use of materials, concepts etc. Applying core skills eg communication, planning etc. appropriately throughout tasks within project.	50%
AO3 Select relevant techniques and resources to meet the brief	Selection of techniques and resources in order to support a response to the brief; consideration of the techniques and resources that are most effective and appropriate to use, and accurate and informed use of these.	13.3%
AO4 Use maths, English and digital skills	Use of correct terminology, abbreviations, units of measurement in context, consideration of audience of brief response (technical versus non-technical wording), use of calculations/diagrams etc., appropriately, consideration of the use of ICT and digital methods both in brief response and in evidence presentation.	10%
AO5 Realise project outcome and review how well the outcome meets the brief	Considered analysis and evaluation of project outcome, response conclusion or evaluation, identification of solutions in response to brief problem with evidence of evaluation of other options and reasons for rejection of other options where not appropriate.	13.3%

# ESP tasks for all four core pathways

Task	Conditions	Evidence produced	Evidence submitted?	Timings	Marks available	
1. Research	Supervised/ controlled	Research action plan Research notes List of references	Yes	6 hours	12	
2. Report	Supervised/ controlled	Written report	Yes	4 hours	27	
3. Plan	Supervised/ controlled	Project /implementation plan Supporting statement	Yes	4 hours	21	
4. Peer review	Supervised/ controlled	Candidate feedback form Peer review form	Yes	1 hour	N/A	
5. Evaluate and present	Supervised/ controlled	Presentation materials Video recording of presentation and questions and answers	Yes	2 hours	21	
			<b>Total</b>	17 hours	81	
					<b>maths, English and digital skills*</b>	9
					<b>Total marks</b>	90

# Timelines for assessments for curriculum planning

Component	Series	Assessment type	Calendar Month/s	Assessment window/set date
Core exam 1	Summer series	Written exam	May/June	Set date
	Autumn series	Written exam	November	Set date
Core exam 2	Summer series	Written exam	May/June	Set date
	Autumn series	Written exam	November	Set date
Employer-set project	Summer series	Project	March/May	Set dates within assessment window
	Autumn series	Project	October/November	Set dates within assessment window
Occupational specialism	One series annually	Assignment	Please refer to the key date schedule for specific assessment windows for each Occupational Specialism.	

ESP window opens March date TBC –all tasks released to tutors one week beforehand to support planning  
 Theory exam paper 1 June date TBC  
 Theory exam paper 2 June one week after paper 1 date TBC

# How we support you

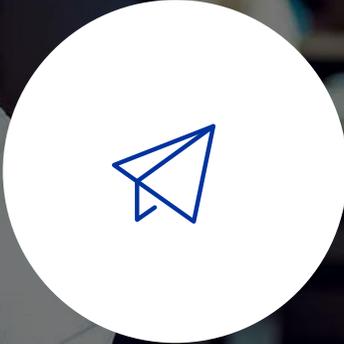
Updates/Topics/Networks



Blended approach to communication



Provider networks and events



e-bulletin content and email updates



Website

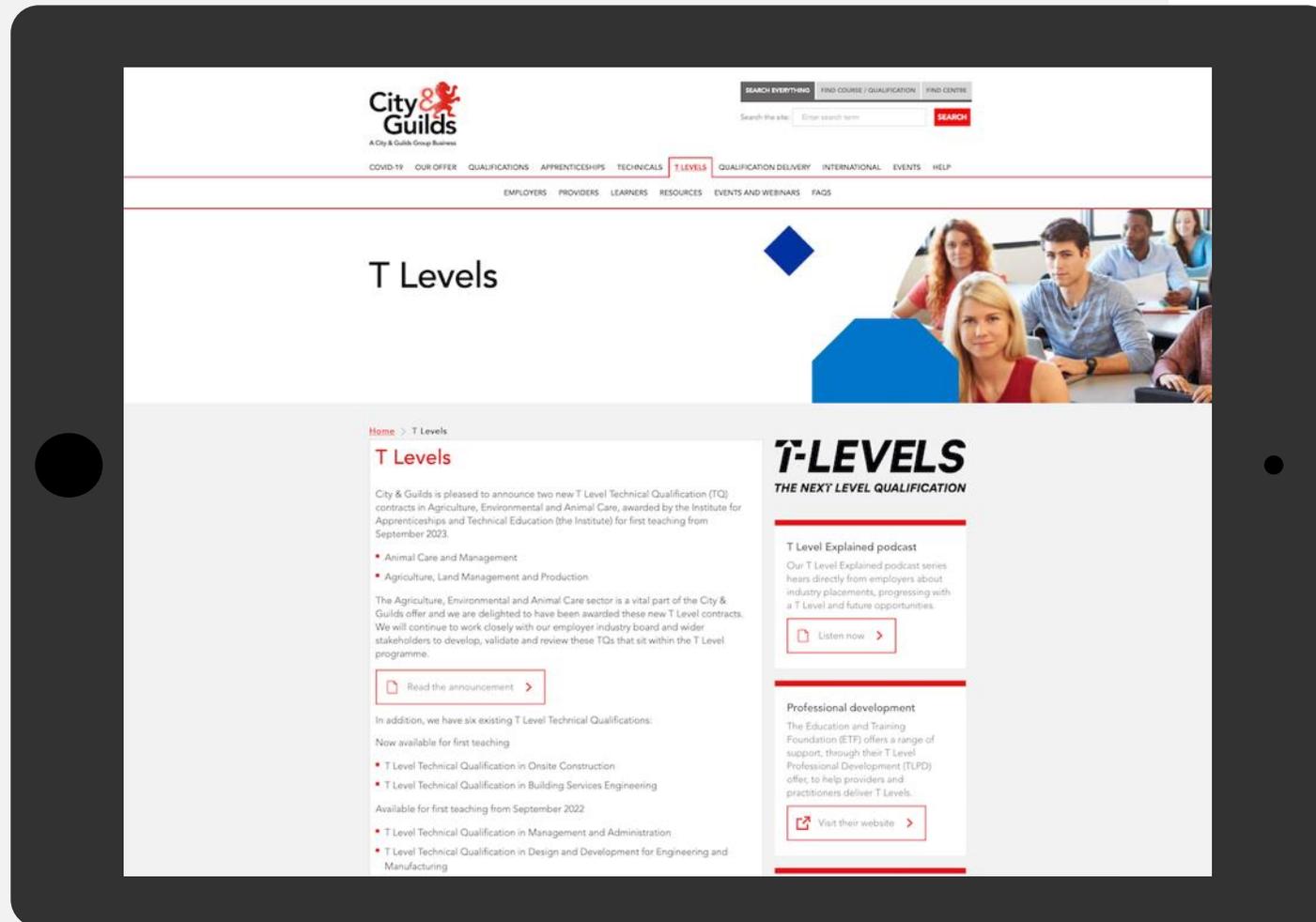
# Support and guidance

Ready to support eligible providers and stakeholder engagement

To find out more about City & Guilds T Levels, please visit our webpages

- Updated webpage for T Levels
- Proposed timeline
- Provider focus groups
- Employer Industry Boards
- e-bulletins
- Draft specifications
- Dedicated Technical Advisors

<https://www.cityandguilds.com/tlevels>



# Support and guidance

https://www.cityandguilds.com/tlevels

### EMPLOYERS

We work with employers and industry organisations to ensure our qualifications are fit for purpose.

[Find Out More >](#)

### PROVIDERS

We've put learners at the heart of these new T Level technical qualifications, and with 140 years of working in education and with industry partners, we're a trusted leader in the field.

[Find Out More >](#)

### LEARNERS

At City & Guilds we are committed to helping learners progress into a job, develop on the job and move into the next job.

[Find Out How We Support You >](#)

### RESOURCES AND SUPPORT

Find out how we can support you with planning, delivery and assessment.

[Find Out More >](#)

### EVENTS AND WEBINARS

We offer a range of webinars and events to support qualification development and delivery.

[Find Out More >](#)

### FREQUENTLY ASKED QUESTIONS (FAQS)

Do you have any questions around T Levels?

[Find Out More >](#)

## Pre-delivery providers: Annual calendar 2022/23

T Level Technical Qualification in Agriculture, Environment and Animal Care

- Agriculture, Land Management and Production (8717)

September '22	October '22	November '22	December '22	January '23	February '23
<b>September</b> <input type="checkbox"/> HEI guide and learner flyer published on the website  <b>September</b> <input type="checkbox"/> 12-month countdown to first teaching begins	<b>October</b> <input type="checkbox"/> Quarterly e-bulletin published  <b>14th</b> <input type="checkbox"/> Network webinar (recorded) Introduction to T Levels	<b>25th</b> <input type="checkbox"/> Network webinar (recorded) T Level familiarisation pt. 1: high level overview of TQ	<b>16th</b> <input type="checkbox"/> Network webinar (recorded) T Level familiarisation pt. 2: core content, ESP & exams overview	<b>12th</b> <input type="checkbox"/> Network webinar (recorded) Provider approval & support pt. 1  <b>16th</b> <input type="checkbox"/> Network webinar (recorded) T Level familiarisation pt.3: OS content update & exams overview	<b>10th</b> <input type="checkbox"/> Network event (recorded) Curriculum planning & delivery models  <b>16th</b> <input type="checkbox"/> Network webinar (recorded) Provider approval & support pt. 2
March '23	April '23	May '23	June '23	July '23	August '23
<b>7th</b> <input type="checkbox"/> Face-to-Face network event (London) Preparing for the core assessment  <b>8th</b> <input type="checkbox"/> Face-to-Face network event (Wakefield) Preparing for the core assessment  <b>14-16th</b> <input type="checkbox"/> Centre support via MS Teams Specification support > Floristry > Crop, Hort. & Trees > Land-based engineering > Livestock production  <b>30th</b> <input type="checkbox"/> Network event (recorded) Core, core pathway & ESP assessments	<b>April</b> <input type="checkbox"/> Quarterly e-bulletin published  <b>April</b> <input type="checkbox"/> Face-to-Face network events Centre visits: please book with TAs  <b>5th</b> <input type="checkbox"/> Centre support via MS Teams Q&A on core assessments  <b>11-14th</b> <input type="checkbox"/> Centre support via MS Teams Core pathway assessment structure and overview > Floristry > Crop, Hort. & Trees > Land-based engineering > Livestock production	<b>May</b> <input type="checkbox"/> Face-to-Face network events Centre visits: please book with TAs  <b>5th</b> <input type="checkbox"/> Network event (recorded) Core, core pathway & ESP assessments  <b>9th</b> <input type="checkbox"/> Centre support via MS Teams Ask the Expert: core, core pathway & ESP structure  <b>17th</b> <input type="checkbox"/> Centre support via MS Teams Ask the Expert: core, core pathway & ESP structure	<b>June</b> <input type="checkbox"/> Face-to-Face network events Centre visits: please book with TAs  <b>June</b> <input type="checkbox"/> Exam timetable and key dates schedules published  <b>14-21st</b> <input type="checkbox"/> Centre support via MS Teams Ask the Expert: OS content, assessment strategies & GSEMs > Floristry > Crop > Horticulture > Trees and Woodlands > Land-based engineering > Livestock production  <b>14th</b> <input type="checkbox"/> Network event Centre support via MS Teams Ask the expert: Core and OS	<b>July</b> <input type="checkbox"/> Quarterly e-bulletin published  <b>11th</b> <input type="checkbox"/> Network event (recorded) Readiness for delivery	<b>August</b> <input type="checkbox"/> Face-to-Face network events Centre visits: please book with TAs

If you have any questions, please contact us:  
 E: [technical.quality@cityandguilds.com](mailto:technical.quality@cityandguilds.com) | T: 0300 303 5352 | W: [cityandguilds.com/tlevels/land-based](https://www.cityandguilds.com/tlevels/land-based)

[pre-delivery-providers-agriculture-environment-and-animal-care-pdf.ashx \(cityandguilds.com\)](https://www.cityandguilds.com/tlevels/land-based/pre-delivery-providers-agriculture-environment-and-animal-care-pdf.ashx)

# Associate Vacancies

- There are a variety of contracted associate roles you may wish to apply for, such as:
  - External Quality Assurers
  - Moderators
  - Roles with our T Level Qualifications (Moderators, Principal Moderators, Technical Qualification Associates)
  - Examiners
- New roles are frequently added to the site, therefore do visit regularly to see new opportunities as they become available.
- Find out more about the current opportunities and how to apply.
- The roles are very different, therefore do read the guidance for each to support your application.

[Associate Vacancies | City & Guilds Group Careers \(cityandguildsgroup.com\)](https://www.cityandguildsgroup.com/careers)

The Principal Examiner roles for Land T-Levels (ALMP) are now live on our website. These roles will first be asked to write the question papers and Employer Set Projects (ESP), and then Occupational Specialisms (OS).

## **T Level Technical Qualification In Agriculture, Land Management And Production – (Core Question Paper 1)**

[T Level Technical Qualification in Agriculture, Land Management and Production \(10623\) | City & Guilds Associate Vacancies \(cityandguilds.com\)](https://www.cityandguilds.com/careers)

## **T Level Technical Qualification in Agriculture, Land Management and Production (ALMP) – Core Pathway (Question Paper 2) for Crop, Woodland and Horticulture – Principal Examiner**

[T Level Technical Qualification in Agriculture, Land Management and Production \(10624\) | City & Guilds Associate Vacancies \(cityandguilds.com\)](https://www.cityandguilds.com/careers)

## **T Level Technical Qualification in Agriculture, Land Management and Production (ALMP) – Core Pathway (Question Paper 2) for Livestock – Principal Examiner**

[T Level Technical Qualification in Agriculture, Land Management and Production \(10625\) | City & Guilds Associate Vacancies \(cityandguilds.com\)](https://www.cityandguilds.com/careers)

## **T Level Technical Qualification in Agriculture, Land Management and Production (ALMP) – Core Pathway (Question Paper 2) for Land Based Engineering – Principal Examiner**

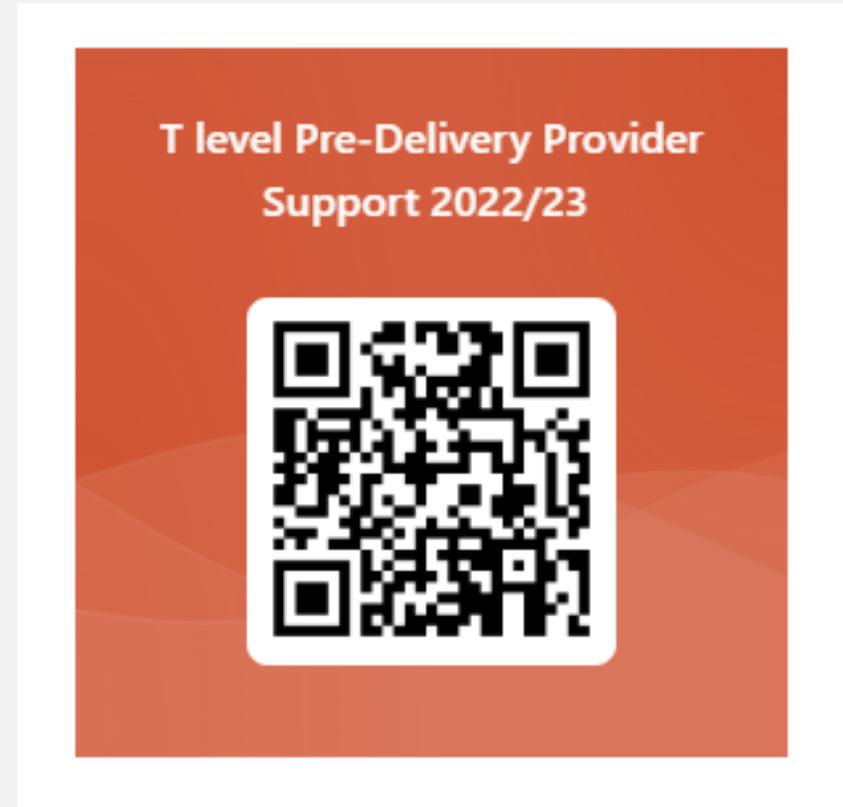
[T Level Technical Qualification in Agriculture, Land Management and Production \(10626\) | City & Guilds Associate Vacancies \(cityandguilds.com\)](https://www.cityandguilds.com/careers)

## **T Level Technical Qualification in Agriculture, Land Management and Production (ALMP) – Core Pathway (Question Paper 2) for Floristry- Principal Examiner**

[T Level Technical Qualification in Agriculture, Land Management and Production \(10627\) | City & Guilds Associate Vacancies \(cityandguilds.com\)](https://www.cityandguilds.com/careers)

## Survey

We would appreciate it if you would take the time to complete this short survey using the link or QR code:



<https://forms.office.com/e/P2MVEsWiKi>

T-LEVELS

 Institute for Apprenticeships  
& Technical Education

**T-LEVELS**

Questions?  
Thank you for attending

January 2023

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