

T-LEVELS



Agriculture, Environmental and Animal Care T Level

Core Exam Support Session



Land T Level Team



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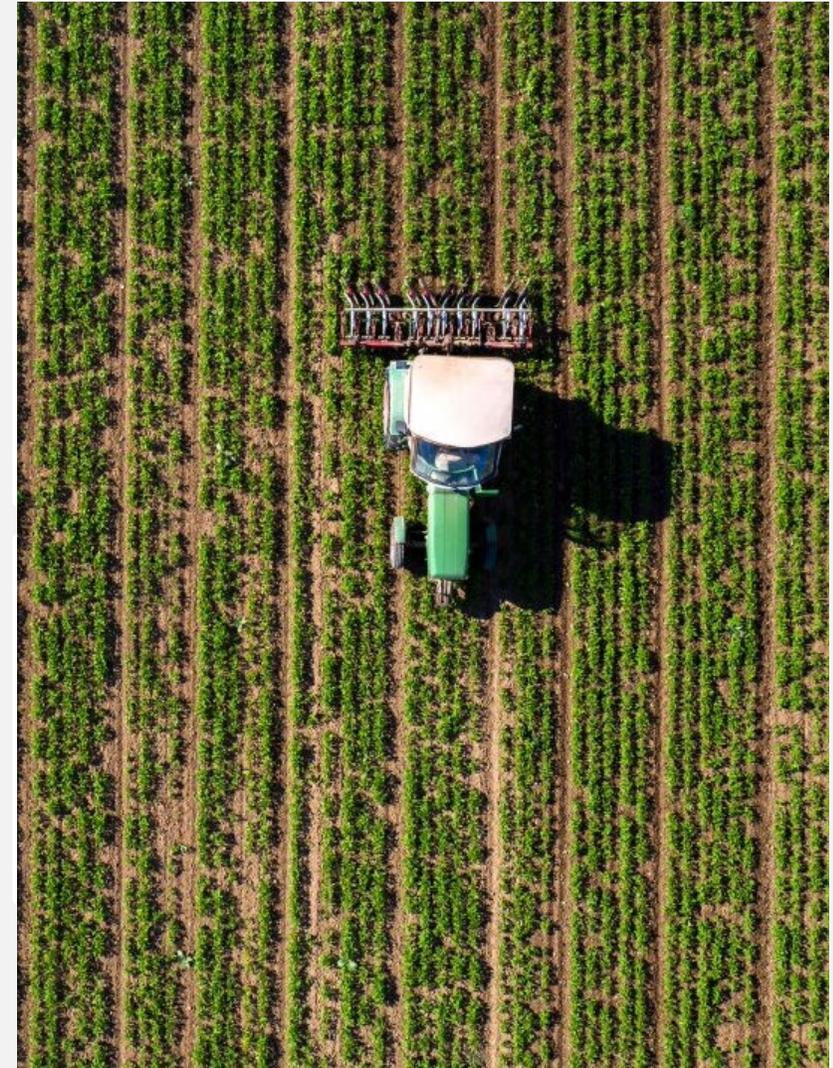


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Agenda



- Overview of the core theory exams
- Assessment objectives-relating to question types
- Use of command verbs in questions
- Question types using sample assessments
- Deconstructing an exam question
- Hints and tips



- Employer set project
- 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](#).



Technical Qualification – Core Theory Examination

Overview of the Core Assessment for Agriculture, Environmental & Animal Care

Learners must complete:

- Two externally set exam papers covering knowledge from the Common Core and the chosen Core Pathway
- One employer-set project covering knowledge and skills from the Common Core and chosen Core Pathway

Core component – Learners must complete all assessment components

| Assessment component | Method | Duration | Marks | Weighting | Marking | Grading |
|---------------------------|------------------------|----------|-------|-----------|-------------------|---|
| Common core exam paper 1 | Externally set exam | 2 hours | 80 | 30% | Externally marked | This component will be awarded on the grade scale A* -E |
| Core pathway exam paper 2 | Externally set exam | 2 hours | 80 | 30% | Externally marked | |
| Employer-set project | Externally set project | 17 hours | 90 | 40% | Externally marked | |

Core Theory Exam Papers

Each exam paper has 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.

Common Core Theory Paper 1

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 |

Core Pathway Theory Paper 2: Crop, Woodland and Horticulture

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 |

Core Pathway Theory Paper 2: Land-based Engineering

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 |

Core Pathway Theory Paper 2: Livestock Production

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 |

Core Pathway Theory Paper 2: Floristry

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 |

Core Pathway Theory Paper 2: Animal Management

Paper 2 –Core Pathway Animal Management (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 | Learning theories |
| 6 | Anatomy & physiology |
| 7 | Animal health |

Core Pathway Theory Paper 2: Animal Science

Paper 2 –Core Pathway Animal Science (8 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 | Anatomy & physiology |
| 6 | Biological cells and tissues |
| 7 | Nutrition |
| 8 | Animal behaviour |

Core Exam assessment windows

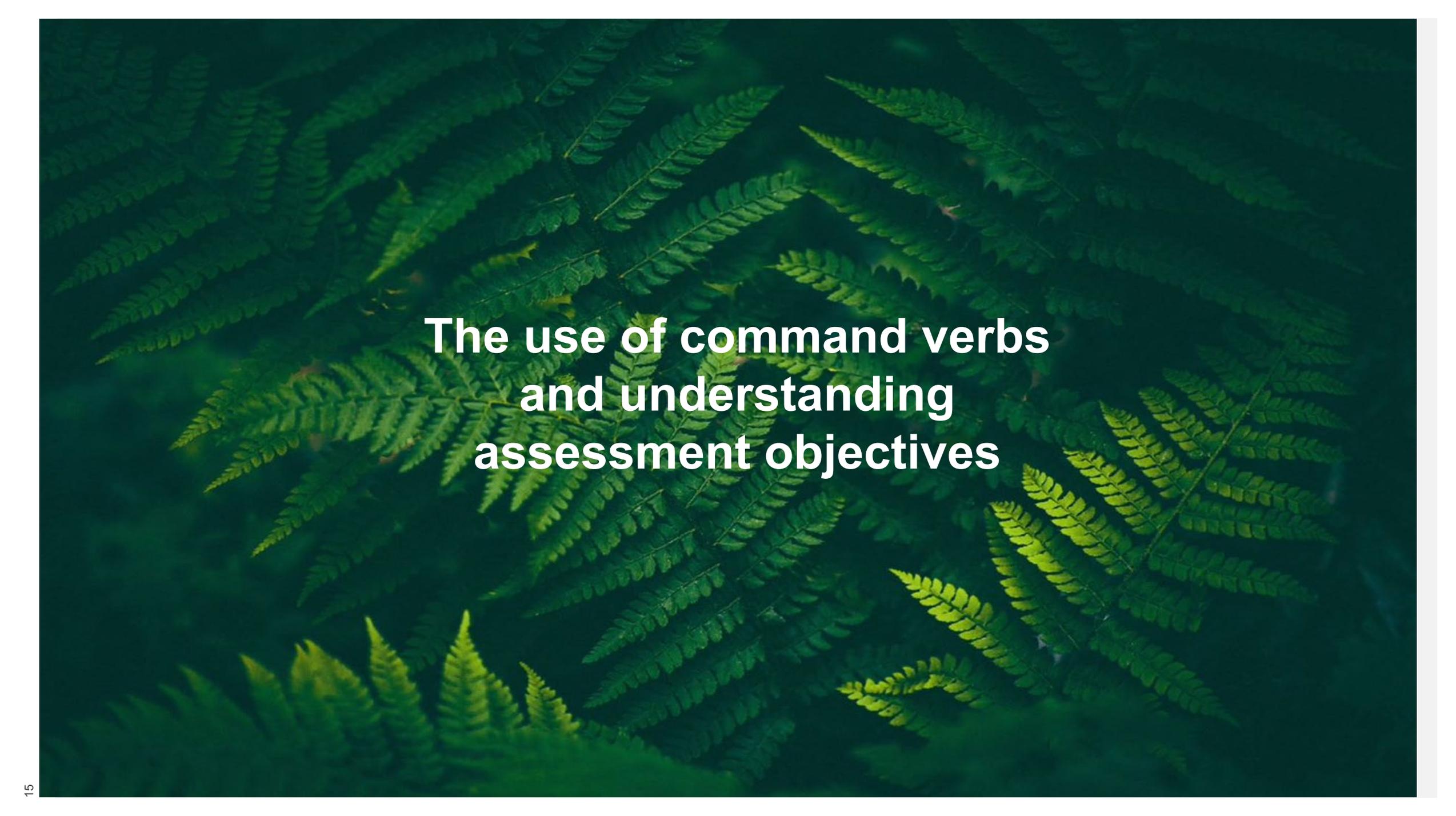
| Component | Series | Assessment type | Calendar month/s | Assessment window/set date |
|----------------------|---------------|-----------------|------------------|------------------------------------|
| Core exam 1 | Summer series | Written exam | May/June | Set date |
| | Autumn series | Written 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 |

Core Assessments

Summer 2025 assessment dates/windows

| | |
|---|--|
| Employer-Set Project (ESP) materials release | 17 March 2025 |
| Employer-Set Project (ESP) delivery window | 24 March 2025 – 9 May 2025 |
| Employer-Set Project (ESP) evidence upload deadline | 9 May 2025 |
| Common Core Exam Paper 1 | 4 June 2025 13:00 - 15:00* |
| Core Pathway Exam Paper 2 | 12 June 2025 13:00-15:00* |
| Special consideration requests deadline | Five working days after the exam/submission date |

*Provisional until after General Qualification (GQ) exam dates confirmed

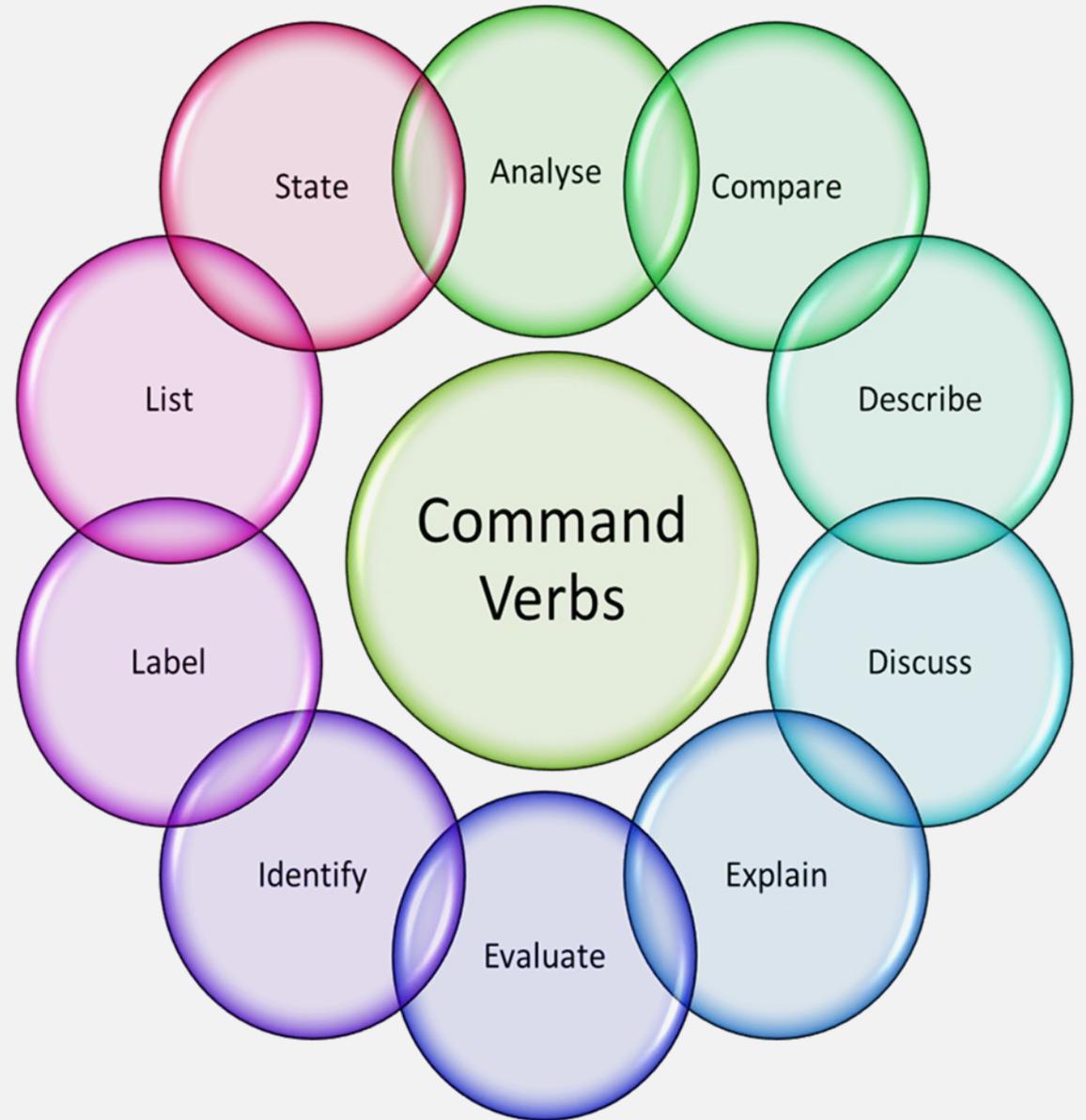


**The use of command verbs
and understanding
assessment objectives**

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.



| Assessment objective | Description | Assessment objective weightings |
|--|---|---------------------------------|
| AO1a Demonstrate knowledge | <p>The ability to demonstrate basic recall of relevant knowledge in response to straightforward questioning, e.g. material properties.</p> <p>In the exam, this helps to give confidence in sufficiency of coverage of the content, and recognises that not all knowledge requires further understanding e.g. terminology, number facts, etc.</p> | 10% |
| AO1b Demonstrate understanding | <p>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 e.g. simple concepts and terms of description in agricultural contexts.</p> | 15% |
| AO2 Apply knowledge and understanding to different situations and context | <p>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 e.g. assessing the application of a single concept and the application of essential mathematical concepts.</p> <p>It is more granular than the more extended synthesis/creation that may respond to an analysis of a more holistic complex situation/brief.</p> | 45% |
| AO3a Analyse information and issues | <p>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.</p> | 30% |
| AO3b Evaluate information and issues | <p>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.</p> | |

Assessment Objectives for the Core Exam

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

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

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

Examples of question types

Common Core Exam

Core Pathway Exam

Extended Response Questions



Common Core Paper 1 – Section A

| | | |
|----------------------------|--|---|
| Q2 | State one purpose of the Data Protection Act 2018. <p style="text-align: right;">(1 mark)</p> | |
| Mark Scheme | <ul style="list-style-type: none">• To support organisations with their lawful processing of personal data (1)• To protect the personalised data of individuals (1)• To regulate how organisations process individual data (1)• To stop organisations from sharing/selling individual data without permission (1) | Marking guidance Award 1 mark for a correct purpose. Credit any other appropriate response. |
| Total marks | 1 | |
| AO | AO1a | |
| Qual spec reference | 10.1 Key requirements of legislation relating to the security of information and data. | |

Command verb is **STATE** - give the answer, clearly and carefully

Key words learners need to understand are **one**, **purpose**, and **Data Protection Act**.

Common Core Paper 1 – Section A

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

Command verb is **EXPLAIN** - make clear or easy to understand by giving details and linked reasoning

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

Common Core Paper 1 – 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 could have been 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

Justify techniques and methods

- Regular health and safety training to include new equipment to ensure safety of employees.
- Provide safe equipment and systems of work to comply with health and safety legislation.
- Continued correct reporting and recording of near misses to ensure correct action is taken to prevent further near misses and to ensure relevant training can be provided.
- Internal investigations to ensure RAMS (risk assessments, method statements) are fit for purpose to prevent further incidents and accidents.
- Provide and use of appropriate and suitable PPE to ensure safety of all workers and prevent accidents.
- Organisational procedural documents or policies in place 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.

Analysis

Consequences for company:

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)

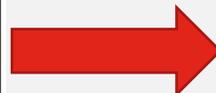
Reputation

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

| | |
|----------------------------|--|
| Total marks | 12 |
| AO | AO2 – 4 AO3a – 4 AO3b – 4 |
| Qual spec reference | 1.1 Key requirements of health and safety legislation. 1.2 Consequences of poor standards of health and safety. |

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 |



| | | |
|---|-------|---|
| 4 | 10-12 | <p>Demonstrates comprehensive application of knowledge and understanding of both direct and indirect consequences to the company in relation to poor health and safety standards, and techniques and methods used to promote health and safety standards.</p> <p>Demonstrates comprehensive use of analysis of both direct and indirect consequences to the company in relation to poor health and safety standards.</p> <p>Demonstrates comprehensive evaluative skills by justifying an excellent range of techniques and methods to promote health and safety standards. Justifications are supported with highly detailed and relevant reasoning.</p> |
| 1 | 1-3 | <p>Demonstrates basic application of knowledge and understanding of direct and/or indirect consequences to the company in relation to poor health and safety standards, and techniques and methods used to promote health and safety standards.</p> <p>Demonstrates basic use of analysis of direct and/or indirect consequences to the company in relation to poor health and safety standards.</p> <p>Demonstrates basic evaluative skills by justifying a limited range of techniques and methods to promote health and safety standards. Justifications are supported with minimal detail and relevant reasoning.</p> |

Core Pathway Paper 2 – Section A

| | | |
|----------------------------|--|--|
| Q4 | Identify two factors which affect how a florist prioritises their tasks. <p style="text-align: right;">(2 marks)</p> | |
| Mark Scheme | <ul style="list-style-type: none"> • Business aims (1) • Nature of business (1) • Skills of staff (1) • Knowledge of staff (1) • Experience of staff (1) • Sales trends (1) • Stock and deliveries (1) • Planned use for designs (1) • Workload (1) • Time constraints (1) • Corporate image (1) • Finance (1) • Seasonality/availability of products (1) • Dependencies (1) | <p>Marking guidance</p> <p>Award 1 mark for each correct factor up to a maximum of 2 marks.</p> <p>Credit any other appropriate response.</p> |
| Total marks | 2 | |
| AO | AO1a | |
| Qual spec reference | 6.7 Factors that affect decision-making when allocating and prioritising tasks. | |

Command verb is **IDENTIFY** - recognise and name

Key words learners need to understand are **two, factors** and **prioritise tasks**.

Core Pathway Paper 2 – Section A

| | |
|----------------------------|---|
| Q3 | List the first two control measures in the hierarchy of hazard control. (2 marks) |
| Mark Scheme | <ul style="list-style-type: none">• Elimination (1)• Substitution (1) <div style="float: right;">Marking guidance Award 1 mark for each correct control measure up to a maximum of 2 marks. An example of a control measure is acceptable.</div> |
| Total marks | 2 |
| AO | AO1a |
| Qual spec reference | 1.1 Hazards, risks and control measures associated with working in the land-based engineering sector. |

Command verb is **LIST** - give as many answers / examples as the question indicates

Key words learners need to understand are **first two**, **control measures** and **hazard**.

Core Pathway Paper 2 – Section A

| | | |
|----------------------------|---|--|
| Q5 | a) Identify one of the divisions of the autonomic nervous system. (1 mark) | |
| | b) Explain how the autonomic nervous system responds to a threat. (2 marks) | |
| Mark Scheme | <p>a)</p> <ul style="list-style-type: none"> • Sympathetic (1) • parasympathetic (1) <p>b)</p> <ul style="list-style-type: none"> • An impulse is sent to the adrenal gland to release adrenaline (1) which activates the fight or flight response/which increases heart and respiratory rate/which increase blood flow to the muscles (1) | <p>Marking guidance</p> <p>a) Award 1 mark for stating a correct division of the ANS. Credit any other appropriate response.</p> <p>b) Award 1 mark for a basic explanation, and award 1 further mark for a developed explanation, up to a maximum of 2 marks. Credit any other appropriate response.</p> |
| Total marks | 3 | |
| AO | AO1a - 1 AO1b - 2 | |
| Qual spec reference | 5.6 The structure and function of the nervous system in relation to animal physiology | |

Two-part question.

Command verbs are **IDENTIFY/EXPLAIN**:

Identify - recognise and name

Explain – give the (technical) name of something

Key words learners need to understand are **autonomic nervous system**, and **threat**.

Core Pathway Paper 2 – Section A

Command verb is **DESCRIBE** - write what something is like.

Key words learners need to understand are **two, emergency, fire** and **livestock**.

| | | |
|----------------------------|---|---|
| Q11 | Describe two requirements of an emergency plan to deal with fire in a building containing livestock. <p style="text-align: right;">(6 marks)</p> | |
| Mark Scheme | <ul style="list-style-type: none"> • Take into consideration the flammable nature of livestock feed and bedding materials (1). Locations of firefighting equipment appropriate for the type of flammable materials should be recorded on the plan (1) and these should be near to the fire hazards as these are at greater risk of fire/are easily ignited (1) • Specify suitable evacuation procedures to correctly prioritise the safety of people (1). If safe to do so, the livestock can be evacuated in order to preserve life/protect livestock welfare (1) and to ensure emergency services are able to safely deal with the fire so that it does not spread (1) • Specify a safe outside area(s) for livestock following evacuation so they can safely be contained/controlled (1). Escape routes for livestock should be marked on the plan to prevent loss of livestock/harm to farm staff handling the evacuation (1) and these routes must be kept free from stored materials/equipment to ensure safe and timely exit by livestock (1) | <p>Marking guidance</p> <p>Award 1 mark for each basic explanation, and award 1-2 further marks for each developed explanation, to a maximum of 3 marks.</p> <p>Award a maximum of 6 marks for two requirements fully explained.</p> <p>Credit any other appropriate response.</p> |
| Total marks | 6 | |
| AO | AO2 | |
| Qual spec reference | 1.3 Procedures and plans for emergency situations in the livestock sector. | |

Core Pathway Paper 2 – Section A

| <p>Q14</p> | <p>Japanese knotweed (<i>Reynoutria japonica</i>) has been identified on a site which is located immediately next to a housing development.</p> <p>Explain the implications that the landowner should consider.</p> <p style="text-align: right;">(6 marks)</p> | | | | | | | | | | | | | | | | | |
|---------------------------|---|--|--|------|-------|------------|---|-----|--|---|-----|--|---|-----|--|--|---|-----------------------------|
| <p>Mark Scheme</p> | <table border="1"> <thead> <tr> <th data-bbox="298 448 433 522">Band</th> <th data-bbox="433 448 578 522">Marks</th> <th data-bbox="578 448 1442 522">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="298 522 433 741">3</td> <td data-bbox="433 522 578 741">5-6</td> <td data-bbox="578 522 1442 741">Demonstrates thorough application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is highly detailed and relevant.</td> </tr> <tr> <td data-bbox="298 741 433 922">2</td> <td data-bbox="433 741 578 922">3-4</td> <td data-bbox="578 741 1442 922">Demonstrates good application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is mostly detailed and relevant.</td> </tr> <tr> <td data-bbox="298 922 433 1112">1</td> <td data-bbox="433 922 578 1112">1-2</td> <td data-bbox="578 922 1442 1112">Demonstrates basic application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider has limited detail and relevance.</td> </tr> <tr> <td data-bbox="298 1112 433 1188"></td> <td data-bbox="433 1112 578 1188">0</td> <td data-bbox="578 1112 1442 1188">No relevant material</td> </tr> </tbody> </table> | | | Band | Marks | Descriptor | 3 | 5-6 | Demonstrates thorough application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is highly detailed and relevant. | 2 | 3-4 | Demonstrates good application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is mostly detailed and relevant. | 1 | 1-2 | Demonstrates basic application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider has limited detail and relevance. | | 0 | No relevant material |
| Band | Marks | Descriptor | | | | | | | | | | | | | | | | |
| 3 | 5-6 | Demonstrates thorough application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is highly detailed and relevant. | | | | | | | | | | | | | | | | |
| 2 | 3-4 | Demonstrates good application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider is mostly detailed and relevant. | | | | | | | | | | | | | | | | |
| 1 | 1-2 | Demonstrates basic application of knowledge and understanding of the implications of common invasive plant species and associated legislation. Reasoning for implications that the landowner should consider has limited detail and relevance. | | | | | | | | | | | | | | | | |
| | 0 | No relevant material | | | | | | | | | | | | | | | | |

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:
 - Requirement to control from spreading:
 - 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.
 - Landowner needs to consider likelihood of spread to adjacent land, eg where the plant is positioned on their land, how it spreads (small pieces can regrow).
 - Legal action from the owner of the adjacent land (housing development) is a possibility.

Command verb is **DISCUSS** - write about a topic in detail, considering the different issues.

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

Core Pathway Paper 2 - Section B (Extended Response Questions)

| | |
|------------|--|
| Q15 | <p>An adult dog at a rescue centre has recently been diagnosed with the bacterial infection, salmonella, which has resulted in weight loss. The dog is vomiting, has diarrhoea and is lethargic. The dog is currently undergoing veterinary care and treatment.</p> <p>Analyse how salmonella affects the digestive system of the dog. Justify the actions the rescue centre need to undertake to maintain the health of the dog whilst it is in isolation and being treated for the bacterial infection. You are not expected to discuss the veterinary medicine prescribed.</p> <p style="text-align: right;">(12 marks)</p> |
|------------|--|

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: bacterial, salmonella, digestive, isolation, veterinary.

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 of how salmonella affects the digestive system

- Salmonella infection results in disruption of the intestinal tract producing diarrhoea. This is as a consequence of increased peristalsis which moves the food through the intestines too quickly, meaning that it can't be broken down (digested) properly and limits nutrient absorption.
- Salmonella releases chemicals (toxins) which cause the intestinal cells to release excess fluids resulting in secretory diarrhoea.
- Toxins released by salmonella affects the function of the villi which causes an imbalance of fluid secretion and nutrient absorption resulting in an increased volume of fluid entering the large intestine. Essential salts, fluids, and nutrients are passed through the colon too quickly and are not absorbed by the body, providing less nutritional value and resulting in watery stools. These stools are high in salts and minerals and weigh more than solid stools. Weight loss and lethargy occurs due to loss of fluids and/or lack of nutrient absorption.
- Toxins released by salmonella also result in intestinal and gastric cramp (pain), which results in vomiting which is the body's way of getting rid of toxins. Vomiting results in fluid and salt (electrolyte) loss which contributes to lethargy and weight loss. Vomiting and nausea result in a negative effect on the animal's appetite resulting in anorexia.
- Salmonella is a pathogen which disrupts the normal gut microbiome. This results in a surge of pathogenic (gram negative anaerobic) bacteria which affects the balance of beneficial bacteria. This impacts the intestine's ability to digest and absorb nutrients / and results in diarrhoea and weight loss.

Justification of proposed actions to maintain dog health:

- The rescue centre must ensure adequate staff training is provided to ensure staff are capable of working in isolation, administering medication prescribed by the veterinary surgeon and be able to accurately monitor the dog's progress and response to treatment. This is so that the dog's health can be successfully monitored whilst in isolation to ensure it is improving whilst under treatment for bacterial infection.
- Staff nursing the dog with a bacterial infection need to apply suitable nursing care to encourage it to eat, and will need to groom the dog and to clean/bath the contaminated areas of its body (e.g. if diarrhoea is covering the dog's legs this area will need to be washed) as this nursing care will improve the dog's mental health.
- A bandage can be put on the dog's tail to prevent the tail becoming covered in diarrhoea. This would be to improve hygiene and make it easier for staff to clean and decrease contamination and prevent continued infection.
- Human-animal interaction should continue whilst the dog is in isolation to prevent stress, separation/isolation anxiety and improve the dog's mental health. This would also have a positive effect on the dog's response to treatment and attitude to eating and drinking.
- The rescue centre should provide the dog with an easily digestible/bland diet this ensures the animal acquires energy and nutrients to support recovery from disease.
- The rescue centre staff need to ensure the dog receives sufficient oral fluids/water to prevent dehydration/maintain hydration as the dog is losing an increased amount of fluid through both vomiting and diarrhoea. Hydration is required to support the dog's circulatory system and organ function and will influence the dog's mentation and ability to recover.
- Rescue centre staff will need to monitor the dog's response to prescribed veterinary treatment (including regular body weight checks) to ensure that the animal is improving in relation to the diarrhoea, hydration, mentation and health status (e.g. simple observations) as alternative measures or repeated veterinary examinations/ investigation / treatment may be required if the animal is deteriorating or is experiencing additional symptoms (e.g. dehydration, anaemia)

Mark Scheme

| Band | Marks | Descriptor |
|------|-------|--|
| 4 | 10-12 | Demonstrates comprehensive application of knowledge and understanding of how salmonella affects the digestive system and the required actions to maintain the health of animals in relation to diseases that affect the digestive system. |
| | | Demonstrates comprehensive use of analysis of the digestive system in relation to how it is affected by salmonella. Demonstrates comprehensive evaluative skills by justifying an excellent range of required actions to maintain the health of animals in relation to diseases that affect the digestive system. Justifications are supported with highly detailed and relevant reasoning. |
| 3 | 7-9 | Demonstrates thorough application of knowledge and understanding on how diarrhoea affects the digestive system and the required actions to maintain the health of animals in relation to diseases that affect the digestive system. |
| | | Demonstrates thorough use of analysis of the digestive system in relation to how it is affected by salmonella. Demonstrates thorough evaluative skills by justifying a good range of required actions to maintain the health of animals in relation to diseases that affect the digestive system. Justifications are supported with mostly detailed and relevant reasoning. |
| 2 | 4-6 | Demonstrates good application of knowledge and understanding on how diarrhoea affects the digestive system and the required actions to maintain the health of animals in relation to diseases that affect the digestive system. |
| | | Demonstrates good use of analysis of the digestive system in relation to how it is affected by salmonella. Demonstrates good evaluative skills by justifying a moderate range of required actions to maintain the health of animals in relation to diseases that affect the digestive system. Justifications are supported with some detail and relevant reasoning. |
| 1 | 1-3 | Demonstrates basic application of knowledge and understanding on how diarrhoea affects the digestive system and the required actions to maintain the health of animals in relation to diseases that affect the digestive system. |
| | | Demonstrates basic use of analysis of the digestive system in relation to how it is affected by salmonella. Demonstrates basic evaluative skills by justifying a limited range of required actions to maintain the health of animals in relation to diseases that affect the digestive system. Justifications are supported with minimal detail and relevant reasoning. |
| | 0 | No relevant material |



| | | |
|---|-------|--|
| 4 | 10-12 | Demonstrates comprehensive application of knowledge and understanding of how salmonella affects the digestive system and the required actions to maintain the health of animals in relation to diseases that affect the digestive system. |
| | | Demonstrates comprehensive use of analysis of the digestive system in relation to how it is affected by salmonella. Demonstrates comprehensive evaluative skills by justifying an excellent range of required actions to maintain the health of animals in relation to diseases that affect the digestive system. Justifications are supported with highly detailed and relevant reasoning. |



| | | |
|---|-----|--|
| 1 | 1-3 | Demonstrates basic application of knowledge and understanding on how diarrhoea affects the digestive system and the required actions to maintain the health of animals in relation to diseases that affect the digestive system. |
| | | Demonstrates basic use of analysis of the digestive system in relation to how it is affected by salmonella. Demonstrates basic evaluative skills by justifying a limited range of required actions to maintain the health of animals in relation to diseases that affect the digestive system. Justifications are supported with minimal detail and relevant reasoning. |

How we support you

Updates/Newsletters/Networks



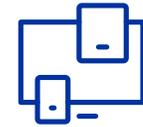
Blended approach to communication



Provider networks and events



e-bulletin content and email updates



Website

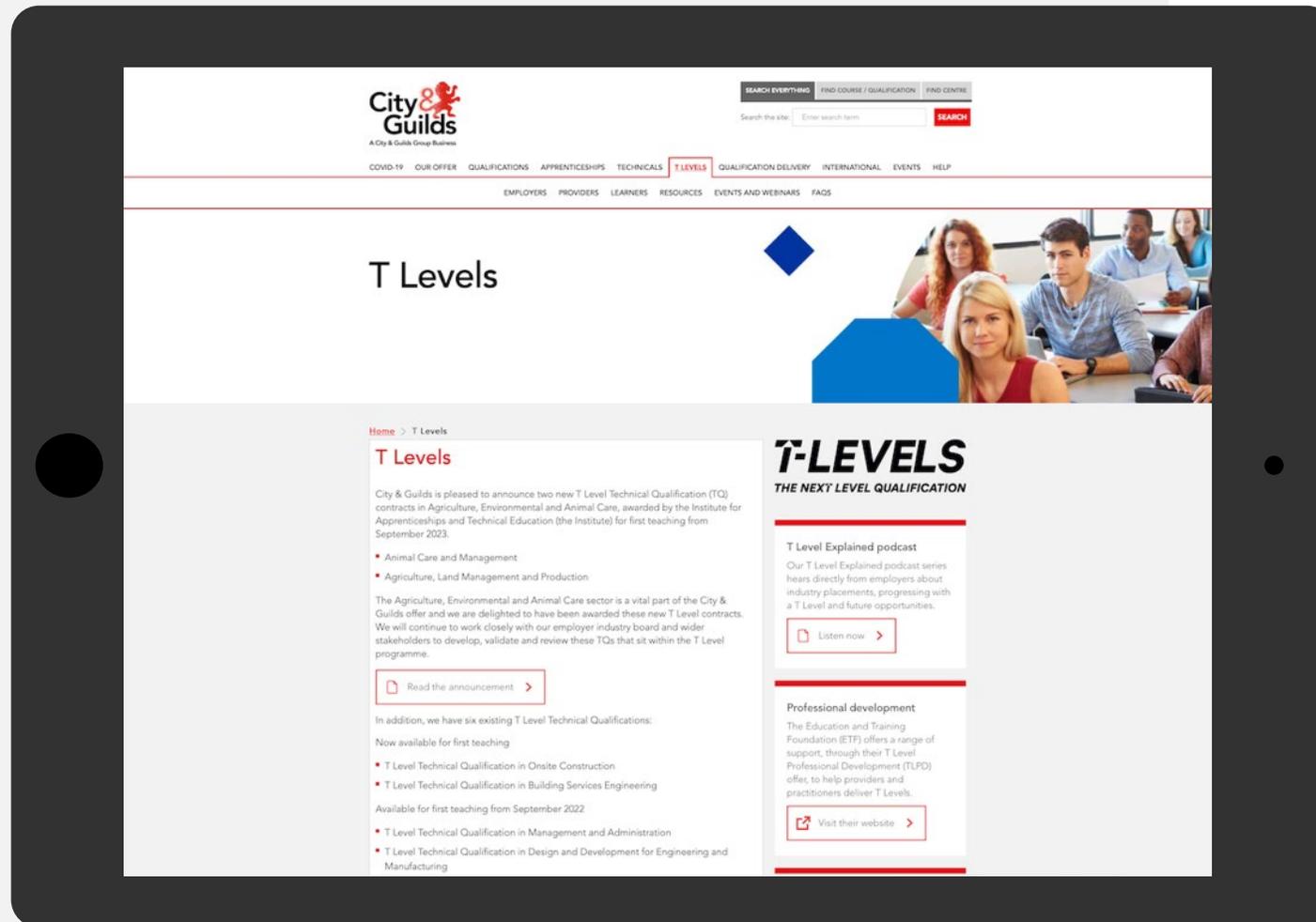
Support and guidance

Ready to support eligible providers and stakeholder engagement

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- Updated webpage for T Levels
- Provider focus groups
- Employer Industry Boards
- e-bulletins
- Resource Hub
- Dedicated Technical Advisors

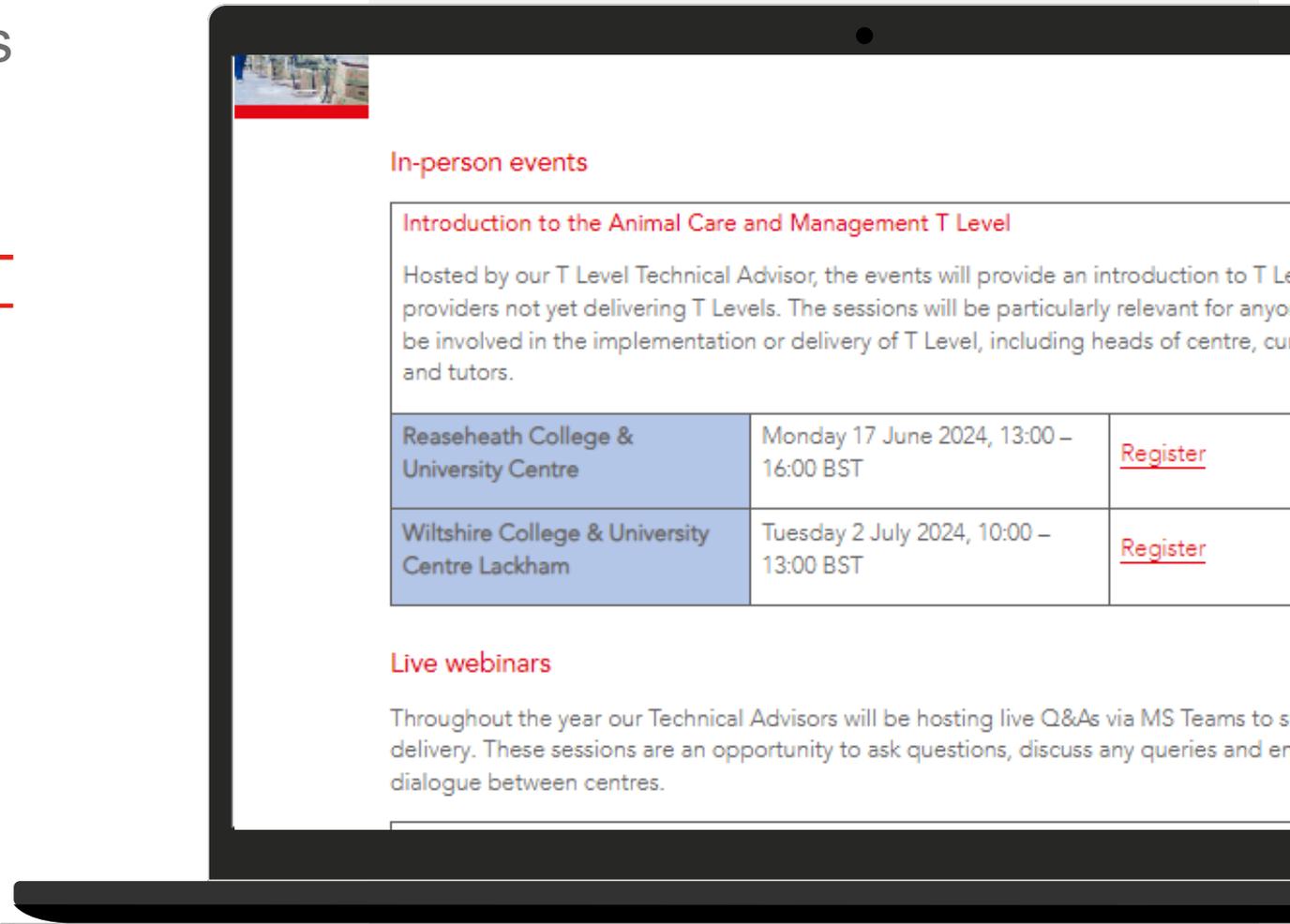
<https://www.cityandguilds.com/tlevels>



Events and Webinars

Visit the T levels Events & Webinars page for information on future events and to access on-demand recordings: [Events and webinars - T Levels | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/education/t-levels/events-and-webinars)

For the most up to date information regarding future events please register for our T Level ebulletins at the bottom of this webpage: [T Levels for Providers - T Levels | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/education/t-levels/providers)



T Level Associate Vacancies

Would you like to be involved with supporting the delivery of T-Levels?

- **Principal Moderators / Moderators** Ensure a standardised and consistent approach to quality assurance, moderation, feedback and processes
- **Technical Qualification Associates (TQAs)** Review Eligible Provider approval applications, including supplementary evidence and carry out approval and support activities.
- **Chief/Principal Examiners** Produce and submit assessment materials and participate in all stages of the production process until sign off.
- **Marking Examiners** Mark candidates' scripts/evidence in accordance with the agreed marking scheme/criteria within the agreed timescale

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

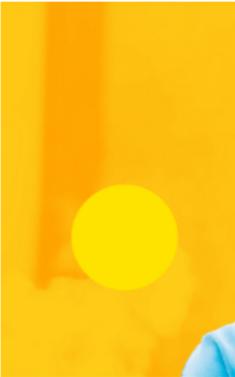


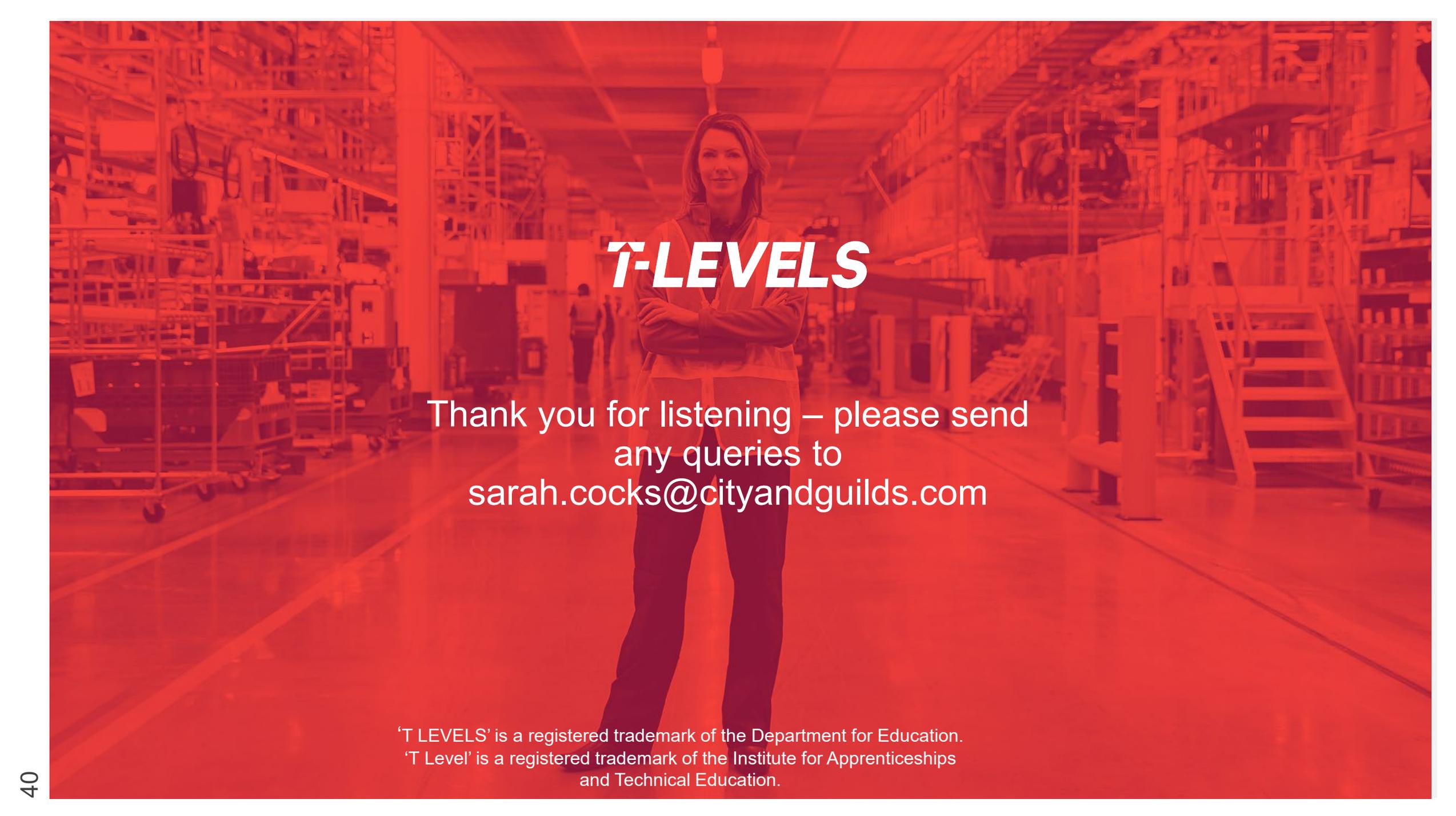
Associate Vacancies

There are a variety of contracted associate roles you may wish to apply for, such as Examiners, Moderators, Independent End-Point Assessors, External Quality Assurers and External Assessors.

New roles are added to this 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.

We believe that diversity and inclusion strengthens and enriches us, and that it is the responsibility of everyone at City & Guilds to drive this value. We work hard to be inclusive in our approach to recruitment and associate opportunities, whilst still ensuring we meet our regulatory requirements. We strongly encourage and welcome applications from diverse and underrepresented communities.



A woman with blonde hair, wearing a high-visibility safety vest over a dark top and dark trousers, stands with her arms crossed in the center of a long, brightly lit industrial factory aisle. The aisle is flanked by metal shelving units and equipment. The entire image is overlaid with a semi-transparent red filter. The text 'T-LEVELS' is centered over the woman's chest area.

T-LEVELS

Thank you for listening – please send
any queries to
sarah.cocks@cityandguilds.com

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