

Marking Query	Guidance
1. When the Marking Grid refers to breadth of knowledge 'across the qualification' what is required?	This relates to the breadth of relevant knowledge the candidate selects from the full range of knowledge they have learned, and brings to the task being completed rather than expecting learners to demonstrate the whole of the content of the qualification. The learner work should be marked within the context of the task being completed.
2. When the Marking Grid refers to 'consistent' e.g. 'shows consistent attention to detail' what is the requirement?	Moderators need to consider whether all tasks are completed to the relevant standard that would be expected in industry. You need to consider the level of quality that is relevant to the evidence being produced or practical task being completed. Eg not all tasks will require high level of recall, but where all that do require it show it, then that shows consistent demonstration of recall.
3. Should the quality of the spelling, punctuation and grammar be considered when awarding marks?	Moderators need to refer to the Marking Grid to check whether the quality of SPAG is relevant. In general, SPAG is not used as a marking criterion.
4. If the learner has missed out a task – what impact will that have on their marks?	The moderator needs to refer back to the centre to establish whether there is any evidence missing. It is possibly an oversight during the upload of evidence which can be rectified. If not all tasks have been completed by a learner then the moderator will need to consider this when marking. If a whole cohort have missed a task due to the centre's misunderstanding then the moderator will need to refer this to TMS and the PM.
5. What if a centre do not submit the Practical Observation forms?	Where the moderator is relying on tutor notes in relation to a practical task to support the awarding of marks then a Practical Observation form must be submitted. Moderators should refer back to the centre if any PO forms are missing.

6. What if there are multiple PO forms for a learner and the evidence is contradictory i.e. there are several forms submitted but with conflicting narratives describing how well the learner performed across the different practical tasks?	Learners completing a number of practical tasks may well do better in some tasks than others. Moderators will need to take a holistic view as to the learner's performance overall and refer to the Marking Grid for consideration of any inconsistencies.
7. What is the guidance in relation to what is permitted in terms of questioning of learners during practical assessments?	Any specific guidance will be contained within the synoptic assessment pack.