

Practice Marking Materials for Technical Qualifications 2019

Level 3 Land and Wildlife Management 0173

Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practise marking materials are useful to support centre staff with internal standardisation and as a pre-standardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications Marking and Moderation Guide

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide:* https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

Section 1 Task Brief 0173-004

Assignment Brief

You have been employed as a general estate worker by a large land owner. The land owner intends to apply for a grant to improve the range of recreational activities they can offer over an area of mixed woodland, wetland and grassland.

Initially the manager wants you to plan and carry out a phase 1 habitat survey of the site, to identify any areas that may be adversely affected by work or recreational activities on the site. The survey report must contain a method and all documents and maps required for presentation to the standard Phase 1 Habitat Survey method.

Given the grant money is being awarded to increase recreational use of the site, the manager would like you to produce a report identifying potential recreational activities appropriate to the site. They would like you to evaluate any local demographic, social, financial and geographical factors that could influence who will use the site.

The manager then wants you to use this information to identify a range of activities, justifying why they would be appropriate for delivery at the site. In the report you are then required to select **one** activity and produce a written explanation of how to run the activity in the area including; resources, staffing, finances, as well as health and safety considerations.

Once you have built up knowledge of the site through your survey work, the manager wants you to plan how the grant money could be spent to construct a structure to deliver a countryside recreation activity at the site. The manager wants a set of annotated drawn plans for the structure, detailing dimensions, construction materials and fixings.

In addition the manager would like an action plan of work to complete the structure construction. The action plan should include: explanation of the purpose of the structure proposed, explanation of how to complete each stage of the project, timescales and a justified equipment list, including machinery that would be required to move materials, prepare the site or construct the structure.

The plan also requires a risk assessment for all activities to be undertaken during the project. In addition the manager wants the plan to include details of any wildlife or environmental legislation, that need considering to protect the site. The plan should also include a set of justified measures that consider your habitat survey findings, to avoid or mitigate damage to the site during construction.

Once the manager has made any required amendments to your plan and approved it, they want you to help with the construction of the structure to improve the recreational value of the site. You are required to use a land-based machine to transport materials to the site or prepare the ground for construction. Once the site is prepared, you are required to construct the approved structure.

Tasks

Task 1

Plan, carry out and report on a Phase 1 Habitat Survey covering an area of woodland, wetland and grassland. Area to be surveyed will be set by your tutor.

Conditions of assessment:

You must carry out the task on your own, under supervised conditions.

The Phase 1 Habitat Survey Report should be completed on your own under supervised conditions. You will have any notes taken from your survey to complete the Survey report.

What you must produce for marking:

• Completed Phase 1 Survey Report

Additional evidence of your performance that must be captured for marking:

- Images or video of learner completing surveys.
- Your tutor's observation notes of your working practice and the standard and accuracy of the finished work.

Task 2

Produce a report evaluating factors affecting potential use of countryside recreation at the site.

The report should then identify viable recreational uses for the area, based on your evaluation. You will give details of how **one** of these activities could be undertaken at the site.

Conditions of assessment:

You must carry out the task on your own, under supervised conditions. You will have access to your Phase 1 Survey Report from Task 1.

What you must produce for marking:

• A written Report

Task 3

Produce a set of annotated drawn plans for a proposed structure and accompanying plan of work detailing equipment, machinery, risk assessment, legislation and environmental damage mitigation measures.

Conditions of assessment:

You must carry out the task on your own, under supervised conditions. You will have access to your Phase 1 Survey Report.

What you must produce for marking:

- Annotated drawn plans for a structure
- Plan of work detailing planning of structure construction.

Task 4

Construct a structure to improve recreation activities in a given area. The area where the work is to be undertaken will be set by your tutor.

Conditions of assessment:

You must carry out the task on your own, under supervised conditions.

What you must produce for marking:

• Completed structure fit for purpose

Additional evidence of your performance that must be captured for marking:

- Images or video clips of candidate completing assessment
- Your tutor's observation notes of your working practice and the standard and accuracy of the finished work.

Guidance on tasks

Resources

Candidates must have access to a suitable range of resources to carry out the tasks, which includes appropriate survey equipment, PPE, appropriate tools, machinery and a range of Post and Rail materials. IT and internet access must also be provided for candidates to

complete their survey report, fence designs and plans of the pond. The centre must provide a suitable site location for candidates to carry out their surveys and the fencing works. The site should contain a range of habitats for the survey and a planned pond but the fencing work can be carried out on another site.

Task 1

Candidates are required to complete a Phase 1 survey of an area of mixed woodland, wetland and grassland of between 15-25 ha in size. An appropriate survey area fitting these criteria should be identified by the tutor prior to undertaking the assessment. Candidates should be made aware of the site boundaries and ownership prior to completing and be allowed to complete a survey plan prior to visiting the site. During the survey candidates must be provided with a copy of: Section 2: Field Manual and Appendixes 1 -7 of the Joint Nature Conservation Committee (JNCC) Handbook for Phase 1 Habitat Survey, to enable them to record, code and identify habitats found. Candidates may also use appropriate prepublished vegetative keys to identify flora present.

The candidate should present for marking a survey report containing a completed map sheet record, 1:10,000 habitat map(s) with coloured and coded habitat information, as well as at least one completed target note record.

Task 2

For this task the candidates are required to evaluate economic, social and environmental factors that could influence the use of the site for recreational activities. An area of land containing woodland, wetland and grassland of between 15-25ha in size.

Appropriate computer or paper based writing facilities to research and produce a written report.

This should look at the impact on the area surrounding the site e.g. traffic flow, noise, economy, as well as the influences on the study site e.g. disturbance, erosion, pollution, aesthetics.

In addition, the report should include a list of appropriate recreational uses and users of the site relevant to the given area of land surveyed in Task 1. This could include, but is not limited to, the following range of activities: live quarry shooting, clay target shooting, course/game fishing, wildlife experiences, nature trails, backwoods skills or outdoor pursuits.

Having identified the possible range of activities, candidates are required to select one activity and produce a written statement explaining how the activity could be provided in the area including resources, staffing, costs, and health and safety considerations.

Task 3

Candidates are initially required to produce drawn plans of one structure that could be built to enable the delivery of a countryside recreational activity. This could be completed electronically or on paper and could be drawn to scale or have annotated measurements on a sketch. Appropriate computer or paper based writing/drawing facilities to research and produce a written report and drawing of a structure.

The plans should show all elevations and footprint of the structure and have annotations indicating what materials would be used to construct each major component of the structure, as well as the type and locations of fixings to be used.

In addition to this drawing the candidate is required to produce an action plan of the work required to complete the task. The plan should contain an introduction explaining the purpose of the structure. It should also include an equipment list of the tools and land-based machinery required to complete the task, relevant to Unit 303 Land Based Industry Machinery Operations. The candidate must justify what each tool/machine is to be used for. The candidate must also correctly sequence and explain how to carry out a set of tasks required to complete the planned structure. This should begin from site preparation/transporting materials to the site, through to the structure being completed ready for use.

The candidate is required to produce a risk assessment for their planned activities; a blank template should be provided by the centre for the candidate to complete.

Finally for this task the candidate is required to identify wildlife/environmental legislation relevant to the given site. This should give the name and date of the legislation and a summary of the key points affecting the work. This should be considered alongside the Phase 1 Survey results from Task 1 to produce a plan to avoid or correct environmental damage that could foreseeably occur from the actions identified in the structure completion action plan.

Task 4

To complete this practical task, the candidate is required to construct a structure for use in the area of land containing woodland, wetland and grassland of between 15-25ha in size surveyed in Task 1. The structure built need not be the same as that planned in Task 2 and should be selected by the tutor due to financial and practical constraints. The structure should allow or improve recreation in the given area. It is recommended that the structure completed be small so each candidate can produce their own individual structure for marking e.g. shooting cage, stile, fishing swim, bait box, small hide, feeding station/platform or a seat/bench or any other suitable structure.

However, if this is not possible and larger structures have to be worked on, individual candidates performance must be observable as discrete work from other candidates involved in the project e.g. a pre marked section of board walk only that candidate worked on or a marked section of boarding on a shed wall clad by only one candidate.

As part of this task the candidate is required to demonstrate the safe use of a land-based machine covered in unit 303 Land Based Industry Machinery Operations. Given the nature of the task this could involve machinery for either of the following tasks: transporting equipment/materials/structures to the site or using a machine to prepare the site for a structure.

Suitable and sufficient construction materials for all candidates to be able to produce a recreation structure e.g. wood, stone, blocks, fixings, etc.

A sufficient and safe range of appropriate tools to work construction materials e.g. hammers saws, drills/drivers, chisels, clamps, benches etc.

Appropriate machinery for candidate to transport resources, prepare ground for or construct structures e.g. ATV's trailers, diggers, tractors, post knocker, etc.

Time

The following timings are provided to support centre planning.

Total – 26 to 32 hours

Task 1 - 7 - 9 hours

Task 2 — 6 — 7 hours

Task 3 – 6 – 7 hours

Task 4 — 7 — 9 hours

Marking grid

For any category, 0 marks may be awarded where there is no evidence of worthy achievement

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
25	AO1 Recall of knowledge	(1-5 marks)	(6 - 10 marks)	(11 - 15 marks)
	relating to the qualification	Recall shows some weaknesses	Recall is generally accurate and	Consistently strong evidence of
	LOs	in breadth and/or accuracy.	shows reasonable breadth.	accurate and confident recall
	Does the candidate seem	Hesitant, gaps, inaccuracy	Inaccuracy and	from the breadth of
	to have the full breadth		misunderstandings are	knowledge.
	and depth of taught		infrequent and usually minor.	Accurate, confident, complete,
	knowledge across the		Sound, minimal gaps	fluent
	qualification to hand?	Examples of types of knowledge	expected: use of terminology, healt	th and safety considerations,
	How accurate is their	environmental impact, legislation	, routine tasks, survey methods, co	untryside recreation activities
	knowledge? Are there	and demographics.		
	any gaps or			
	misunderstandings	The candidate has shown	The candidate has shown a	The candidate has shown
	evident?	limited knowledge from	good range of knowledge	strong and detailed
	How confident and	across the qualification	from across the qualification	knowledge across the range
	secure does their	content. Uncertainty in	which is sound and	which is relevant to the task
	knowledge seem?	terminology and when to use	sometimes detailed. Some	and shows a high degree of
		it. Clear gaps in knowledge	uncertainty in terminology.	confidence and accuracy in its
		identified in several areas.	, , , , , , , , , , , , , , , , , , , ,	use.

Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
	Poor to limited	Fair to good	Strong to excellent
AO2 Understanding of concepts theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment?	(1-5 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing,	(6 - 10 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,	(11 - 15 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified method, application of
	AO2 Understanding of concepts theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the	AO2 Understanding of concepts theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? Poor to limited (1-5 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing, Examples of understanding expendicular expendi	AO2 Understanding of concepts theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the Poor to limited (1-5 marks) (5 - 10 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,

 How well chosen are exemplars – how well do they illustrate the concept?

The candidate has shown a poor understanding of the qualification content.

Poor or no justification provided for choices made.

Few or no links made to key theories, including legislation, and impact of works on the environment.

The candidate has shown a fair understanding of the content from across the qualification, with basic explanations provided which are accurate.

Some accurate justification is provided for choices made.

Attempts made to link to key theories, including legislation.

Some evidence of

consideration for the impact

of works on the environment.

The candidate has shown a strong understanding of the content from across the qualification. Detailed and accurate explanations are provided.

Strong and accurate justification is provided for choices made. Clear links to key theories are evidenced throughout, including legislation. Consideration of the impact of works on the environment, as well as feasibility, is evident.

Top of band:

Basic understanding of the qualification content shown. Attempts have been made to justify choices and selections made, though lacks detail and is not always accurate.

Top of band:

choices

Good understanding of the qualification content is shown, with explanations provided which are clear and precise.

Detailed justification of the

Top of band:

The candidate has shown an excellent understanding of the qualification content, which is supported by thorough and accurate explanations and supporting examples.

All choices and selections made are thoroughly

supported. Strong links

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
				consistently made to key
				theories, including legislation.
				Evidence that the
				environment and feasibility of
				options has been considered
				throughout.
25	AO3 Application of	(1-5 marks)	(6 - 10 marks)	(11 - 15 marks)
	practical/	Some evidence of familiarity	Generally successful application	Consistently high levels of skill
	technical skills	with practical skills. Some	of skills, although areas of	and/or dexterity, showing
		awkwardness in	complexity may present a	ability to successfully make
	How practiced/fluid does	implementation, may show	challenge. Skills are not yet	adjustments to practice; able to
	hand eye coordination	frustration out of inability	second nature.	deal successfully with
	and dexterity seem?	rather than lack of care.	Somewhat successful, some	complexity.
	How confidently does the	Unable to adapt, frustrated,	inconsistencies, fairly adept/	Dextrous, fluid, comes naturally,
	candidate use the	flaws, out of tolerance,	capable.	skilled, practiced,
	breadth of practical skills	imperfect, clumsy.		
	open to them?			
	How accurately/ successfully has the		t and habitat identification, machin	ery operation, use of hand tools,
	successfully has the	material handling, joining materio	als.	

1			
candidate been able to			
use skills/achieve	Candidate has shown basic	Candidate has shown good	Candidate has shown an
practical outcomes?	practical skills across a limited	practical skills across a range	excellent range of practical
	range of tasks.	of tasks.	skills consistently, including
			complex skills, across a range
	Tasks are completed well	Tasks are completed to	of tasks.
	below industry speed and	industry standards but more	
	standards.	practice required to operate	Candidate operated at
	Candidate lacks confidence	at industry speed.	industry speed and standards
	and dexterity.	at maastry speed.	at all times.
	and dexterity.	Candidate has shown	at an times.
	Tools on imment and		Candidate has shown
	Tools, equipment and	confidence in carrying out the	
	machinery used safely, but	majority of the practical tasks.	confidence across all tasks.
	not always accurately.	Demonstrates good dexterity.	
			Demonstrates excellent
		Tools, equipment and	dexterity in use of tools and
		machinery used accurately.	equipment.
	Top of the band:	Top of the band:	Top of the band:
	Confidence shown in use of	Attempts made to use some	All tools, equipment and
	basic skills.	more complex practical skills.	machinery used in a way
		,	which produces the most
			optimum outcome.
			Final outcome is finished to
			an excellent standard, with
			quality considered
			throughout application.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
15	AO4 Bringing it all	(1-3 marks)	(4 - 6 marks)	(7 - 9 marks)
	together - coherence of	Some evidence of	Shows good application of	Strong evidence of thorough
	the whole subject	consideration of theory when	theory to practice and new	consideration of the context
	Does the candidate draw	attempting tasks. Tends to	context, some inconsistencies.	and use of theory and skills to
	from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the	attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice	achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
	candidate work out solutions to new		er: applying and linking knowledge ifying decisions/approaches taken,	

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
	contexts/ problems on	Bottom of band:	Bottom of band:	Bottom of band:
	their own?	The candidate has shown poor	The candidate brings together	The candidate utilises a wide
		evidence of using their	their knowledge, understanding	range of knowledge from across
		knowledge, understanding and	and practical skills to make	the qualification to justify and
		practical skills to make	some links between topics.	problem solve. Integration of
		straightforward links between		knowledge, understanding and
		topics.		practical skills which informs an
				appreciation of the wider
				context of land and wildlife
				management.
		Top of band:	Top of band:	
		The candidate has shown	The candidate brings together	Top of band:
		limited evidence of using their	their knowledge, understanding	The candidate utilises a wide
		knowledge, understanding and	and practical skills to make good	range of knowledge from across
		practical skills to make	links between topics and justify	the qualification to justify and
		straightforward links between	decisions, choices and actions.	problem solve creatively and
		topics.		holistically. Integration of
				knowledge, understanding and
				skills which informs a full
				understanding of the wider
				context of land and wildlife
				management.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
10	AO5 Attending to detail/	(1-2 marks)	(3 - 4 marks)	(5-6 marks)
	perfecting	Easily distracted or lack of	Aims for satisfactory result but	Noticing, checking, persistent,
	Does the candidate	checking. Insufficiently	may not persist beyond this.	perfecting, refining, accurate,
	routinely check on	concerned by poor result; little	Uses feedback methods but	focus on quality, precision,
	quality, finish etc and attend to imperfections/omissions • How much is accuracy a	attempt to improve. Gives up	perhaps not fully or	refinement, faultless,
		too early; focus may be on	consistently.	meticulous.
		completion rather than quality	Variable/intermittent attention,	
		of outcome.	reasonably conscientious, some	
	result of persistent care	Careless, imprecise, flawed,	imperfections, unremarkable.	
	and attention (eg	uncaring, unfocussed,		
	 measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	unobservant, unmotivated.		
		Examples of attending to detail: survey report, colouring maps, final finish of structure, presentation		
		of work		
		Final outcome is untidy and	Final outcome is finished to a	Final outcome is finished to a
		lacks quality.	good standard and is suitable	high standard, with
			for the environment.	consideration given to
				appearance and function

Section 3 Learner Materials Agr 17, 2018 15:00 Stoke Climsland Scale 1:10000 LIGHTON, POR COLLEGE USE ONLY, AN EDIN Quarry (dis) 0.2 2 235(00v 35mm Digimap for Colleges 184 or's Shop

Whiteford Survey by

For this survey wed had a designated area where we of 30 hectares. We didn't have asset time of which to do it in but had to use all of our skills that we had been taught over the year. Temple field was the start point and from there we had to make are way round the 30 hectares, describing habitats and what these habitats could hold.

The first Habitat found was an old hedge made up of a very old brick wall at. Consisting in the hedge was primarily Hawthorn and holly, this can prove vital or small birds to nest in during the summer as it provides good cover and is out the way from any larger predators. Also the holly will provide birds with a source of food during the winter months. these small hedges are also perfect spots for small mammals from mice to rabbits to burrow in as they have an unlimited food source, with 2 livestock of fields either side. At SX (35400-73700), is a small rookery upon some small sycamore and ash trees. fields either side. At SX (35400-73700), is a small rookery upon some small sycamore and ash trees. At SX(35500-73700), is a solid brick wall with brambles growing up it. This is providing cover for rabbits to warren in and take shelter from any incoming predators. Also found at this point where Holly, larch, and ash which will provide a perfect perching spot for a bird of prey waiting for a meal. At SX(35600-73600) is a large common lime tree providing great cover for nesting birds, also rabbits have created a warren at the very bottom of the tree using a close woodpile for any needed cover. The woodpile in the same area as the lime tree is an ideal place for small mammals like hedgehogs, as there is plenty of cover from predators.

At SX(35600-73800) is the old lane leading up to whiteford house consisting of a bridge and stone walling, the lane also consist of a row of lime and beech trees showing that it was bound to have been a road at some point, these trees can be perfect for crows to nest in as well as magpies and squirrels. The lane is now over grown with laurels which is perfect for pheasants and mammals to hide and use for cover. On this lane there is a single stone post showing that there was possibly a gate way there. At SX(35600-73200) is a large marsh and reed area providing cover for small agme like snipe and pheasant as well as rabbits and ground nesting birds. In a small plantation at SX(35600-73100) is a mixed selection of trees, ash, larch, Douglas fur, laurel, pine, maple. These are perfect places for birds to roost but as we have a pen it provides cover for the pheasants but a perfect spot for birds of prey to sit and watch. Ground flora of this area is vast from brambles to daffodils and fallen trees. As well as a flowing stream and a dried up stream. At SX(35700-73100) is a shrubby patch full of brambles dead trees and dead grass and reeds, creating good cover for mammals and small birds.

At SX(35700-73300) is a large willow copse with holly and gorse running through, this is an ideal place for large mammals to hide. The gorse is perfect cover for foxes to lay up during the day as it holds heat. The willow provides perfect cover and food supply for roe deer and small to large gamebirds, this copse also has a small stream running through it that can provide water for the plant life and birds. With the stream so close the ground flora is vast having nettles, brambles , reeds, and grass providing food and cover. Also containing many different tree species it provides perfect cover and homes for birds and small mammals. Oak, ash, larch, elder, holly, and willow all provide food and cover.

The fields consist of mainly unimproved grassland and improved land, supporting life, food and nutrients for all animals . in these fields I saw rabbits, squirrels, crows, wood pigeons, livestock, magpies, pheasants, small bird, and snipe. At SX(35800-73500) lies a large stream which provides a

Some Key faction

round

Field news ?

water source for birds and mammals. Also the river bank could holed voles; while the river could holed trout and small sticklebacks. Down by the stream I saw 3 mallard ducks and a pheasant. The river bank provided perfect cover for the pheasants and also rabbits which I had seen running on the opposite bank. The banks where covered in willow shoots, brambles, laurel ,elder , and holly providing good cover during the winter months and a food source aswell. At SX(35900-73900) is a single cherry tree that can provide food through out the summer for birds and small ground mammals.

Describes a good andle but does not signfrontly understand the place I haddal mathod. Has not used appropriate from the booklet.

Target note record

Conservation status (if any) ACTURE SSSI code County LA. district Vice county no.	(3
Conservation status (if any) Action SSSI code County LA. district Vice county no.	8
Conservation status (if any) Action SSSI code County LA. district Vice county no.	
County Vice county no.	
The standard of the standard o	
Habitat(s) included Name or alphanumeric	code
dominant	
other	
Target note (mention supplementary source(s) of information, if used)	
· Large line tree (Around 350 yr old) · Sychware That's everywhere · Stare and harhave hedges	
o Sycimore That's everywhere	
o Stone and horthorne hedges o Old White Ford House from 175 Demonstred in 191	
and contract of 175 Devolished in 191	3
o old White food floors (100)	
e Alot of oak and vollious	
small bockary	
Cide C	
o unsuproved grass feilds o improved that Proved feild.	
o improved the flowed tellor.	
Key words by habitat (include management, damage, etc.) A Woodland B Grassland C Tall herb/fem D Heathland E Mire	
11 11000	
Squerrel / ligrestate/	
Squerrel / Ligrestade/ Deer Obmage Machenery clamage	
damare	
camage	
F Swamp etc. G Open water H Coastland I Rock etc. J Miscelland	leous

Species Recorded	Standered Species	Noves
Species name (Preferatory Carm) HowThome (Crataegus Nonogyna)	Code CEE	· Albundant in hadgeroos
Hawlhome (Crardey or 00)	ca	· Abundant '" headgrouss
Sycamore (Ace Pseudoplanus)	NP	· Abundant in
	Qr	Abandart in
English Oak (Quercus robur)		hadgrows and
)		
Other Spices of interest (Nation	many scarce	e, notable, indicator, etc)
. Common time		or namental species
(Tila reuropaea)		

Risk Assessment Form

)

Activity/ Task	sk				St	Student		
Location					T	Tutor		
Hazards Identified	Who might be at risk	Existing Controls	Likelihood L/H/M	Severity L/H/M	Residual Risk 1-9	Additional Control Measures Required	Date Actioned	Estimated Residual Risk
SKiPA	Me feeling over	Look at Ways tergo		_1	√	3.	2014/18	
Weather Sun/heat	September States	tallhape a chat, take baher shaw	Ŋ	3	ţ	Where Sun Protection, lots of wover	20/4/18	
Low or fallen brancies	Students reactures		×	Ź		Clear the paths before	90 /4 IP	
Doggy terren	Glodes S Feachers		2	7	7	Beep an eye Boggy areas.	20/4118	Annany.
Sheam/kiner Teachers	Stockers		3	J	-	Be control walking bounds 2014/19	2014118	

KEY Likelihood L. Low (seldom) [1 point] M. Medium (frequently) [2 points] H. High (certain or near certain) [3 points]

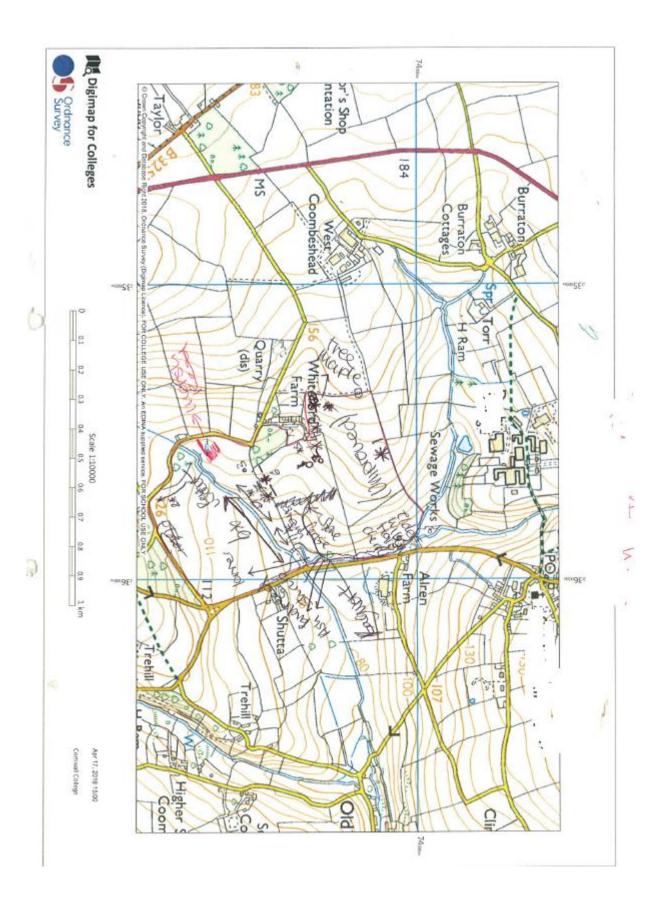
Residual Risk (Likelihood x Severity)
1 - 2 No action/low priority
3 - 4 Medium
6 - 9 High priority/urgent action

Severity

L. Slight (less than 3 days off work) [1 point]

M. Serious (over 3 days off work) [2 points]

H. Major (major injury/death) [3 points]



* 1 - Harthorne Hudge \$2 - Small Rockary - Syrum \$3- Brandoles on stone war *4- case, Holly, Larch xs - Stone wall Howthern Hedge of Common baren were \$7 - Old road with Bridge hading to 53 - Large growner stone A Motiva sen wood - Streen - Streets and boundles, Asia Lording, douglas for, Correr, Pine, marrer, pried up great 28 strus, struging next - 3. Door was & Willow COPSE, Shrew, Brembles, Streen, 10001, 100 \$10, Haw home and nonly thedge four / has XIII # 9852

Countryside recreational activities

This area of the farm used for reactional activates has many components that can limit the amount you can do. In the Area used for our synoptic we have to write about different recreational activities in that area. In the area of this synoptic the activities taken can be horse riding, pheasant shooting, deer stalking, walking and running.

Comment [PW1]: Could expand the viability of these activities in the area.

Activity 1:

In the Area used for our synoptic we have to write about different recreational activities in that area. In the area of this synoptic the activities taken can be horse riding, pheasant shooting, deer stalking, walking and running.

Comment [PW2]: Repeated

I chose Horse as this area already has an x-country jumps making it the ideal place for me to create x-country eventing. It has wooden jumps plus hedge and water jumps.

In the field "lawn" there are wooden jumps and also jumps lade out in the hedges across the 30 hectare area, including a stream to cross and gaps in hedges to jump through as well as open area jumps for the more athletic horses to open there legs. Also having long open parts of a field where your horse will be able to stretch its legs.

The minimum age of contestants will be 14 and will have to wear PPE that I have listed below or they will not be able to partake in this event.

Comment [PW3]: Feasible activity but could be researched further with the expertise within the College.

Health And Safety

As the activity can be very busy I have to take health and safety into account.

- St. johns ambulance, this is vital as if there is an injury we will need a medic on hand to help;
 St. johns ambulance is also a charity so part of the money we pay them will go to a charity of choice.
- Also as there are jumps on the course we will need to have a first aider on each jump with a
 radio to let the medics know what exact jump they need to go to and to make sure the
 person is unconscious or hurt as the ambulance will take a bit of time to get there.
- Make sure all the first aiders are trained.
 First aider will fill the holes in created by the previous horse that jumped the fence.

Comment [PW4]: Some good elements to health and safety what would be the

PPE

- · Make sure every rider has a riding helmet
- A protective vest while riding
- And high vis while in the arena

As this is a x-country event it will need funding, so for people to come and ride they will need to pay £5 to park and £10 per horse, we will also have home made burgers and sausage rolls on site with drinks hot and cold. Burgers being £2.50 and sausage rolls being £2.00, this will hopefully produce enough money to make profit on the day.

Comment [PW5]: Hopefully how have you costed it?

The ground has many historic features making it hard to do some activities. DDE is a big problem as no one with a disability would be able get around this part of the farm as it is wet and has no level ground. Also there are no activities in this area that would suit anybody with a disability.

This part of the farm is wet and very bogy making it very hard for people to walk around and get vehicles through, making nit very limiting to what u can do. However there is a field that is very dry during the summer that drains very well. Making this the ideal place for the carpark as the gate is on the edge of a road. The environment act and wildlife act will be a big part of what time of year this will take place, to keep the fields dry and not tare them up it will happen during the summer but another reason why it will be happening during the summer is to make sure we are not disturbing any ground nesting birds or birds that are esting on the hedge rows.

Resources

St Johns ambulance

British horse society

Consment [PW6]: Ensing a little disjointed

Comment [PW7]: Hements around damage Noise, Vehicles, pollution demographics not included.

Task 3

For task 3 we have been asked to draw an annotated diagram for a proposed structure, including the equipment, machinery, and materials used. As well as state all the environmental impacts this could have and the regulations involved with building this structure.

For task 3 I have decided to build steps. Building steps can have a big impact on the environment as you could disturb ground nesting birds and small mammals that live in this area. For this i will have to follow the regulations around ground nesting birds and the wildlife act of 1984. This means that i will only have a short period of time to build the steps, as birds normally nest during the spring this means I will have from September through to February to start and finish my project.

Risk assessment:

The tools used for this project come with many risks and therefor I have to take the correct precaution for myself and the public to insure that nobody is harmed during the construction.

PPE: For this project I need to insure that me and anyone helping me is wearing the correct PPE; as we will be using Sharpe and heavy tools.

PPE that should be used:

- Steal toe caps
- Gloves
- Overalls
- Eve protection (if needed)

I also need to take the public health into concern as I will most likely be doing the project on or very near a public footpath.

- Signs with date of construction a week before it starts to let the public know when the construction will start
- Signs at the time of construction to show people that tools are being used and that construction of the steps are underway
- Take into consideration who this might effect on a day to day basis

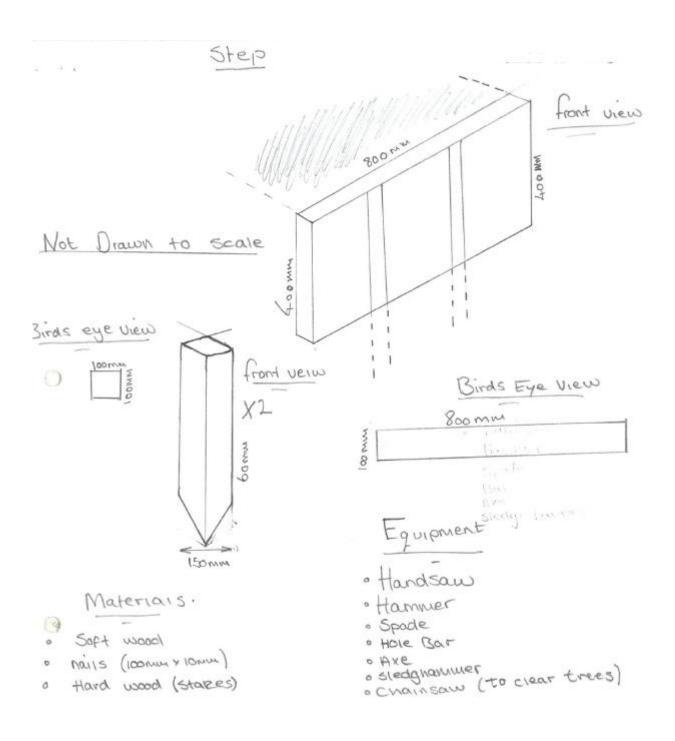
As I will be using heavy a Sharpe tools with the possibility of power tools being used I need to make sure that I have been trained to use the tolls safely and correctly to limit the chance of an injury.

However if I have people to come in and help I also need to check if they are trained and know how to use tolls safely and if using power tools like a chainsaw, that they have the qualification or license needed.

Damage and costs:

With all projects his will have a budget of which I have to stay in, this means I've got to take into consideration how much the materials used will be. However I can use trees Feld in that area to clear the area to build the steps.

I have to take into consideration where water lines and electrical wires may be as this would be a very expensive job to fix. As well as bringing the project to a holt. Meaning the project might not be done in time for spring causing the public to complain an become more and more agitated with the project.



Declaration of Authenticity

Candidate name Teresa Green	Candidate number 57777
Centre name College	Centre number 55556
Candidate:	
I confirm that all work submitted is my own, and that I have used.	acknowledged all sources I have
Candidate signature	Date 15.05.2018
Tutor:	
I confirm that all work was conducted under conditions desi candidate's work, and am satisfied that, to the best of my kn that of the candidate.	
Tutor signature	Date 15.05.2018
Has the candidate received any additional support in the pro	oduction of this work?
Tick Yes □ No √	
If the answer is yes, give details below and on a separate sh	eet if necessary.

Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Practical Observation Form Technical Qualifications

Candidate name:	Candidate number:
Teresa Green	5777
Centre number:	Assessment ID
55556	0173-004

Please complete the table below with reference to the relevant Assessment Objectives, as indicated in the Assessment Packs. Do not allocate marks at this stage.

Assessment Objective (AO) - refer to the marking grid for additional guidance.	Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.		
AO1 Describe how well the candidate shows recall of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	 A) Phase 1 surveyHad prepared for survey but still showed it was undertaken in an illogical manner within consistent results some plants where identified without books but most had to be identified B) Build a structure Very little recall in methodology of step construction no logical sequence followed to start with but worked it out over time 		
AO2 Describe how well the candidate shows understanding when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	 A) A plan of how the survey was going to be undertaken was prepared and knew why it had to be done but there was no notes taken to link it with other tasks. B) Practical work did not show understanding of how to construct a step but did show understanding of why they where needed and about the need for slopes for people with walking difficulties. 		

Assessment Objective Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances (AO) - refer to the marking grid for additional and to facilitate accurate allocation of marks once all evidence has been submitted. guidance. Did not stick to plan and carried out survey in an un constant manner AO3 Describe how well the having to go back to check pervious areas when new plant found candidate demonstrated elsewhere. Did not survey the whole area allocated. Notes made does not their practical skills. e.g. fully reflect the species present. Was not working at industry speed or how practiced/fluid is hand standard eve coordination and dexterity / how confident Demonstrated good practical ability once method of how it should be are they / how accurate or done was worked out. Industry speed and standard achieved once work 'polished' is the outcome / proper had started. Transported tools materials to and from site in tractor safe working etc. with back tool box on 3 point linkage. Carried out pre use checks well and correctly fixed box to tractor safely, loaded tools and equipment securely and drove to and from site in appropriate gear and speed. Tractor driving at industry standard and speed. **AO4** A) Previous knowledge and experience of working on estate used but survey Describe how well the technique lacked accuracy recording forms jumbled and not logically candidate brings it all presented. Did not make notes for other tasks whilst on site. together - e.g. how coherent are their actions / Good in the end but initial start was slow whilst method was worked out, how well do they draw Some links made to wildlife disturbance WLCA and issues of access for all from the breadth of their when questioned on work knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc. **AO5** A) Inaccuracies in habitat identification. Illogical execution of survey and Describe how well the recording of results candidate attended to detail e.g. professionalism / B) The final structure was finished to a good standard suitable for the perfecting / accuracy / environment, and users with no trip hazards checking / taking care / methodical working etc.

Tutor / marker signature:	Date:	
	2/05/2018	

Candidate Record Form

Candidate Name: Teresa Green Assessment ID: 0173-004

Candidate Number: 5777 Centre Number: 55556

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.

AO1 - Recall	Examples of types of know	vledge expected: use of tern	ninology, health and			
Breadth, depth,	safety considerations, envi	ronmental impact, legislatio	n, routine tasks, survey			
accuracy	methods, countryside recreation activities and demographics.					
25%	Band1 1–5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks			
Mark:	, ,	the actual recall once unde	<u> </u>			
	across the qualification content, but with good recall in access for all and safe					
5	working practices with regards the steps. Generalised in recreation section and					
402	not really applied to the study area					
AO2 -	Examples of understanding expected: correct use of Phase 1 Survey method,					
Understanding	application of legislation, planning order of construction tasks, selection of					
Security of concepts, causal links	appropriate joint methods for design, methodologies for delivering countryside					
	recreation activities, influe	1				
25%	Band1 1–5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks			
Mark:	Attempts have been made to justify choices in step construction methodology in survey and recreation types but this lacked detail and was not always accurate. Weak on linking topics together, although brings in other related topics to each					
6			· · · · · · · · · · · · · · · · · · ·			
		ask that are not within the synoptic narrative. Impact of steps on the environment understood and the need for slopes not steps.				
AO3 - Practical skill		Examples of skills expected: plant and habitat identification, machinery				
Dexterity, fluidity,		ls, material handling, and jo	•			
confidence, ease of		o, material namamig, and je	gacc.ra.s.			
application						
25%	Band1 1–5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks			
Mark:	Not logical at first approach to survey and steps but once recall of method applied the actual practical work for steps and tractor was of high quality and					
9	industry standard and spee	ea.				
AO4 – Bringing it	Examples of bringing it all together: applying and linking knowledge,					
together	understanding and practice	al skills to a particular situat	ion, justifying decisions/			
use of knowledge to	approaches taken, contingencies, reflection and evaluation.					
apply skills in new						
context						
15%	Band1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks			
Mark:	_	e of step construction knowl	-			
		cess for all and environment				
4	all tasks within the synoptic assessment. The recreation aspect was not closely linked to the site survey					
AO5 - Attending to		detail: survev report. colouri	ing maps, final finish of			
AO5 - Attending to detail / perfecting	Examples of attending to	detail: survey report, colouri	ing maps, final finish of			
detail / perfecting		• •	ing maps, final finish of			
_	Examples of attending to	• •	ing maps, final finish of			
detail / perfecting Repeated checking,	Examples of attending to	• •	ing maps, final finish of Band 3 5 – 6 marks			
detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to a structure, presentation of a Band1 1-2 marks	work Band 2 3 – 4 marks	Band 3 5 – 6 marks			
detail / perfecting Repeated checking, perfecting, noticing 10%	Examples of attending to a structure, presentation of a Band1 1 – 2 marks Detail with regards the phase	Band 2 3 – 4 marks ase one survey was lacking, v	Band 3 5 – 6 marks with fair detail in			
detail / perfecting Repeated checking, perfecting, noticing 10% Mark:	Examples of attending to a structure, presentation of a Band1 1 – 2 marks Detail with regards the pharecreation options but not	Band 2 3 – 4 marks ase one survey was lacking, valinked to survey site. Howev	Band 3 5 – 6 marks with fair detail in ver where was good detail			
detail / perfecting Repeated checking, perfecting, noticing 10%	Examples of attending to a structure, presentation of a Band1 1 – 2 marks Detail with regards the pharecreation options but not	Band 2 3 – 4 marks ase one survey was lacking, v	Band 3 5 – 6 marks with fair detail in ver where was good detail			



Tutor/Marker signature:

Total Mark: 27

Section 5 Principal Moderator's guidance, hints and tips.

This practise marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Evidence should be similar to that produced for judgements made in work based diplomas. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and giving examples of how these where achieved. Describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering. Full Justification needs to be given to why the mark was allocated.