

Level 2 Technical Award in Hair and Beauty Studies (3038-31)

[SAMPLE]

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

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Candidate section

Candidate guidance

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assignment.

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

You should take care when planning to make sure you have divided the time available between tasks appropriately. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant health and safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to allow you to continue until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of work is clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

All sketches and drawings should be neat and tidy.

Assignment



<https://goo.gl/40kJW7>

You have been on work placement in a large hair and beauty salon in the city. The salon is planning to extend their premises in their current location and to undergo a rebrand using an Ancient Egyptian, historical theme. You have been asked to contribute to the project and carry out research into hair and beauty in Ancient Egyptian times; you will relate this to modern day hair and beauty to bring the theme into the 21st century. As part of the development, the salon website will be redesigned with an Egyptian theme and you have been asked to create some designs which will be used on webpages to showcase the new look.

Tasks

Task 1

Produce a written report containing the following information:

- facts and comparisons of hair and beauty in Ancient Egypt and today
- comparisons between hair and beauty products and their ingredients used in Ancient Egypt and today
- technological advancements seen in today's hair and beauty sector.

Your report must show a logical order and demonstrate your ability to use suitable sources of information.

Conditions of assessment

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

You may carry out research and collect the information you want to use in your report in advance of completing the task.

What must be presented for marking:

- Written report, including any annotated images that support your information and a method of referencing showing where your ideas, theories, quotes and facts have been sourced (such as a bibliography)

Task 2

You must create an Egyptian themed hair and beauty look. The image you produce in this task will allow you to demonstrate your hair and beauty technical skills relevant to the Egyptian era.

To complement your look, you must produce a report including the following information

- the products you used stating their ingredients and functions
- the equipment and techniques you used
- results of relevant hair tests required to create your look
- 'before and after' photos.

Conditions of assessment

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

What must be presented for marking:

- Written report
- Photographic evidence

Additional records to support your performance:

Your tutors notes of your working practice including the standard and accuracy of your work.

Task 3

Produce designs for website pages to advertise a new, Egyptian themed, hair and beauty salon, using the image you produced in Task 2.

It is not a requirement to create actual live web pages; rather the designs used on them. These can be presented using a range of media such as posters, slides and mood boards.

When planning for your designs, produce a plan including:

- a statement on the purpose of the webpages
- evidence of how you considered the target audience and customer expectations
- notes on how you planned your resources for creating the webpage designs.

Your webpage designs must contain the following:

- a brand logo, designed by you, which adheres to the Egyptian theme
- annotated images of the salon interior/exterior which adhere to the Egyptian theme
- information of typical services carried out by the salon
- information highlighting the job roles of members of staff working in the salon
- a page to enable other businesses to advertise on your site showing how they link to the salon.

To support your designs, produce an evaluation of the webpages including information on

- how you have used feedback from others (peers, potential customers) to develop your design
- your own assessment of the designs produced
- your suggestions on how you might improve the design next time

Conditions of assessment

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

What must be presented for marking:

- Planning document
- Design image/s
- Review and evaluation document

Tutor guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with a set of tasks. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Guidance on tasks

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **18 - 20 hours**. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose their own method of presenting the information relevant to the task set.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded (eg measurements to confirm accuracy/tolerances).

The tutor should refer to the grading criteria to ensure appropriate aspects of performance are recorded. These notes will be used for moderation purposes and must be detailed and accurate.

Tutors should ensure that any supporting evidence including photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Preparation

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Learners must not have access to the marking grids

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

It is up to the tutor during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

Example:

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

A tutor may not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance on marking

Please see the centre guidance document ***Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids*** for detailed guidance on using the following marking grid.

Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(0-3 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(4-6 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(5-9 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>
		<p>Examples of types of knowledge expected: Facts about hair and beauty in Ancient Egypt; selection of appropriate products, equipment and techniques; product ingredients; health and safety considerations, use of imagery.</p>		
		<p>Across all of the opportunities for showing knowledge, the candidate used a narrow range.</p> <p>Knowledge was accurate but superficial.</p>	<p>Breadth of knowledge covered a good range of the taught content.</p> <p>Knowledge was accurate and areas of depth were good</p>	<p>The candidate showed consistent depth and breadth of knowledge from the taught content.</p> <p>All of the knowledge was strong, accurate and relevant to the tasks.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept? 	<p style="text-align: center;">(0-4 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p style="text-align: center;">(9-12 marks)</p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: Comparison of hair and beauty between different eras, justification for cosmetics used against brief, importance of using imagery in business, how design ideas are presented to different audiences, how trades and businesses are linked, technological advancements and understanding how they have shaped today’s hair and beauty sector, the impact of changes to the economy.</p>		
		<p>The candidate used a limited range of examples to demonstrate their understanding</p> <p>Links and explanations were limited and lacked coherence</p> <p>Conclusions and evaluations were limited and lacked coherence to the task</p>	<p>The candidate used relevant examples to demonstrate their understanding</p> <p>Links and explanations were detailed, logical and showed good depth of understanding covering a range of breadth from the taught content</p> <p>Conclusions and evaluations were good and showed coherence to the task</p>	<p>The candidate used a wide range of examples to demonstrate their understanding</p> <p>Links and explanations were articulate, coherent and showed excellent depth and breadth of understanding covering a wide range from the taught content</p> <p>Conclusions and evaluations were detailed and based on a broad range of the task content</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	A03 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem? How confidently does the candidate use the breadth of practical skills open to them? How accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<p align="center">(0-3 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center">(4-6 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p align="center">(7-9 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p>Examples of skills expected: A range of hair and beauty technical skills used, creating of design image, compliance with health and safety, carrying out relevant hair testing, application of products, recognising effect of selected cosmetic products on hair and skin, evaluation of final design image.</p>		
		<p>The candidate worked safely but with limited dexterity</p> <p>The candidate adhered to the plan and used a narrow range of practical skills</p> <p>The candidate showed limited confidence when using their practical skills</p>	<p>The candidate worked safely using mostly well executed techniques and dexterity was good</p> <p>The candidate adhered to the plan and used a good range of practical skills</p> <p>The candidate showed confidence when using their practical skills</p>	<p>The candidate worked safely showing excellent dexterity and flair</p> <p>The candidate adhered to the plan (or necessary adjustments were well handled) and used a wide range of practical skills.</p> <p>The candidate showed confidence when using their practical skills and the outcome was good.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new contexts/ problems on their own? 	<p align="center">(0-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p align="center">(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice Very little support from the teacher</p>	<p align="center">(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p>Examples of bringing it all together: Applying and linking knowledge and understanding to the given scenario, researches, plans, creates, evaluates and presents design image, methods of communication and presentation are appropriate for given audience.</p>		
		<p>The candidate has produced a limited range of information that lacks coherence and is not clearly applied to the scenario</p>	<p>The candidate has produced a broad range of information that shows understanding and application of the different methods and end users and draws on the scenario to inform thinking.</p>	<p>The candidate has produced a comprehensive set of information that links to the scenario and is clearly appropriate to the target audience. There is clarity and accuracy of detail and evidence of high level thinking in the analysis and application of the work.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	A05 Attending to detail/perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p style="text-align: center;">(1 mark)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p style="text-align: center;">(2 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p style="text-align: center;">(3 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail: Application of technical skills, written report, alignment of design image against customer brief, quality and detail of either posters, slides, mood boards.</p>		
		<p>There is limited attention to detail and no evidence of planning.</p>	<p>There is consistent attention to detail. Some evidence of planning is shown.</p>	<p>The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident. Detailed planning is shown to cover all required elements of the task.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> Does the candidate identify and use a wide range of appropriate sources effectively? How critically is information appraised, for plausibility, suitability and relevance? How purposefully is information used? 	<p align="center">(0-2 mark)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p align="center">(3-4 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p align="center">(5-6 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		<p>Examples of research: Evidence of research through use of bibliography, project evidence, design plan, interpreting data via questionnaires, teachers, peers and self-reflection to improve their performance.</p>		
		<p>Limited research from a single source.</p>	<p>Research from a range of sources applied with some relevance to the task.</p>	<p>Research from a broad range of sources applied with consistent relevance to the task.</p>
5	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? Are creative, unconventional approaches 	<p align="center">(1 mark)</p> <p>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center">(2 marks)</p> <p>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center">(3 marks)</p> <p>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>
<p>Examples of creativity: Interpretation of design brief, blending of historical hairstyles to modern style, original piece of work, originality of format.</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	taken in applying skills/ processes to meet a challenge?	The candidate responded to the tasks using conventional or unimaginative routes	The candidate responded well to the tasks and showed creativity when producing evidence	The candidate responded in an original way to the tasks, showing creativity and innovation when producing evidence The candidate used a wide range of materials to achieve a novel result
10	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? 	<p align="center">(0-2 marks)</p> <p>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication. Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center">(3-4 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach. Reasonably successful, conveys message quite well. Very little support from the teacher</p>	<p align="center">(5-6 marks)</p> <p>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical. Professional, organised, well structured, easy to follow, even complex ideas.</p>
		<p>Examples of communication: Use of accurate presentation, assignment and report writing skills, layout and presentation aids effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How appropriate and well presented are the chosen communication methods and formats? 	Candidates provide basic responses to assessment tasks. Work contains grammatical and spelling errors.	Candidates provide generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address discussion topics.	<p>Candidates provide clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanation enables the candidate to show depth and breadth of discussion topics.</p> <p>Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment task.</p>

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: