

Level 2 Technical Award in Land Based Studies

(0170-005)

[SAMPLE]

General guidance for candidates

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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

Plagiarism

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 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.

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

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

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. 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 continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

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

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

Assignment Brief

The local community has purchased a piece of land (Figure 1: railway land including station buildings) and wants to develop it in a way that everyone can benefit from. The community includes a cross section of ages, ability and interests.

They have carried out a survey within the community to help identify the best use of the land and had the following suggestions:

- Horticultural use
- Conservation
- A small farm including small and large animals for educational purposes
- Leisure, field or adventure sport activities.

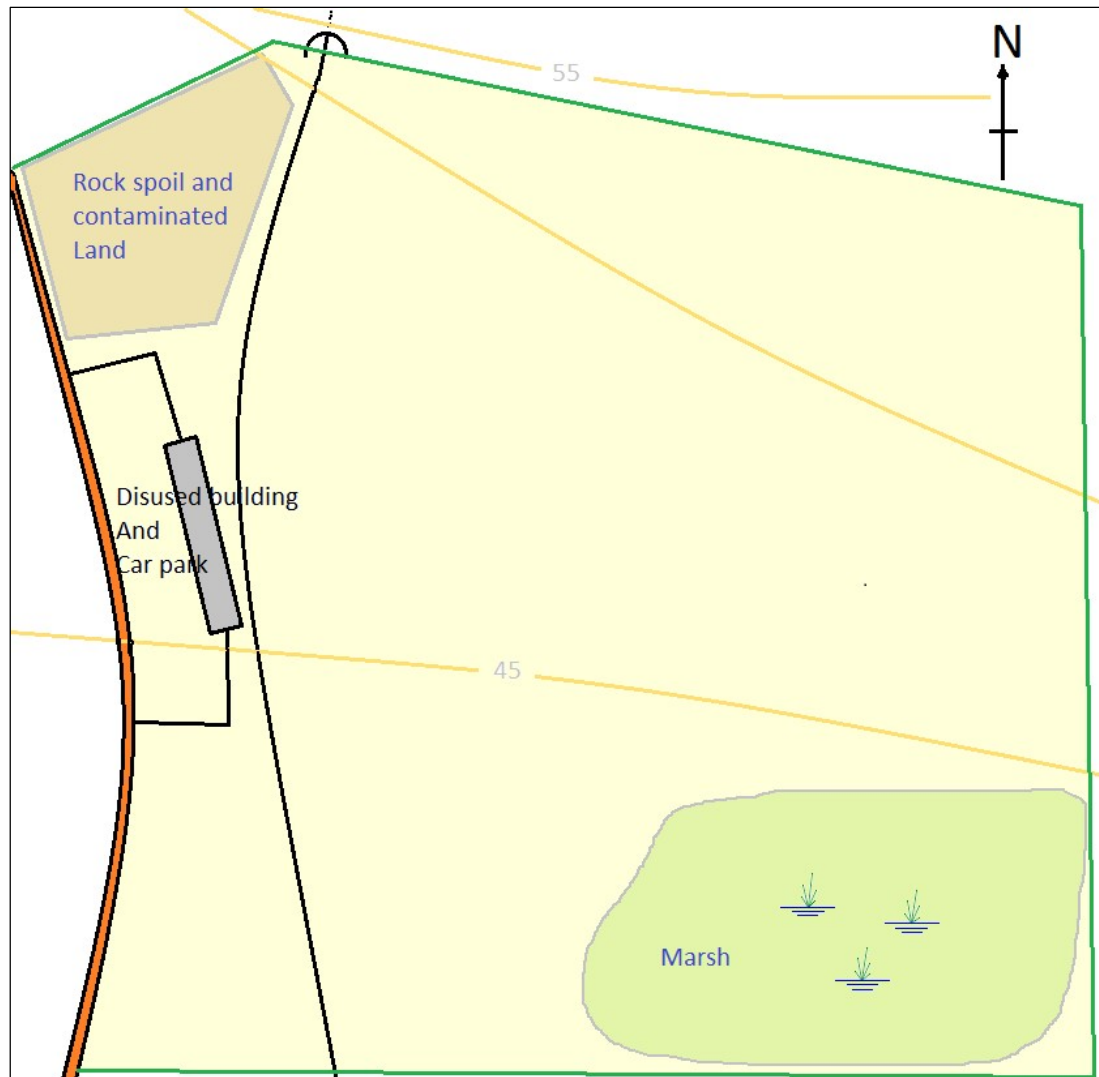
The community would like you to help them identify the most suitable ways to develop the site for the benefit of the community.

They have shared with you the following information about the project:

- The site is approximately 4 Hectares on the outskirts of the town.
- It is accessible by a cycle track on the old railway line as well as road access.
- The north of the site has an area of approximately 1 Hectare covered by spoil heaps from when the railway was first built.
- This area has been informally used by local children as a bike track.
- The old station buildings include toilet facilities and are in good repair.
- A local small holder and a pet store have offered to supply a range of animals for use in the project.
- Great crested newts have been found in and around ponds and marshland at the site of a disused quarry, in the south east edge of the site.
- Soil tests have not yet been completed to determine conditions for plant establishment and choice.

In advance of the assessment you can make notes based on the information you have been provided. You may take these notes into the assessment.

Figure 1: Railway land including station buildings



Tasks

Task 1

Using the information and diagram in the assignment brief, complete risk assessments for:

- public access to the site
- handling animals
- undertaking soil tests.

Conditions of assessment:

You must complete the risk assessments on your own, under supervised conditions.

What you must produce for marking:

- Three risk assessments

Task 2

Carry out soil tests on one sample, recording your results and techniques you have used.

Conditions of assessment:

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

When demonstrating technical skills, if you are working in a way that risks the safety of yourself or others you will be stopped. If your tutor decides that it is unsafe for you to continue working, you will be asked to leave the assessment area and you will need to retake the assessment at another time.

What you must produce for marking:

- Soil test results

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

- Your tutor's observation notes when testing soil.
- Photographic and/or video evidence.

Task 3

Using the information from the assignment brief, produce a report which will inform the community group on how the site can be developed. Your report should cover **three** of the following:

- Horticultural use
- Conservation
- A small farm including small and large animals for educational purposes
- Leisure, field or adventure sport activities.

Recommendations based on your soil test results in Task 2 should be included.

Conditions of assessment:

Your report must be completed working alone under supervised conditions.

What you must produce for marking:

- Written report

Task 4a

Prepare and present food and water to a chosen animal that may live on site. You should create a log of the feeding regime.

Task 4b

Carry out a physical health check on your chosen animal and record your findings in a health checklist and report.

Conditions of assessment:

You complete this assessment on your own, under supervised conditions.

When demonstrating technical skills, if you are working in a way that risks the safety of yourself, others, or is harmful to the animals you are working with, you will be stopped. If your tutor decides that it is unsafe for you to continue working, you will be asked to leave the assessment area and you will need to retake the assessment at another time.

What you must produce for marking:

- Log of feeding and watering
- Health check records
- Written report

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

- Your tutor's observation notes when handling and feeding the animals.
- Photographic and/or video evidence.

Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Tutor guidance

This guidance should not be shared with learners.

Candidates may be given **only** the assignment brief **four weeks** before the first supervised session to allow research to take place and sufficient time for tutors to check the submitted notes. Candidates should only be given **two weeks** in total to carry out the research, after which they must hand their notes in.

Tutors must remind candidates at the point of issuing the brief that they must **not** at any point discuss or divulge the content of the assignment brief and any tasks with other candidates.

It is **recommended** that where possible all tasks within this assignment are completed **within four weeks** of the candidate starting their first supervised session. However, where required, centres may make reasonable adjustments to timings, e.g. if there is a high demand for resources. These do **not** have to be consecutive weeks if a term break falls in between.

Each task should be given to the candidate at the start of the assessment. The tasks do not need to be completed on the same day, nor do they need to be completed in order. It is best practice to leave no more than two days between linked tasks (4a, 4b).

Guidance on research notes

Candidates should be given **at least two weeks** after being given the brief to enable research to take place. Research notes do not need to be uploaded for moderation but tutors should be aware that they may be requested where required. The notes may be typed or handwritten and should not be more than **two** sides of A4 paper per task.

Candidates must hand their notes in at the time agreed with the tutor. It is **recommended** that tutors check the notes for authenticity and that candidates did not digress from the topic. The candidates' research notes should be handed back to them at the start of the relevant supervised session for the task and **not** before.

Candidates are only permitted their research notes when completing the task. They are **not** permitted to take into the assessment their classroom notes, printed resources and text books, or have internet access, unless otherwise stated in the individual task guidance.

Task specific guidance

Task 1

The tutor should provide a risk assessment pro forma for this activity. This can be centre devised or industry standard.

Task 2

The centre must provide candidates with a soil sample. Under test conditions, candidates will determine the texture, type and pH of the sample given.

Task 3

Learners should be given the assignment brief in advance to enable research to take place. There is no specific limit on the amount of notes learners can produce for the assessment but centres should be reminded evidence may need to be uploaded for moderation and a common sense approach should be adopted. These notes may be typed or handwritten. There is no word count for the report but learners should ensure they demonstrate all their knowledge and understanding in the allotted time for the task. Learners may use images in electronic or paper format. They must hand these in to the tutor prior to the supervised session who should review the notes for authenticity and to ensure it is not a direct copy from a textbook or the candidate's entire course folder.

This assessment can be divided over two consecutive days however centres must ensure all works is stored securely and candidates do not have access to this in between supervised hours.

Task 4a and 4b

Candidates must have access to a minimum of one large mammal species.

Candidates should be provided with a health checklist for their chosen animal and produce a report of their findings.

Health and safety

The correct PPE must be worn by candidates at all times when working with animals or using chemicals and reagents.

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.

Time

The following timings are provided to support centre planning. They are for guidance only and centres may use discretion.

Total – 10 to 12 hours.

Task 1 – 1 hour

Task 2 – 2.5 hours

Task 3– 5 hours

Task 4 – 2.5 hours

It is recommended that all tasks within this assignment are completed **within 4 weeks** of the candidate being given the brief.

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of 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 an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

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.

Candidates should be made aware during learning 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.

Candidates 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.

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.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, including for contingencies, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks. These should take into account any circumstances that may affect timescales e.g., the degree to which candidates may have to wait to use shared equipment, downtime created through deferring the start of a long task to the next session, allowing a candidate time to rectify an error etc.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, i.e. to complete the task in full, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their own planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the candidate is not progressing through lack of application to the task such that the time required exceeds reasonably set assessment periods, or the tolerance suggested for any professional service times, the centre may stop the assessment and base the marking on the evidence up to that point. Details of the candidate's progress and application to the task should be noted as qualitative evidence for marking, as well as any excess time required and the reasons why.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate and differentiating**.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** 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).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Video evidence in Technical qualifications

The assessment materials for each synoptic assignment identify the minimum candidate and tutor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and tutor notes alone) plays a significant part of the synoptic practical assessment, some centres may record video evidence of candidates undertaking practical assessments. They may then elect to submit this as supporting evidence.

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators:

- As per the guidance in section 2.3.2 of *The Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- The qualitative written evidence provided by tutors must
 - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
 - include their judgement on the performance being demonstrated
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission, however for Technical Qualifications videos must be no longer than 5 minutes long.

Please note that where video evidence is unclear, or does not meet these minimum requirements, it will be disregarded by moderators.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) 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.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the ***Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

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, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under 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. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

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

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings 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, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable 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 and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- 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 to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for 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.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker 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.

What is, and is not, an appropriate level of guidance

- A tutor **should intervene with caution** 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, and full details should be recorded on the CRF.
- The tutor **should not** provide 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 tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must 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.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the ***Technical qualifications – marking, and - moderation*** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	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 	(1-5 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(6-10 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	(11-15 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick
		Examples of types of knowledge expected: Policies and legislation (Health and Safety at Work Act 1974, Animal welfare Act 2006, Wildlife and Countryside Act 1981), land-use type, technology types, scientific principles, use of terminology, historical account, and relevant organisations.		

	<p>misunderstandings evident?</p> <ul style="list-style-type: none"> • How confident and secure does their knowledge seem? 	<p>Bottom of band: The candidate shows very basic knowledge of land based industries. Detail is extremely limited with only a few references made to land use, policies, scientific principles and geographical factors.</p> <p>Top of band: The candidate has shown some basic knowledge of land based industries, with only limited detail in some areas. Narrow range of examples provided.</p> <p>Knowledge of the business and consideration for wider factors such as diversity and relationships in land use management are limited.</p> <p>There is little evidence that one or more scientific principles have been understood in relation to plants and animals and only very limited technology has been identified.</p>	<p>Bottom of band: The candidate shows basic range of knowledge from across the qualification which is sound and occasionally detailed.</p> <p>There is clear basic knowledge of the business, its role, history, the way land is utilised, geographical significance and scientific principles of plant or animal significance identified and accurate.</p> <p>Some technology has been integrated and accurate terminology is apparent. There is some reference to legislation.</p> <p>Top of band: Candidate has shown a good range of knowledge of the business, with some gaps, making several links to geographical significance of the site, accurate scientific relationships with technology, plants and animals deployed.</p> <p>Reference is made to other organisations linked and history of the business concerned.</p>	<p>Bottom of band: The candidate shows a broad and detailed knowledge of the business and its purpose across the whole qualification range, showing a degree of confidence and accuracy.</p> <p>The knowledge clearly extends into the geographical significance of the location, the scientific principles of technology, plants and animals found in the business, inherent skills found, main challenges and conflicts and the organisations linked.</p> <p>Terminology is confidently used along with reference to relevant policies and legislation.</p> <p>Top of band: Explanation is clear and strong and links have been made between knowledge of all aspects of the qualification and the business studied.</p> <p>Gaps in knowledge of the business, its purpose, challenges and relevant legislation and policies which</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Where used, terminology should be broadly accurate and relevant.	<p>There is basic knowledge of the role skills play in the running of the business, and a basic understanding of the challenges and conflicts faced.</p> <p>Terminology regularly used to support descriptions and explanations are usually detailed.</p>	<p>affect it are minimal. Scientific knowledge is clear, accurate and demonstrated with relevant links to technology, plants and animals and skills utilised in the business.</p> <p>Terminology is clear, accurate and routinely used. Integration of knowledge clearly and confidently shown throughout evidence.</p>
30	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <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? 	<p>(1-6 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>(7-12 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>(13-18 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: Links between land use, geography and scientific principles; application of technology and factors that affect their use; application of legislation and policy on land based industries and associated challenges and conflicts.</p>		

	<ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	<p>Bottom of band: The candidate has shown only a very basic understanding of land use in relation to geography and climate.</p> <p>There is limited evidence of explaining how the use of technology can influence productivity and connections are not always clear.</p> <p>Top of band: The candidate has shown some basic understanding of concepts from across the qualification, making very simple links between legislation and policy and land based industries with insecurity in some areas.</p> <p>Examples of land use and industry provided cover a limited range.</p> <p>Some points show basic understanding but consideration of wider factors such as potential conflicts and challenges linked to geography, climate and use of technology are very limited.</p>	<p>Bottom of band: The candidate has shown a basic range of understanding of the relationship between geography, climate and land use in relation to related industries, which are sound and on occasion detailed.</p> <p>Good explanations of how technology used influences productivity and competitiveness are given.</p> <p>Top of band: The candidate has shown a good range of understanding of concepts from across the qualification, showing a good understanding of the relationship between geography, climate, geology and land use.</p> <p>The candidate demonstrates a good understanding of the influence of legislation and policy and land use related industries and technology.</p> <p>Explanations are usually detailed. Understanding is consistent with reasoning coherent and well explained.</p>	<p>Bottom of band: The candidate shows broad and detailed understanding of concepts across the whole qualification range, confidently explaining the relationship between geography, climate, geology, advances in current and future technologies and land use in relation to industry productivity and competitiveness.</p> <p>All information is accurate.</p> <p>Top of band: Explanation is clear and strong linking good practice to industry and highlighting potential impacts on communities, plants and/or animals associated with the project and the environment (where appropriate).</p> <p>The candidate shows a strong and thorough understanding of legislation and policy affecting land based sectors.</p> <p>Concepts and understanding can be applied consistently and effectively within recommendations to improve</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
				productivity and remain environmentally sustainable.
20	AO3 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">(1-4 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>Examples of skills expected: Caring for animals ie handling, feeding, monitoring and recording health and welfare; soil testing; use of equipment.</p> <p>Basic preparation and safety during application demonstrated.</p> <p>Candidate demonstrates very basic application of technical skills; may not show full range of skills to complete tasks.</p>	<p align="center">(5-8 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>Good level of preparation and safety during application demonstrated.</p> <p>Candidate demonstrates good application of technical skills to complete tasks.</p>	<p align="center">(9-12 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>Thorough level of preparation and safety during application demonstrated.</p> <p>Candidate demonstrates consistent application of technical skills confidently when completing tasks.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p>AO4 Bringing it all together - coherence of the whole subject</p> <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>(1-4 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. May need prompting.</p>	<p>(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</p>	<p>(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 knowledge and understanding across all tasks, justifying recommendations/approaches taken.</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Bottom of band: There is some evidence of the candidate using their knowledge and understanding to make straightforward links between limited topics across the qualification.</p> <p>Top of band: The candidate shows evidence of using their knowledge and understanding to make key links between limited topics across the qualification.</p>	<p>Bottom of band: The candidate consistently brings together their knowledge, understanding and skills when investigating the project.</p> <p>Candidate makes key links between a range of topics across the qualification.</p> <p>Top of band: Utilises a range of knowledge from across the qualification when investigating the project.</p> <p>Integration of knowledge, understanding and skills which informs basic appreciation of the land is currently and could be used within the project.</p>	<p>Bottom of band: Utilises a wide range of knowledge from across the qualification when investigating the project.</p> <p>Integration of knowledge, understanding and skills which informs an appreciation of the wider context of how the land is currently and could be used within the project.</p> <p>Top of band: Utilises a wide range of knowledge from across the qualification to investigate the project holistically.</p> <p>Integration of knowledge, understanding and skills which informs a full understanding of the wider context of how the land is currently and could be used within the project.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	AO5 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 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 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 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: Meeting specific requirements of the task, attention to detail when investigating enterprise case study.</p>		
		<p>There is limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks.</p> <p>Reflection shows minimal depth and evaluation of own performance.</p> <p>Candidate evidences limited planning of report.</p>	<p>There is consistent attention to detail. Evidence provided is generally accurate and related to specific tasks.</p> <p>Reflection shows some depth and evaluation of own performance.</p> <p>Candidate evidences planning of report that covers most elements of the task.</p>	<p>The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident.</p> <p>Reflection shows thorough depth and evaluation of own performance.</p> <p>Candidate evidences detailed planning of report to cover all required elements of the task.</p>

Declaration of authenticity

Technical qualifications



Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Candidate:

I confirm that all work submitted 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

Additional Support

Has the candidate received any additional support in the production of this work?

No **Yes** (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

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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.

Candidate Record Form

Technical qualifications



Level 2 Technical Award in Land Based Studies (0170-24)

Level 2 Land Based Studies - Synoptic assignment (0170-005)

Candidate name	Candidate number
Centre name	Centre number

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

AO1 – Recall - Breadth, depth, accuracy																		
25%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
AO1 Mark	Notes & justification																	
AO2 – Understanding - Security of concepts, causal links																		
30%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO2 Mark	Notes & justification																	
AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application																		
20%	1	2	3	4	5	6	7	8	9	10	11	12						

AO3 Mark	Notes & justification											
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AO4 – Bringing it together - use of knowledge to apply skills in new context

20%	1	2	3	4	5	6	7	8	9	10	11	12
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AO4 Mark	Notes & justification											
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AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged

5%	1	2	3
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AO5 Mark	Notes & justification		
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Tutor signature	Date

Total

Technical qualifications - Practical Observation Form

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Complete the table below referring to the relevant marking grid found in the assessment pack. Do not allocate marks at this stage.

Assessment Objective (AO)	Notes – <i>detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
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.	
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.	
AO3 Describe how well the candidate demonstrated their practical skills . e.g.	

Assessment Objective (AO)	Notes – <i>detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<p>how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.</p>	
<p>AO4 Describe how well the candidate brings it all together – e.g. how coherent are their actions / how well do they draw from the breadth of their 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.</p>	
<p>AO5 Describe how well the candidate attended to detail e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.</p>	

Tutor signature	Date