

Level 2 Technical Award in Land Based Studies (0170-20)

[SAMPLE]

Synoptic Assignment

Introduction

General information about structure of the assignment pack

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Tutor section

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- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
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Candidate section

Candidate 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.

Assignment

Scenario

Read through the scenario of Riverside Farm in preparation for completing this assignment.

Figure 1: Riverside Farm; Area: 249 Ha

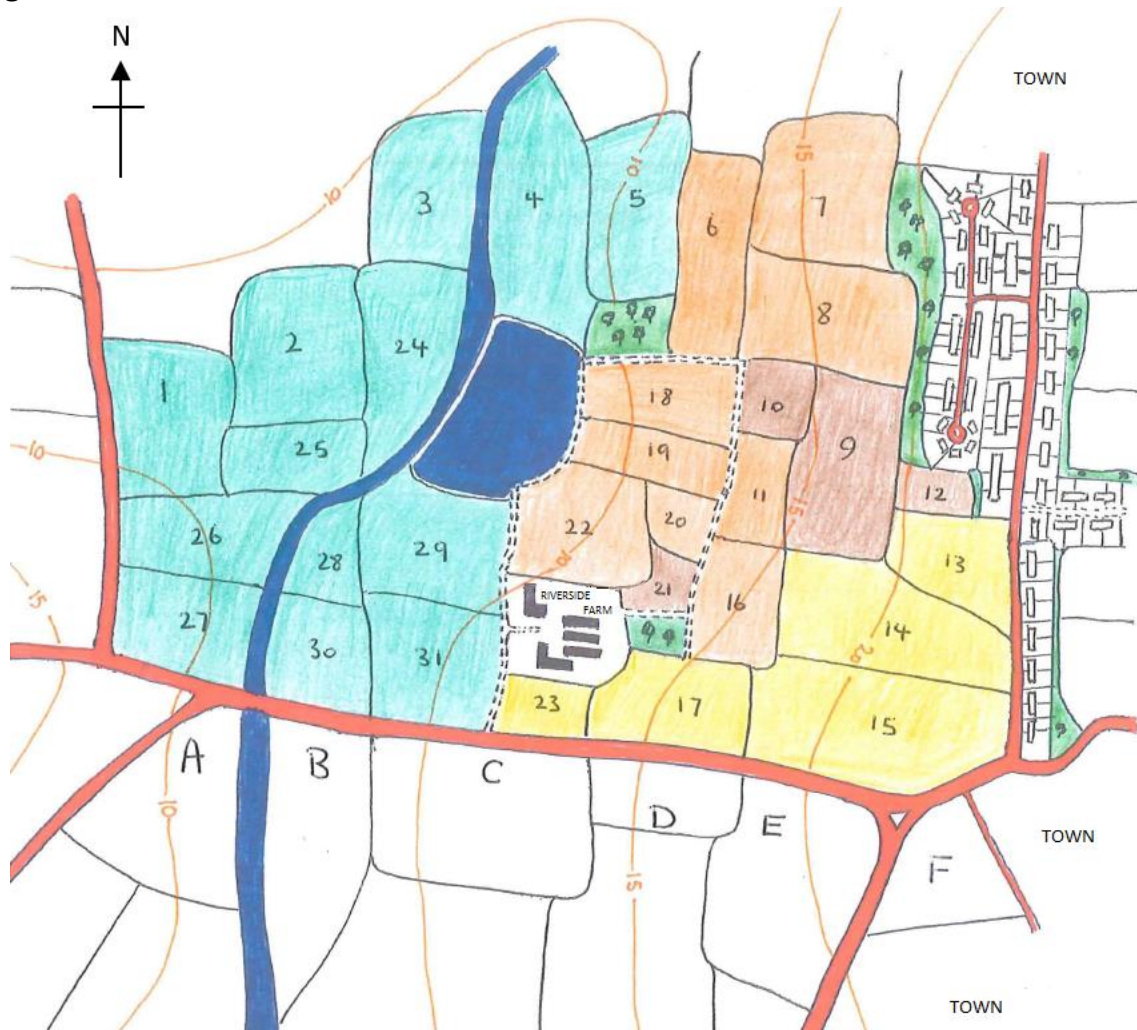


Table 1: Current details of cropping and livestock

Colour	Description	Total Ha
Light Green	Permanent Pasture	110
Green with Tree Symbol	Woodland	10
Blue	Lake (alongside fast flowing river)	10
Orange	Winter Wheat	61.5
Yellow	Winter Barley	40.5
Brown	Potatoes: Second Earlies	17
Not marked on map	100 Hereford single suckler cows and calves. Autumn Calving	-

Owners

Michael Townton is the owner and Farm Manager of Riverside Farm. Michael bought the farm 5 years ago. He runs the farm with the assistance of one employee Vikki Smith and his wife, Ruth Townton, who helps with the calves, orders materials, keeps the accounts and completes the tax returns. You have been taken on to help and support through your work experience at weekends and holidays.

Michael is middle aged and having worked in the city for several years has invested his earnings into this farm and some other long term fixed investments. He is unable to access any of his other money because it is 'tied' up in longer term investments. He has made it clear that he is keen to improve the farm but he can only do that by making use of the resources he has available on the farm and the money he can earn from it.

He is particularly keen on education and keeping young people involved which is why he enjoys having you working on the farm to gain experience. Both Michael and Ruth are very excited by modern developments around sustainable farming and building development.

The Farm

Riverside Farm is located two miles from the West coast of England in Lancashire and is subjected to typical rainfall, climate and weather for that area. The Farmhouse and surrounding buildings were built out of local stone in the early eighteenth century and are Grade 2 Listed. There are three more modern cattle buildings and barns erected in the 1970's out of steel with bonded asbestos roofs which are in slight decay. The previous owner had strong links with the local church and the farm itself has history linked to the Jacobite Uprising. Many of the hedgerows and field boundaries date from this time and are protected.

The farm has a very low level of dated equipment, two low powered tractors with trailers, seed drill, potato planting equipment, fertiliser spreader, sprayer and old materials handler for straw. All harvesting is carried out by contractors who are used for lifting the potatoes, cereal and forage harvesting, baling and any other more technical input needed. This causes a certain amount of frustration as Michael is dependent on contractors for harvesting which is often delayed. Vikki wishes she could do more to help and get involved in the more technical side of the farm. She has achieved a full Level 3 Diploma in Agriculture and is very experienced in the operation of most machinery and in other farm operations including maintenance and repair.

The buildings are used to house the cattle in winter and to store the forage, wheat, barley and potatoes produced. The barley is rolled on site and used to feed the cattle. Over the past few years the barley in fields 14 and 15 has not grown to its full potential being stunted compared to previous years. Michael has a suspicion it might be something to do with the soil, but does not have the expertise to find out.

Michael is a progressive person and is open to ideas on ways in which the farm could be changed, new enterprises that could be taken on and ways in which improvements could be made. Equally he is keen to continue with existing activities which are already strong. Michael has managed to gain planning permission to build on fields next to the town and has a large Housing Association interested in purchasing the land for a Social Housing project. He also has the option to buy a further 55Ha of land on the other side of the road. He has got funding to develop a small 'petting farm' on site which will be attractive to local children and schools and will be a future source of revenue. A local small holder, Mr Fitzgerald, is retiring and has asked Michael if he could take on a small collection of animals that could no longer be cared for. Michael has agreed and has asked you to take a lead in rehousing and caring for the animals.

The local population is comprised of a range of people some of whom do not respect his farm and others who are not concerned. He often experiences fly tipping on his land and households tipping rubbish over their fences into his fields. He has also been subjected to several inspections relating to poor water quality from the Environmental Agency who monitor the local river which is of concern to the officials and Michael. He has also been in contact with the local county ranger service to explore habitats and wildlife population on the farm. The farm is on the edge of a popular tourist area and each year attracts retired people who come to enjoy the views from the hill land which is located approximately 2 miles north of the farm.

Farm performance

Table 2: Financial and physical performance of the farm

Activity	Actual performance	National Comparison Data for a high performing farm
Winter Wheat: Yields (tonnes per ha) Gross margin £/Ha	9t £800	9.75t £818
Winter Barley: Yields (tonnes per ha) Gross margin £/Ha	5t £467	7t £988
Potatoes: Yields (tonnes per ha) Gross margin £/ha	20t £1,900	28t £3,300
Suckler Herd: Cows per Ha Gross margin £/cow	1.1 cows 170	2 cows 198

Table 3: Field activity

Field No.	Hectares	Cropping/Notes
1	10	Permanent Pasture
2	9.5	Permanent Pasture
3	8	Permanent Pasture
4	11	Permanent Pasture
5	9	Permanent Pasture
6	8	Winter Wheat
7	10	Winter Wheat
8	11	Winter Wheat
9	10	Potatoes: Second Earlies
10	3	Potatoes: Second Earlies
11	4	Winter Wheat
12	2	Potatoes: Second Earlies

13	6	Winter Barley; Planning Permission to build
14	11	Winter Barley; Planning permission to build
15	12	Winter Barley; Planning permission to build
16	7	Winter Wheat
17	8	Winter Barley
18	7	Winter Wheat
19	4	Winter Wheat
20	2.5	Winter Wheat
21	2	Potatoes: Second Earlies
22	8	Winter Wheat
23	3.5	Winter Barley
24	10.5	Permanent Pasture
25	5	Permanent Pasture
26	8	Permanent Pasture
27	8	Permanent Pasture
28	4	Permanent Pasture
29	9.5	Permanent Pasture
30	7.5	Permanent Pasture
31	10	Permanent Pasture
Woodland and Lake	20	Established in mid 1500's now preserved features
A	10	Available to purchase
B	8	Available to purchase
C	12	Available to purchase
D	8	Available to purchase
E	9	Available to purchase
F	8	Available to purchase

Assignment brief

Michael has come up with a number of activities that he would like you to be involved in which will help him identify suitable ways to improve the farm's performance.

1. Responsible for rehousing, settling and caring for the animals which will be arriving from Mr Fitzgerald within the next few days.
2. Carrying out tests to establish existing soil types and report on any issues as well as anything that may impact future purchasing opportunities.
3. Exploring the current situation, identifying opportunities for diversification, increasing productivity, competitiveness, and efficiency whilst maintaining an environmentally sustainable future.

Tasks

Task 1a:

Produce a plan detailing procedures for the arrival and settling in period of Mr Fitzgerald's animals, taking into account their health and wellbeing.

Task 1b:

Prepare the accommodation and rehouse the animals according to your plan. Care for the animals over the next few days ensuring they have settled, keeping a record of their care.

Conditions of assessment:

You must produce the plan 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 must be presented for marking:

- Plan
- Care records

Additional records to support your performance:

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

Task 2

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

Conditions of assessment:

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 must be presented for marking:

- Soil test results

Additional records to support your performance:

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

Task 3

Produce a comprehensive report which will inform Michael how the farms performance can be improved, including your test results and the scenario. You must take into consideration productivity, competitiveness, diversification and sustainability.

Conditions of assessment:

Your report must be completed working alone under supervised conditions.

What must be presented for marking:

- Written report

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 **10 – 12 hours**. Candidates should be required to plan their work and their plans confirmed with them for appropriateness in relation to the time allocated for each task.

Resources

Task 1:

Candidates must have access to a minimum of

- one large animal, and
- two small animals.

Task 2:

When testing soil conditions for Fields 14 and 15, candidates will be provided at random one of the following soil types.

- Alkaline
- Acidic
- Low nitrogen

Health and safety

The correct PPE must be worn by candidates at all times when working with animals.

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. Candidates 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
20	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? 	<p style="text-align: center;">(1 - 4 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(9-12 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: Policies and legislation, land-use type, technology types, scientific principles, use of terminology, historical account, organisations</p>		

	<ul style="list-style-type: none"> • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem? 	<p>Bottom of band: The candidate has shown 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. Examples provided cover a narrow range. Knowledge of the business and consideration for wider factors such as diversity and relationships in land use management are limited. There is little evidence that one or more scientific principles have been understood in relationship to plants and animals and only very limited technology has been identified. Where used terminology should be broadly accurate and relevant.</p>	<p>Bottom of band: The candidate has shown a basic range of knowledge from across the qualification which is sound and occasionally detailed. 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. Some technology has been integrated into the report 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, but making several links to geographical significance of the site, accurate scientific relationships with technology, plants and animals deployed. There is reference to other organisations linked and history of the business concerned. There is basic knowledge of the role skills play in the running of the business, and a basic understanding of the challenges and conflicts that the business faces. Terminology is regularly used to support</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. 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. Terminology is confidently used and found throughout the report 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. Gaps in knowledge of the business, its purpose, challenges and relevant legislation and policies which 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. Terminology is clear, accurate and routinely used. Integration of knowledge clearly</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
			descriptions and explanations are usually detailed.	and confidently shown throughout evidence.
25	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;">(1 – 5 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;">(6 - 10 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;">(11 - 15 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>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Bottom of band: The candidate has shown only a very basic understanding of land use in relation to geography and climate. 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. Examples of land use and industry provided cover a limited range. 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. 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. The candidate demonstrates a good understanding of the influence of legislation and policy and land use related industries and technology. 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. 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 enterprise and the environment (where appropriate). The candidate shows a strong and thorough understanding of legislation and policy affecting land based sectors. Concepts and understanding can be applied consistently and effectively within recommendations to improve productivity and remain environmentally sustainable.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	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 - 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: 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>Good level of preparation and safety during application demonstrated.</p> <p>Candidate demonstrates good application of technical skills to complete tasks.</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	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 	<p style="text-align: center;">(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. Many need prompting.</p>	<p style="text-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</p>	<p style="text-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 knowledge and understanding across both 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
	contexts/ problems on their own?	<p>Bottom of band: There is some evidence of the candidate using their knowledge and understanding to makes 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 enterprise. Candidate makes key links between a range topics across the qualification.</p> <p>Top of band: Utilises a range of knowledge from across the qualification when investigating the enterprise. Integration of knowledge, understanding and skills which informs basic appreciation of the land is currently and could be used within the enterprise.</p>	<p>Bottom of band: Utilises a wide range of knowledge from across the qualification when investigating the enterprise. Integration of knowledge, understanding and skills which informs an appreciation of the wider context of how land is currently and could be used within the enterprise.</p> <p>Top of band: Utilises a wide range of knowledge from across the qualification to investigate the enterprise holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of how land is currently and could be used within the enterprise.</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: 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>Candidates evidences planning of report 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>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	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 style="text-align: center;">(1 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 style="text-align: center;">(2 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 style="text-align: center;">(3 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: Uses a range of sources (e.g. internet, books, journals, observations, relevant policies and procedures), reference list, selection of research material and sources</p>		
		<p>There is little evidence of background reading with some basic referencing to sources. Limited range of sources used e.g. candidate has used only internet. Referenced sources are not always evidenced in assignment work.</p>	<p>Good evidence of background reading with considered and relevant referencing. Referencing is clear and provides a range of sources.</p>	<p>Strong and consistent evidence of background reading with well-considered referencing. Referencing demonstrates depth and breadth of research sources including books, web based research, journals and more.</p>
0	AO7 Originality and creativity	N/A: There is no requirement for originality or creativity in this qualification.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
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? How appropriate and well-presented are the chosen communication methods and formats? 	<p style="text-align: center;">(1-2 mark)</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.</p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p style="text-align: center;">(3 - 4 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</p> <p>Reasonably successful, conveys message quite well.</p>	<p style="text-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.</p> <p>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 aid effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar</p>		
		<p>Candidates provide basic responses to assessment tasks. Work contains grammatical and spelling errors. Written and verbal explanation sometimes enables the candidate to address discussion topics.</p> <p>Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p>	<p>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> <p>Responses to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task.</p>	<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: