HM Government

T-LEVELS

T Level Technical Qualification in Agriculture, Land Management and Production

Employer-Set Project for Crop, Woodland and Horticulture Core Pathway (Level 3)

Employer-Set Project

Marking Grid (Sample)

September 2023 Version 2.1

City & Guilds

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General marking approach

The following process details at high level the steps that will be undertaken by the external marking teams at City & Guilds following the submission of a candidate's evidence (including additional supporting evidence such as videos of presentations, etc).

Guidance

Markers of this assessment should note:

- Candidate evidence must be marked based on what has been submitted. This means that if candidate evidence is not complete, marks will **only** be based on what has been submitted.
- The marking grids follow two slightly different approaches.
    - Some of the task-based marking grids focus on a single targeted assessment objective. For these marking grids, the band descriptors have been written in direct response to the individual assessment objective. Markers will consider all of the descriptor statements presented in each marking band as a whole, in order to determine how the candidate has evidenced demonstration of the assessment objective within the specific task.
    - Some of the task-based marking grids incorporate coverage of multiple assessment objectives. This has been done where there is clear alignment between the objectives in the task and aims to support markers to bring together and assess the available evidence. For these marking grids, the assessment objectives being assessed have been incorporated into the band descriptors, so ***in the same way as above***, markers should focus on how the evidence demonstrated reflects the collective descriptor statements in each band, which should be read as a whole to form an overall judgement.
- Regardless of which of the above two approaches the marking grids take, as the band descriptors incorporate the assessment objectives that each is intending to assess, markers should follow the guidance on marking without any specific need to consider the assessment objectives, ie considering the evidence and marks available as a whole and base their judgement on the quality of response and how it meets the overall band descriptors (see Process below).

Process

- The marker scans/reads the candidate's evidence; the external marker makes a judgement on the level of performance the candidate has demonstrated, taking all the evidence into consideration, and they then judge the appropriate mark following the normal process.
- The marker makes an initial assessment of the best fit to band.
- The marker reviews the candidate evidence against the initial band descriptor in more detail to decide if the response is securely sitting within the band; if all characteristics described by the band descriptor are seen or it strongly meets the level of performance described by the descriptor holistically:
    - the marker will also check the descriptor for the level above
    - if evidence clearly shows some of the characteristics of the higher band, the marker will select a suitable mark at the bottom of that band
    - if it is not showing characteristics of the higher band, the marker will revert to the original band, selecting a mark at the higher end of that mark range.

  If the response is not securely in the band, but **is partially** showing the characteristics of the band:
    - the marker will check the descriptor of the level below/above
    - the marker will decide on a suitable mark, either at the bottom of the original band as some characteristics shown, or at the top of the lower band if it better describes the quality of the characteristics being shown.

  If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

  If there is no alignment with the descriptor, the marker will reassess the starting band, and begin again.
- Based on the level of alignment with the descriptor, the marker will confirm a final mark within the band, bearing in mind that the marks available form an evenly distributed scale:
    - If the quality of response fully aligns with the performance described by the descriptor, the marker will assign a high mark within the band.
    - If the quality of the response partially aligns with the performance described by the descriptor, the marker will assign a low to medium mark within the band.
    - The marker will consider the quality of a range of similar responses (eg annotated lead grade exemplification materials, responses reviewed during standardisation, and through experience) and choose a mark that would give an appropriate ranking amongst those responses in relation to the full range of marks available in each band.
- In order to fully assess the evidence, it may be necessary to focus on several distinct aspects. These have been grouped into separate sub-grids to allow the marker to make separate assessment decisions, rather than attempt to bring disparate elements together as a holistic judgement, to support reliability, validity and manageability for the marker.
- Should a candidate make an error or display a weakness in one task that is further compounded through the inter-dependent nature of the tasks and carry through that error, the marker should penalise the candidate only once. Each task should be considered within the constraints of the marking for the task itself, focusing on the knowledge and skills to be demonstrated in that task. For example, if the candidate

does not research suitable waste disposal methods in Task 1, when they get to the planning in Task 3 – the marker should focus on looking at how well the candidate plans the implementation of the solution they are proposing, ie it is the project planning skills that hold the main relevance in this task, rather than further penalising the candidate for a less than optimal waste disposal method research and proposal from the initial Task 1. Candidates can also use evaluation within later task responses to address issues they have identified.

Assessment objectives

The Employer-Set Project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

AO ref	Assessment objective
AO1	Plan approach to meeting the project brief.
AO2	Apply core knowledge and skills as appropriate:
• AO2a	○ core knowledge
• AO2b	• core skills **Analysing** – Qualitative and quantitative data and information and identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering, eg identifying common features of data obtained on options to develop a new product or service, classifying and organising data into types. **Communicating** – Using a range of communication methods tailored to the audience with different audiences through reading, writing, listening and speaking through the use of visual, oral and written methods, demonstrating active listening, building a rapport, engaging an audience, adapting style and tone to audience needs and nature of the message, eg using visual and oral methods to engage an audience with a proposal for improving representation and diversity in the sector. **Critical thinking** – In relation to problem solving, decision making, researching and planning to include questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding, eg questioning information and data, evaluating pros and cons of the introduction of new machinery or plant into a business, taking out of the whole life cycle. **Decision making** – In work-related contexts including clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding, eg identifying likely impact of biosecurity plan in the business and using evidence to substantiate conclusions. **Investigating** – To obtain information and data including identifying potential sources, developing search criteria/queries, interrogating data, designing and carrying out tests, eg developing search criteria/queries for secondary research and designing and carrying out tests for primary research into the environmental impact of a business.

AO ref	Assessment objective
	Working in a team – To provide mutual support, open communication, respect and honesty, developing new ideas and interpretations, providing support, advice and guidance, reflecting, inviting and providing feedback on own and others' performances.
AO3	Select relevant techniques and resources to meet the brief.
AO4	Use Maths, English and digital skills as appropriate:
• AO4a	○ Maths
• AO4b	○ English
• AO4c	○ digital
AO5	Realise a project outcome and review how well the outcome meets the brief:
• AO5a	○ Realise a project outcome – was the right outcome achieved?
• AO5b	○ Review how well the outcome meets the brief, how well the brief was met and the quality of the outcome in relation to the brief.

Employer-Set Project mark distribution

This table illustrates how the 90 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers, and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO5a	AO5b	Total	AO4a	AO4b	AO4c	
1. Research	3	0	6	3	0	0	12	0	0	0	
2. Report	3	9	9	6	0	0	27	3	0	0	
3. Plan	6	6	6	3	0	0	21	0	3	0	
4. Peer review	0	0	0	0	0	0	0	0	0	0	
5. Evaluate and present	0	3	6	0	6	6	21	0	0	3	
Total	**12**	**18**	**27**	**12**	**6**	**6**	**81**	**3**	**3**	**3**	**90**
AO marks	12	45		12	12			9			90
AO %	13.3%*	50%		13.3%*	13.3%*			10%			100%*

NB – AO2 collectively must be at least 50% (ie 45 marks)

* Total of AO1, AO3, and AO5 weighting rounded to nearest whole number

1. Research

Indicative content

Typical evidence may include:

Core skills

- Action plan for the research containing goals/objectives to be achieved and a suitable range of reputable sources of information (eg websites of professional bodies, regulators, government, manufacturers and businesses similar to the one described in the brief)
- Evidence of planning efficient use of the allocated time while planning, carrying out research and producing the research notes
- Logical plan of techniques/resources for the research to be conducted, ie sourcing the relevant and most useful information:
    - reliable websites, ie credible sources such as websites of government agencies/industry bodies etc.
    - range of sources used (not relying on limited/single sources of information)
    - avoiding sources which may be biased, ie selling products
- Planned approach to topics to be researched, which could include search terms/criteria to be used for web searches
- Research undertaken into waste management methods suitable for the waste generated on Guilds Estate using effective and appropriate research methods, which includes:
    - details of available waste management methods for the different types of consumable and green waste identified in the brief
    - the relevant legislation and government policies that impact on the researched waste and waste disposal methods, eg the Environmental Protection Act 1990 (duty of care, waste transfer licences, licensed operators), enforcing bodies (Environment Agency), Wildlife and Countryside Act 1981, Local Authority guidance, Control of Substances Hazardous to Health (COSHH), Provision and Use of Work Equipment and Regulations (PUWER)
    - sustainable waste disposal/management methods used within similar environments, eg methods used on mixed rural estates such as use of wood chip for biomass, heating/energy production
    - details of health and safety considerations related to the environment and selected methods of disposal that meet the requirements of the brief, eg Personal Protective Equipment (PPE) requirements, manual handling considerations, COSHH, PUWER, environmental considerations regarding contaminated fuel/oil/chemical containers
- Demonstration of reasoning in relation to the requirements for the improvement of waste management practices on the estate
- Application of core skills to conduct planned research and production of research notes in line with the requirements of the project brief

- Research notes which effectively record findings from planned research for each of the types of waste on Guilds Estate, incorporating the considerations outlined in the task
- Collation of list of references for research

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives:

- Task 1 – Research action plan
- Task 1 – Research notes
- Task 1 – List of references.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AOs (marks)	Total marks available
Task 1	**1**	**2**	**3**	**4**	**5**	**6**	**AO1**	**6**
Research	**Marking descriptors – all versions**						**AO3**	
AO1 Plan their approach to meeting the project brief **AO3** Select relevant techniques and resources	**Basic** planning of the approach to research and information gathering, with **minimal** consideration of action plan requirements. The range of topics/criteria considered has **limited** relevance to the context of the brief. **(AO1)** **Limited** consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting		**Good** planning of the approach to research and information gathering, with **moderate** consideration of action plan requirements. The range of topics/criteria considered has **good** relevance to the context of the brief. **(AO1)** **Good** consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting		**Excellent** planning of the approach to research and information gathering, with **thorough** consideration of action plan requirements. The range of topics/criteria considered has **excellent** relevance to the context of the brief. **(AO1)** **Thorough** consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting			

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
to meet the brief	in a **limited** range of relevant information being gathered. **(AO3)**	in a **good** range of relevant information being gathered. **(AO3)**	in a **comprehensive** range of relevant information being gathered. **(AO3)**		

	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AOs (marks)	Total marks available
Task 1	**1**	**2**	**3**	**4**	**5**	**6**	**AO2b**	**6**
Research **AO2b** Core skills • Analysing • Critical thinking • Investigating	**Marking descriptors – all versions** **Basic** application of critical thinking and analysis in evaluating the project brief, context and task requirements, which is utilised to **limited** effect, to inform the research. Resulting in research action plan and notes with **minimal** connections to the context of the brief. **(AO2b Analysing and Critical thinking)**		**Good** application of critical thinking and analysis in the evaluating the project brief, context and task requirements, which is **mostly** utilised effectively to inform the research. Resulting in research action plan and notes with **good** connections to the context of the brief. **(AO2b Analysing and Critical thinking)**		**Comprehensive** application of critical thinking and analysis in evaluating the project brief, context and task requirements, which is **consistently** utilised effectively to inform the research. Resulting in research action plan and notes with **excellent** connections to the context of			

	Basic application of investigation skills to identify **some** relevant/accurate sources and develop a **limited** range of search criteria/queries, generating information with **minimal** links and relevance to the context of the brief. **Limited** interrogation of research findings to ensure information collated links to the context of the brief. **(AO2b Investigating)**	**Good** application of investigation skills to identify **mostly** relevant/accurate sources and develop a **good** range of search criteria/queries, generating information with **good** links and relevance to the context of the brief. **Good** interrogation of research findings to ensure information collated links to the context of the brief. **(AO2b Investigating)**	the brief. **(AO2b Analysing and Critical thinking)** **Excellent** application of investigation skills used to identify **highly** relevant/accurate sources and develop **comprehensive** range of search criteria/queries, generating information with **thorough** links and relevance to the context of the brief. **Excellent** interrogation of research findings to ensure information collated links to the context of the brief. **(AO2b Investigating)**		

2. Report

Indicative content

Typical evidence may include:

Core knowledge

- A written report which draws on research conducted in Task 1, and which is used to propose effective waste management solutions and incorporates the waste management principles (refuse, reduce, reuse, repurpose and recycle)
- Report includes different waste management and disposal methods, how well they meet industry guidance, if they have the potential to be implemented, and their technical sense and level of consideration of legal and health and safety factors
- Some examples of potential waste management methods proposed could include, but not limited to:
    - methods of reducing waste generated, eg replace with pots/containers made from alternative materials such as biodegradables like fibre/coir; reusing plant pots and containers; recycling e.g. plastics segregated for recycling into 'plastic wood' products used in site/garden/street furniture
    - repurposing, eg shredded for use in composts/animal bedding, recycled, i.e. as lower-grade papers, fire bricks/fuel
    - re-use or repurpose of plastic containers – reused (when appropriately cleaned), repurposed, eg as containers, funnels etc.
    - recycled for use in other plastic products and refuse, eg collection and reuse by manufacturer/supplier
    - alternatives to disposal for wooden packaging (pallets and boxes), eg. chipped for fuel/energy production/mulches, timber reused for construction of other items; options to refuse/reduce, eg pallets collected and reused by manufacturer/supplier
    - green waste could be sorted and composted on site for later use in the ground or for sale
    - green wood waste could be sorted and processed for other uses, e.g. firewood for use on site or sale, chipped for biomass, mulches, creation of habitat piles
- Consideration of the 5 Rs and how these can be applied for different types of waste
- Recommendations to improve the working practices on Guilds Estate so that they comply with the Waste Management Strategy, e.g. including consideration of alternative methods, i.e. switching from plastic to biodegradable pots/containers
- Consideration given to supply chains, eg availability of resources required, markets and outlets for repurposed/reused waste products if this is proposed
- Analysis of the different waste collection companies, eg frequency of collections needed, considering green credentials and reviews of the companies, size and number of skips/containers required, segregation of waste using multiple containers, costs

- Analysis and consideration of the different factors included in the price lists (cost, green score, size/capacity and number of containers)
- Selection of waste collection company appropriate for the proposed solution. There is **not** an intended right/wrong choice; the candidate's choice will depend on how they have proposed to manage the different types of waste on the site. For example, a candidate may propose extensive repurposing or reuse of waste, reducing the amount of waste requiring collection, and this may affect which company they select, as long as they can justify why with due consideration of the information in the brief.
- Consideration of the layout drawing, the location of skip/containers in relation to location of waste, e.g. consideration of options for the number of skips/containers and locations (if selecting a company providing multiple containers, these may be placed in different areas on site to reduce the movement of waste around the site) and access to the skips/containers for workers and for collections, security, screening/preventing waste spilling onto the site, vermin control
- Estimation of costs of running the waste management plan for one year to include consideration of:
    - total amount of waste produced
    - types of waste produced
    - alternative ways of disposing of waste (eg methods of reducing, reusing, repurposing waste)
    - selected waste collection company's charges
- An explanation of how their solution improves Guilds Estate's waste management, to comply with the Waste Management Strategy, including justifications for their recommendations, eg 5 Rs with consideration of the hierarchy of the 5 Rs. Environmental benefits by reducing waste produced, the number of times the waste collection company visits, eg reducing carbon emissions, through use of a company with better environmental credentials

Core skills

- Utilise information from the brief as well as information acquired from research to inform and justify the proposed waste management solution in line with the requirements of the project brief.
- Selection and appropriate justification of chosen waste collection company.
- Application of core skills (analysing, communication, critical thinking, decision making, investigating) to produce a written report which effectively details and justifies the solution in line with the requirements of the project brief.
- Appropriate use of technical terminology.

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives:

- Task 2 – Written report.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
Task 2	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO1 AO3**	**9**
Report • **AO1** Plan their approach to meeting the project brief • **AO3** Select relevant techniques and resources to meet the brief	**Limited** evidence of a planned approach resulting in a report that **lacks** structure and **minimal** connections with the brief/task requirements. **(AO1)** Techniques/resources for the solution are selected based on a **basic** analysis of the brief/task requirements; associated impacts of choices made are **minimally** effective and appropriate/relevant. **(AO3)**			**Good** evidence of a planned approach resulting in a report that has **good** structure and **moderate** connections with the brief/task requirements. **(AO1)** Techniques/resources for the solution are selected based on **good** analysis of the brief/task requirements; associated impacts of choices made are **mostly** effective and appropriate/relevant. **(AO3)**			**Thorough** evidence of a planned approach resulting in a report that has **excellent** structure and **comprehensive** connections with the brief/task requirements. **(AO1)** Techniques/resources for the solution are selected based on **thorough** analysis of the brief/task requirements; associated impacts of choices made are **highly** effective and appropriate/relevant. **(AO3)**				

	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
Task 2	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO2a**	**9**
Report **AO2a** Core knowledge	**Limited** application of core knowledge throughout the report; **minimal** depth and breadth of core knowledge applied to make relevant links to the requirements of the brief. **Limited** application of core knowledge to justify proposed decisions/solutions. Links are **limited** in detail/range and **lack** relevance to the requirements of the brief. **Limited** application of core knowledge and research findings, resulting in **minimally** clear/accurate links to substantiate and support justifications throughout the report.			**Good** application of core knowledge throughout the report; **moderate** depth and breadth of core knowledge applied to make relevant links to the requirements of the brief. **Good** application of core knowledge to justify proposed decisions/solutions. Links contain **good** detail/range and are **mostly** relevant to the requirements of the brief. **Good** application of core knowledge and research findings, resulting in **mostly** clear/accurate links to substantiate and support justifications throughout the report.			**Excellent** application of core knowledge throughout the report; **extensive** depth and breadth of core knowledge applied to make relevant links to the requirements of the brief. **Excellent** application of core knowledge to justify proposed decisions/solutions. Links contain **comprehensive** detail/range and are **highly** relevant to the requirements of the brief. **Comprehensive** application of core knowledge and research findings, resulting in **consistently** clear/accurate links to substantiate and support justifications throughout the report.				

	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
Task 2	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO2b**	**9**
Report **AO2b** Core skills: Analysing Communication Critical thinking Decision making Investigating	**Basic** analysis and application of critical thinking, used with **limited** success to inform decisions. Conclusions are justified/supported with **limited** use of logic and reasoning to make connections with the requirements of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Basic** application of communication skills, with **limited** consideration of audience for the report. Communication is **minimally** effective in presenting details of the approach to the brief requirements. **(AO2b Communication)** **Limited** interrogation of the information/data from the research is attempted, but sometimes **ineffectively** to			**Good** analysis and application of critical thinking which is **mostly** used successfully to inform decisions. Conclusions are justified/supported with **good** use of logic and reasoning to make connections with the requirements of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Good** application of communication skills, with audience for the report **mostly** considered throughout. Communication is **mostly** effective in presenting details of the approach to the brief requirements. **(AO2b Communication)** **Good** interrogation of the information/data from the research is used **reasonably** effectively to ensure			**Comprehensive** analysis and application of critical thinking which is **consistently** used successfully to inform decisions. Conclusions are justified/supported with **excellent** use of logic and reasoning to make connections with the requirements of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Excellent** application of communication skills, with audience for the report **thoroughly** considered throughout. Communication is **consistently** effective in presenting details of the approach to the brief requirements. **(AO2b Communication)** **Comprehensive** interrogation of the information/data from the research is used **highly** effectively				

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs	Total marks available
	ensure decisions/ conclusions are linked to the context of the brief. **(AO2b Investigating)**	decisions/conclusions are linked to the context of the brief. **(AO2b Investigating)**	to ensure decisions/conclusions are linked to the context of the brief. **(AO2b Investigating)**		

3. Plan

Indicative content

Typical evidence may include:

Core knowledge

- Planning of the task response (implementation plan). Inclusion of dependencies between the different activities, clarity and accuracy of connections
- Consideration of the co-ordination of resources required to complete the project
- Consideration of staff responsibilities within the business and who will be involved with each process and when, and any amendments to current responsibilities. Instructions to staff on changes to waste management practices/ways of working taking into account health and safety of staff for successful implementation and running of the waste management solutions, eg hours worked, safe working environment, providing staff with clear instructions/training within the plan for new ways of working such as a change to waste disposal to include sorting waste for recycling and amendments to product packaging types used
- Implementation plan showing details of processes required to get the proposed waste management solution up and running, details of each process/task that needs to be completed, resources, links between tasks in which there are dependencies/independent activities
- Consideration of any physical resource requirements detailed within the plan, eg equipment, machinery, PPE, facilities required to implement new ways of dealing with waste
- Core knowledge is drawn upon to justify detail within the implementation plan and within the supporting statement, explaining why the approach to implementation of the waste management solution is the most effective to successfully meet the project brief
- Consideration given to supply chains, eg availability of resources required which may impact on the implementation plan, sequencing of activity
- Consideration given to health and safety, job roles and responsibilities, eg correct staff taking on appropriate duties safely, handling of contaminated waste, PPE required, training requirements
- Consideration to the need to train staff in new waste management techniques within the implementation plan if the proposed strategy involves modification to roles and responsibilities
- An explanation justifying why the implementation plan is the most appropriate way to implement and run the organisation's waste management solutions, eg the correct order of work processes, resources used are the most appropriate

Core skills

- Application of appropriate core skills (analysing, communicating, critical thinking, decision making) to plan and produce an implementation plan for their proposed waste management solution
- Evidence of collation of appropriate activities and the logic in the sequence in which they are presented.
- Management of time to create an appropriate plan which effectively uses resources to ensure the waste management solution can be implemented successfully
- Accuracy and attention to detail in the implementation plan
- Suitable communication, eg technical terminology, for the audience (Guilds Estate staff)

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives:

- Task 3 – Implementation plan
- Task 3 – Supporting statement.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor			Band 2 descriptor		Band 3 descriptor			AOs (marks)	Total marks available	
Task 3	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO1 AO3**	**9**
Plan **AO1** Plan their approach to meeting the project brief **AO3** Select relevant techniques and resources to meet the brief	**Marking descriptors – all versions**										
	Limited evidence of a planned approach; plan has **basic** consideration of the task requirements and the context of the brief. **(AO1)** Techniques/resources for the implementation of the solution are selected based on **limited** analysis, resulting in **minimal** relevance to the brief requirements. Selection of techniques/resources have **limited** effectiveness and appropriateness for the proposed plan. **(AO3)**			**Good** evidence of a planned approach; plan has **good** consideration of the task requirements and the context of the brief. **(AO1)** Techniques/resources for the implementation of the plan are selected based on **good** analysis, resulting in **moderate** relevance to the brief requirements. Selection of techniques/resources are **mostly** effective and appropriate for the proposed plan. **(AO3)**		**Excellent** evidence of a planned approach; plan has **thorough** consideration of the task requirements and the context of the brief. **(AO1)** Techniques/resources for the implementation of the plan are selected based on **thorough** analysis, resulting in **excellent** relevance to the brief requirements. Selection of techniques/resources are **consistently** effective and appropriate for the proposed plan. **(AO3)**			

	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO (marks)	Total marks available
Task 3	**1**	**2**	**3**	**4**	**5**	**6**	**AO2a**	**6**
Plan **AO2a** Apply core knowledge	**Marking descriptors – all versions**							
	Limited application of core knowledge throughout the plan, resulting in **minimal** consideration of the task requirements to implement the proposed plan. Application of core knowledge is **minimal** in depth and range when justifying decisions for the implementation of the plan, resulting in **limited** technical accuracy and **basic** links to the requirements of the brief to support decisions.		**Good** application of core knowledge throughout the plan, resulting in **moderate** consideration of the task requirements to implement the proposed plan. Application of core knowledge is **moderate** in depth and range when justifying decisions for the implementation of the plan, resulting in **mostly** technical accuracy and **good** links to the requirements of the brief to support decisions.		**Excellent** application of core knowledge throughout the plan, resulting in **thorough** task requirements to implement the proposed plan. Application of core knowledge is **extensive** in depth and range when justifying decisions for the implementation of the plan, resulting in **excellent** technical accuracy and **comprehensive** links to the requirements of the brief to support decisions.		

	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO (marks)	Total marks available
Task 3	**1**	**2**	**3**	**4**	**5**	**6**	**AO2**	
Plan **AO2b Apply core skills** Analysing Communicating Critical thinking Decision making	**Marking descriptors – all versions**							
	Basic analysis and application of critical thinking, used with **limited** success to inform decision making, resulting in a plan with **minimal** clarity and consideration of task requirements. Conclusions are justified/supported with **limited** use of logic and reasoning to make connections with the context of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Basic** application of communication skills, with **limited** consideration of audience. Communication may be **unclear**, limiting its effectiveness in presenting details of the approach to meet the requirements of the brief. **(AO2b Communication)**		**Good** analysis and application of critical thinking, which is **mostly** used successfully to inform decision making, resulting in a plan which has **moderate** clarity and consideration of task requirements. Conclusions are justified/supported with **good** use of logic and reasoning to make connections with the context of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Good** application of communication skills, with audience **mostly** considered throughout. Communication is **mostly** clear and effective in presenting details of the approach to meet the requirements of the brief. **(AO2b Communication)**		**Comprehensive** analysis and application of critical thinking, which is **consistently** used successfully to inform decision making, resulting in a plan which has **excellent** clarity and consideration of required elements. Conclusions are justified/supported with **thorough** use of logic and reasoning to make connections with the context of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Excellent** application of communication skills, with audience **thoroughly** considered throughout. Communication is **consistently** clear and effective in presenting details of the approach to meet the requirements of the brief. **(AO2b Communication)**		

5. Evaluate and present

Indicative content

Typical evidence may include:

Core knowledge

- Clarity of explanation of how the candidate's proposed waste management solution and implementation plan addresses the requirements of the project brief, including any features considered by the candidate to be of particular importance
- Application of core knowledge in order to effectively evaluate how well the proposed waste management solution met the requirements of the project brief
- Application of core knowledge in order to effectively evaluate how well the implementation plan met the requirements of the project brief and can be used to successfully implement the proposed waste management solution
- Reflection and application of core knowledge to discuss the reasons for discounting the other waste proposal providers
- Peer feedback is used to reflect on and evaluate how well the proposed waste management solution achieves the requirements of the brief, including detail on any areas where improvements can be made
- Where elements of feedback from peers is not considered, the reasons for this are explained and justified
- Justification of any improvements or adaptations required to their proposed waste management solution including what they would do differently next time
- Where improvements or amendments are not considered, the reasons for this are explained and justified
- Challenges faced when achieving the project outcome, and how these have been overcome, eg dealing with a variety of different types of waste in different quantities overcome by using a variety of containers for different purposes; efficient container placement for waste generated in different areas of the estate overcome by using multiple containers in the most appropriate locations
- Reflections on additional aspects of the research/planning process, rework of research/planning that would improve/enhance a future project outcome or if the proposed response was to be reworked
- Responses to follow-up questions demonstrating reflection on their proposed solution and feedback received

Core skills

- Application of core skills to successfully evaluate the proposed waste management solution and implementation plan in line with the requirements of the project brief, clearly and concisely successfully presenting all necessary information.

- Analysis and reflection of proposed waste management solution as well as analysis of the discounted waste disposal providers and feedback gained from peers.
- Effectively evaluate own project against requirements outlined in the brief and to determine quality of outcome against project aim, ie is the proposed waste management solution an effective solution for the project, is the produced implementation plan effective at supporting successful implementation of the solution.
- Ability to reflect on own experience and articulate any improvements or adaptations required to the proposed waste management solution and implementation plan in line with the requirements of the project brief.
- Project evaluation was articulated clearly using appropriate technical terminology within the presentation.
- Questions after the presentation were answered clearly, drawing on core knowledge and skills to justify and explain decisions and evaluate where improvements can be made for next time.

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives:

- Task 4 – Peer review form
- Task 4 – Candidate feedback form
- Task 5 – Presentation materials
- Task 5 – Video recording of presentation, and question and answers.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs (marks)	Total marks available
Task 5	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO2a AO2b**	**9**
Evaluate	**Marking descriptors – all versions**										
AO2a Apply core knowledge	**Basic** application and **minimal** referencing of core knowledge within evaluation. Links to core knowledge to support reasoning/ justifications have **limited** clarity and technical accuracy. **(AO2a)**			**Good** application and **moderate** referencing of core knowledge within evaluation. Links to core knowledge to support reasoning/justifications are **mostly** clear and technically accurate. **(AO2a)**			**Excellent** application and **comprehensive** referencing of core knowledge within evaluation. Links to core knowledge to support reasoning/justifications are **consistently clear** and technically accurate. **(AO2a)**				
AO2b Apply core skills Analysing Communication Critical thinking Decision making	**Basic** analysis and application of critical thinking to inform evaluation of the project outcome. Conclusions are justified/supported with **limited** use of logic and reasoning to make connections with brief requirements. **(AO2b Analysis, Critical thinking, Decision making)**			**Good** analysis and application of critical thinking to inform evaluation of the project outcome. Conclusions are justified/supported with **good** use of logic and reasoning to make connections with brief requirements. **(AO2b Analysis, Critical thinking, Decision making)**			**Excellent** analysis and application of critical thinking to inform evaluation of the project outcome. Conclusions are justified/supported with **thorough** use of logic and reasoning to make connections with brief requirements. **(AO2b Analysis, Critical thinking, Decision making)**				
Working in a team	**Basic** application of communication skills, with **minimal** consideration of the audience for the presentation. Communication, at times,			**Good** application of communication skills, with **moderate** consideration of the audience for the presentation. Communication			**Excellent** application of communication skills, with **thorough** consideration of the audience for the presentation. Communication is **consistently**				

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
	may be **unclear**, **limiting** its effectiveness in presenting the evaluation of the project. **(AO2b Communication)** **Limited** consideration and reflection of feedback provided by peers when considering how the project outcome meets the requirements of the brief. **Minimal** reference to feedback within evaluation. **(AO2b Working in a team)**	is **mostly** clear and effective in presenting the evaluation of the project. **(AO2b Communication)** **Good** consideration and reflection of feedback provided by peers when considering how the project outcome meets the requirements of the brief. **Moderate** reference to feedback within evaluation. **(AO2b Working in a team)**	clear and effective in presenting the evaluation of the project. **(AO2b Communication)** **Comprehensive** consideration and reflection of feedback provided by peers, when considering how the project outcome meets the requirements of the brief. **Extensive** reference to feedback within evaluation. **(AO2b Working in a team)**		

	Band 1 descriptor				Band 2 descriptor				Band 3 descriptor				AOs (marks)	Total marks available
Task 5	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**AO5a AO5b**	**12**
Evaluate **AO5a** Realise a project outcome **AO5b** Review how well the outcome meets the brief	**Marking descriptors – all versions** **Basic** level of reflection is evidenced within the evaluation, with **minimally** effective links to how well the project outcome achieves the brief requirements. **(AO5a)** **Basic** evaluation of the project and how the outcome meets the brief requirements; conclusions **lack** logical lines of reasoning between decisions made and the success of the project as a whole. **(AO5b)**				**Good** level of reflection is evidenced within the evaluation, with **moderately** effective links to how well the project outcome achieves the brief requirements. **(AO5a)** **Good** evaluation of the project and how the outcome meets the brief requirements, conclusions have **mostly** logical lines of reasoning between decisions made and the success of the project as a whole. **(AO5b)**				**Comprehensive** level of reflection is evidenced within the evaluation, with **highly** effective links to how well the project outcome achieves the brief requirements. **(AO5a)** **Excellent** evaluation of the project and how the outcome meets the brief requirements, conclusions have **highly** logical lines of reasoning between decisions made and the success of the project as a whole. **(AO5b)**					

Maths, English and digital skills (AO4)

Maths

Indicative content

Typical evidence may include:

- Cost considerations for the selection and implementation of the proposed waste management solution may include:
  - amounts of different types of waste, eg:
    - plant pots: 5000 x 0.002 = 10m^3 per year
    - fuel/oil/chemical containers: 50 x 0.02 = 1m^3 per year
    - pallets: 50 x 0.15 = 7.5m^3 per year
    - fertiliser bulk bags: 200 x 0.005 = 1m^3 per year
    - plastic wrapping/bags: 12m^3 per year
    - paper/cardboard: 2 x 12 = 24m^3 per year
    - total = 55.5m^3 per year
  - green waste:
    - Christmas tree prunings: 12m^3 per year
    - tree maintenance arisings: 50m^3 per year
    - horticultural green waste: 2 x 12 = 24m^3 per year
    - total = 86m^3 per year
- Calculation of any reduction in amount of waste produced by changing waste management methods
- Calculation of how many containers/collections required for the amounts of waste generated under the new solution
- Calculation of any cost savings made by changing waste management methods
- Frequency of collections required

Guidance for markers

The following evidence must be used to assess performance against this assessment objective:

- Task 2 – Written report.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor	**Band 2 descriptor**	**Band 3 descriptor**	**AOs (marks)**	**Total marks available**
Task 2	**1**	**2**	**3**	**AO4a**	**3**
AO4a Maths	**Marking descriptors – all versions**				
	Minimally appropriate mathematical approaches/concepts/calculations are selected for the task. Mathematical approaches/concepts/calculations are applied with **limited** accuracy.	**Mostly** appropriate mathematical approaches/concepts/calculations are selected for the task. Mathematical approaches/concepts/calculations are **mostly** applied accurately.	**Highly** appropriate mathematical approaches/concepts/calculations are selected for the task. Mathematical approaches/concepts/calculations are **consistently** applied accurately.		

English

Indicative content

Typical evidence may include:

- Use of appropriate and accurate English
- Use of terminology within written evidence which is technical and consistent with the intended audience (Guilds Estate staff)
- Use of English including grammar, spelling and punctuation within the implementation plan and supporting statement

Guidance for markers

The following evidence must be used to assess performance against this assessment objective:

- Task 3 – Implementation plan
- Task 3 – Supporting statement.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
Task 3	**1**	**2**	**3**	**AO4b**	**3**
AO4b English	**Marking descriptors – all versions**				
	Evidence within task responses has **minimal** structure to support understanding, language and terminology is **minimally** appropriate and accurate. Communication methods are **somewhat** appropriate for intended audience.	Evidence within task responses has **good** structure to support understanding, language and terminology is **moderately** appropriate and accurate. Communication methods are **mostly** appropriate for intended audience.	Evidence within task responses has **excellent** structure to support understanding, language and terminology used is **highly** appropriate and accurate. Communication methods are **highly** appropriate for intended audience.		

Digital

Indicative content

Typical evidence may include:

- Use of appropriate digital resources to meet task requirements for the presentation
- Use of features available within digital resources where appropriate, eg formatting, layout, presentation modes, animations/transitions in presentation, application of software package features
- The range of digital options used, the extent to which they have been used to add value and their effectiveness of use
- Use of current digital techniques, resources and sources in adherence with industry practice and convention
- The use of digital software in creating the presentation

Guidance for markers

The following evidence must be used to assess performance against this assessment objective:

- Task 5 – Presentation materials.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
Task 5	**1**	**2**	**3**	**AO4c**	**3**
Digital	**Marking descriptors – all versions**				
	Basic digital technology skills are used to create digital resources, which provides clarity to the information presented, with **limited** effectiveness. **Basic** use of technology to enhance the quality of the digital resources.	**Good** digital technology skills are used to create digital resources, which provides clarity to the information presented, **mostly** effectively. **Good** use of technology to enhance the quality of the digital resources.	**Excellent** digital technology skills are used to create digital resources, which optimises the clarity of the information presented, **highly** effectively. **Excellent** use of technology to enhance the quality of the digital resources.		

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