HM Government

T-LEVELS

T Level Technical Qualification in Agriculture, Land Management and Production

Employer-Set Project for Floristry 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 the following:

- 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 basing 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 interdependent nature of the tasks, and carries 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 sustainable solution 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 sustainable solution 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 research which highlights a planned approach to collating research from appropriate topics in order to gather research on environmental impacts of the current product packaging, waste management principles and alternative environmentally friendly solutions with associated costs, including search terms/criteria/high-level areas in line with the project brief.
- Action plan highlights reputable sources of information (eg government websites, manufacturers and businesses which supply packaging to the floristry industry).
- Appropriate research which may include:
    - consideration for current waste management process in the business for product packaging, and how this links to research of improving sustainability and reducing environmental impact of the business, including packaging materials used, as well as waste management processes for sorting and disposal
    - the principles of waste management (eg refuse, reduce, reuse, repurpose, recycle, compost) and how these principles need to be taken into account to improve sustainability of product packaging in the business, including both what product packaging types are used, areas of high/excess waste, and the processes the business currently has for sorting and disposal of waste, with consideration for making these more efficient and environmentally friendly, eg by incorporating waste reduction policies, recycling, repurpose of spare packaging materials
    - the relevant environmental legislation and government policies that need to be taken into account when researching the impact of the business's current waste management process for product packaging, as well as when considering the types of product packaging used, eg Environmental Protection Act, and consider how this needs to be taken into account with any proposed sustainable solutions for packaging in order to be compliant
    - consideration of costings for current product packaging used versus costings for alternative environmentally friendly packaging as well as waste management/disposal processes in line with the project brief
    - consideration of efficiency and viability of proposed alternative product packaging and waste management/disposal processes, considering waste management principles and relevant environmental legislation.

- List of references for research collated.
- Logical action plan for the collation of research, including sourcing the relevant and most useful information to support response to the brief.
- Appropriate research undertaken into ways of improving sustainability within the Marigolds Florist business using effective and appropriate research methods and techniques, including:
    - reliable websites, ie credible sources such as websites of government agencies/industry bodies, and so on
    - a range of sources used (not relying on limited or single sources of information)
    - avoiding sources which may be biased (ie selling products).
- Application of core skills to plan and conduct the research in order to produce research notes which document findings to support with critical thinking and decision making for the sustainable solutions required by the business in line with the project brief.
- Use of appropriate terminology.

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** **AO3**	**6**
Research	**Marking descriptors – all versions**							
AO1 Plan their approach to meeting the project brief	**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)**		**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)**		**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)**			
AO3 Select relevant techniques and resources to meet the brief	**Limited** consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting in a **limited** range of relevant information being gathered. **(AO3)**		**Good** consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting in a **good** range of relevant information being gathered. **(AO3)**		**Thorough** consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting 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)** **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		**Good** application of critical thinking and analysis in 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)** **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		**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 the brief. **(AO2b Analysing and Critical thinking)** **Excellent** application of investigation skills used to identify **highly** relevant/accurate sources and develop a **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		

	the brief. **(AO2b Investigating)**	the brief. **(AO2b Investigating)**	collated links to the context of the brief. **(AO2b Investigating)**		

2. Report

Indicative content

Typical evidence may include:

Core knowledge

- Research findings from Task 1 are outlined and summarised, and written with the audience of the store manager in mind, with evidence of prioritisation of relevant information and data that links to the requirements of the brief for the business to become more sustainable.
- Selection of two sustainable solutions that are justified in the ways they improve the environmental impact of the business within their packaging (types, waste, use, sorting, disposal) and therefore meet the requirements of the project brief.
- Consideration of relevant environmental legislation (including the Environment Act 2021, Corporate Social Responsibility Strategy) and how these policies and drives link to the goal of improving sustainability of the business's packaging use, as well as awareness of the importance of reducing carbon footprint as a business seeking to improve its sustainability.
- How the principles of waste management (reduce, reuse, recycle, repurpose and compost) can be utilised in order to meet the requirements of the project brief, including using these fundamental principles to generate solutions which reduce waste from packaging used as well as reuse/repurpose and recycle it where possible by amending the types of packaging used or the ways the products are packaged, and finding areas where efficiencies can be made in packaging waste. Consideration of how these principles are pivotal in driving the business to become more sustainable in its use of packaging.
- Sustainable solutions showcase analysis of alternative product packaging products, as well as alternative waste management/sorting/disposal processes for packaging disposal in the business, that utilise green and environmentally friendly methods and successfully draw on waste management principles to support and justify the solutions, eg changing cellophane to biodegradable, recyclable packaging, keeping with current product packaging and focusing on alterations to the waste management process – ie implementing proper sorting and recycling of waste, repurposing materials.
- Analysis of financial impact of the proposed sustainable solutions, with clear costings laid out for each solution, including whether or not these align with the increased budget for packaging of 15%.
- Consideration for impacts of solutions for the business and why they are the most suitable for the project, eg budget constraints for the project, how waste management processes made more sustainable will be future proofing, attracting more environmentally aware customers, marketing piece, increased costs in the short term make for long-term gains.

- Costings are justified, with a focus on consideration of the project budget of an increased spend of 15%.
- Costings and project budget are weighed up against the drive for sustainability and environmentally friendly/green practices, with any increase in costs where appropriate by, for example, changing to an alternative environmentally friendly packaging product that is more expensive, justified and supported with reasoning for future proofing the business in terms of sustainability.
- Consideration for how resources will be impacted by the sustainable solutions, eg amendments to product packaging types used, addition or replacement of current packaging types, amendments to waste disposal methods and associated costs, and how these impact on the overall budget for the business within packaging.

Core skills

- Collate information from research findings into a report that makes use of justifications to propose two sustainable solutions for packaging in the business, including supporting reasoning on the suitability of the proposed sustainable solutions for the requirements of the project brief.
- Selection and appropriate justification of chosen sustainable solution.
- 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 correct 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	**Limited** evidence of a planned approach resulting in a report that **lacks** structure and **minimal** connections with the brief/task requirements. **(AO1)**			**Good** evidence of a planned approach resulting in a report that has **good** structure and **moderate** connections with the brief/task requirements. **(AO1)**			**Thorough** evidence of a planned approach resulting in a report that has **excellent** structure and **comprehensive** connections with the brief/task requirements. **(AO1)**				
• **AO3** Select relevant techniques and resources to meet the brief	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)**			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)**			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			**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**			**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		

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs	Total marks available
	sometimes **ineffectively** to ensure decisions/ conclusions are linked to the context of the brief. **(AO2b Investigating)**	effectively to ensure decisions/conclusions are linked to the context of the brief. **(AO2b Investigating)**	research is used **highly** effectively to ensure decisions/conclusions are linked to the context of the brief. **(AO2b Investigating)**		

3. Plan

Indicative content

Typical evidence may include:

Core knowledge

- The tasks required to implement the two recommended sustainable solutions for the business, with consideration for a logical order of tasks/process for both effective implementation and running of the solutions for the business. The audience of the staff members within the business is considered in the plan, including how each part of the plan will support them during the implementation and running of the solutions.
- Consideration of all provided information to consider the scope of the project for improving sustainability in the business's packaging, drawing on the project brief and research findings.
- Consideration of staff responsibilities within the business and who will be involved with each process and when, and any amendments to work practices, staff hours and 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 sustainable solutions for packaging in the business, 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.
- Resources required for implementation of sustainable solutions and consideration of how stock management principles can be used to ensure the implementation is effective, eg sustainable solutions may cause changes in purchasing/type of purchasing/packaging products used, need for this to be logged to ensure spend is tracked properly, need to ensure all packaging that is required is ordered on time, as well as stored appropriately so that orders can be packaged and prepared correctly without adverse effects on customers, consideration of how stock management principles can be applied to reduce excess waste with links to the focus of sustainability within the project brief.
- Consideration of the requirement to ensure all records are kept up to date to ensure sustainable solutions can be implemented and run successfully. Links to budgetary targets, and to ensure that packaging supplies are effectively logged to streamline work processes, reduce excess waste and ensure budgets are met and products/orders are met on time.
- Supporting statement draws on gathered information in order to provide justifications on why the sustainability plan will ensure/is the best way for the chosen solutions to be effectively implemented and run, therefore meeting the requirements of the project brief to improve sustainability within the business's product packaging.

Core skills

- Management of time to consider the appropriate order of tasks and time allocation for the key steps required to implement the two chosen sustainable solutions successfully.
- Accuracy and attention to detail in the sustainability plan.
- Use of technical terminology in the supporting statement which is appropriate for intended audience of the staff team in the business.
- Application of appropriate core skills (analysing, communicating, critical thinking, decision making) to plan and produce an implementation plan for their proposed sustainable solutions.

Guidance for markers

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

- Task 3 – Sustainability 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	**Marking descriptors – all versions**										
AO1 Plan their approach to meeting the project brief	**Limited** evidence of a planned approach; plan has **basic** consideration of the task requirements and the context of the brief. **(AO1)**			**Good** evidence of a planned approach; plan has **good** consideration of the task requirements and the context of the brief. **(AO1)**			**Excellent** evidence of a planned approach; plan has **thorough** consideration of the task requirements and the context of the brief. **(AO1)**				
AO3 Select relevant techniques and resources to meet the brief	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)**			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)**			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**	**AO2b**	**6**
Plan	**Marking descriptors – all versions**							
AO2b Apply core skills Analysing Communicating Critical thinking Decision making	**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 proposed sustainable solutions and associated sustainability plan addresses the requirements of the project brief, including whether or not the solutions are a viable long-term solution for the business to be more sustainable, how the costings of the solutions weigh up against the project budget, and any areas of the plan which may prove challenging upon implementation of the solutions, ie for resources, staff training/availability/role changes, for a small business.
- Reflections on additional aspects of research or planning in the project, as well as reworking of research or planning that would improve or enhance a future project outcome, ie further research needed into sustainable packaging to find a better price, further planning required for implementation of a change in waste disposal/processing/product use for business staff.
- Reflection and application of core knowledge to discuss the reasons for discounting any alternative proposed/considered sustainable solutions when researching and planning response against the project brief.
- Reflections to include how they have considered feedback from peers in Task 4, and rationale to whether the feedback could be used to improve their given solutions and sustainability plan.
- Considered analysis and evaluation of the project and detail of whether the sustainable solutions and sustainability plan met the requirements of the brief in increasing sustainability in the business's use of product packaging.
- Justification of any identified improvements or amendments to the sustainability plan.
- Reflection on any challenges presented by the brief with detail on how these were dealt with in the formulation of the sustainable solutions for the business and the sustainability plan to implement the solutions.
- Evaluation and self-reflection of own abilities to manage project objectives and outcomes, including detail of how the two chosen sustainability solutions and project planning for its implementation improve sustainability of product packaging in the florist business as detailed in the requirements of the project brief.

Core skills

- Analysis and reflection of sustainability plan, as well as analysis of the feedback gained from peers.

- Effectively evaluate own performance and behaviours across the project as a whole.
- Ability to be able to reflect on own experience and articulate what they have learnt.
- Effectively communicate and present their own evaluation and reflection of the completed project and own performance, 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 questions 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 Working in a team	**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)**				
	Basic application of communication skills, with **minimal** consideration of the			**Good** application of communication skills, with **moderate** consideration of			**Excellent** application of communication skills, with **thorough** consideration of the				

	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
	audience for the presentation. Communication, at times, 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)**	the audience for the presentation. Communication 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)**	audience for the presentation. Communication is **consistently** 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	**Marking descriptors – all versions**													
AO5a Realise a project outcome	**Basic** level of reflection is evidenced within the evaluation, with **minimally** effective links to how well the project outcome achieves the brief requirements. **(AO5a)**				**Good** level of reflection is evidenced within the evaluation, with **moderately** effective links to how well the project outcome achieves the brief requirements. **(AO5a)**				**Comprehensive** level of reflection is evidenced within the evaluation, with **highly** effective links to how well the project outcome achieves the brief requirements. **(AO5a)**					
AO5b Review how well the outcome meets the brief	**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** 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)**				**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:

- Calculations of costings for proposed solutions to improve sustainability, and calculation of whether these are within the budget for the project (an increase of 15% money pot for improving the sustainability of the business's packaging).
- Cost considerations for the implementation and running of the proposed solutions to improve sustainability, including any additional resources required such as staff, the purchase/replacement of more sustainable alternative packaging products, as well as consideration for time required to brief/train staff on the new sustainability plan/processes/implementation of the two sustainable solutions.

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 (store manager).
- 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 – Sustainability 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 presentations, application of software package features.
- The range of digital options used across tasks, the extent to which they have been used to add value and their effectiveness of use.
- Use of current digital techniques, resources and sources.
- 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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