T-LEVELS | IfATE Institute for Apprenticeships and Technical Education

T Level Technical Qualification in Agriculture, Land Management and Production: Land-based Engineering (8717-32)

8717-036 Core: Employer-Set Project Marking Grids
Autumn 2024

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 candidates' submitted evidence (including additional supporting evidence such as videos of presentations etc).

Guidance

Markers of this assessment should note:

- that 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.
- that the marking grids follow two slightly different approaches.
    - some of the task-based marking grids focus on a single targeted assessment objective. For these mark 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 mark 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 that 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).
- that if candidates 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 a candidate identifies less than optimal recommendations for the service and repair plans of the two machines in Task 3, when they get to the evaluation in Task 5 where their reflection is presented, the marker should focus on looking at how well the candidate evaluates what they are proposing, ie it is the evaluation and communication skills that should be the key focus of the assessment of the task, rather than further penalising the candidate for carrying forward less than optimal ideas from Task 2.

Process

- Marker scans/reads the candidate's evidence; the 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.
- Marker makes an initial assessment of the best fit to band.
- 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:
    - 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 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:
    - marker will check the descriptor of the level below/above
    - marker will decide on a suitable mark either at the bottom of the original band as some characteristics shown, or 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 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 conduct suitable research 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 less than suitable research from the initial task.

- 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 their 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, discerning patterns. **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 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 if 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 other's 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 was the brief 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 the requirements of carrying out a major service and repair work detailed in the brief. Considerations should also be made to the correct disposal of waste materials with associated legislation, 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 cover the land-based engineering sector).
- Appropriate research which may include:
    - the makes and models to meet the brief, such as the correct size of construction machinery and equipment in order to effectively gather information that can be used to plan the best approach to meet the requirements of a major service and specified repairs.
    - proposed material/resource requirements for each piece of machinery – this could be from a Workshop Manual, Operator Handbook, or similar document and that is appropriate for the machinery in line with the information provided in the project brief.
    - investigate and select a list of material and resource requirements for the machinery (eg parts and consumables required for servicing and repairs, and suppliers).
    - the materials used and the correct disposal of waste materials generated.
    - the time it takes for the service activities to be completed.
    - equipment and tools required for specific machinery.
- Relevant documentation to inform service procedures (electronic or printed):
    - documentation may not be available to download, so the candidate can make notes of service procedures and requirements
    - examples of documentation:
        - workshop manual
        - operator manual
        - parts lists/books
        - service checklist

- warranty document – explain what is covered by the warranty, what would invalidate the warranty eg brand of serviceable parts.

- Consideration for the cost of materials and resources for the machinery (eg parts and consumables) and labour.
- Consideration for the disposal of waste materials used in the service and repair and the legislative requirements.
- Research into the legislation, health and safety, biosecurity, sustainability and environmental impacts.
- Labour requirements based on information provided in the brief and through conducting research.
- Research methods that have been applied in order to conduct effective research.
- 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 service and repair requirements using effective and appropriate research methods:
  - reliable websites ie credible sources such as websites of government agencies / industry bodies etc
  - range of sources used (not relying on limited or single sources of information)
  - avoiding sources which may be biased (ie selling products)
- List of references for research collated.
- Application of core skills to plan and conduct the research in order to produce research notes which document findings in order to support with critical thinking and decision-making for the plan 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 **AO1** Plan their approach to meeting the project brief **AO3** Select relevant techniques and resources to meet the brief	**Marking descriptors – All versions**							
	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 in a **limited** range of relevant information being gathered. **(AO3)**		**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 in a **good** range of relevant information being gathered. **(AO3)**		**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 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**		**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)** **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**		**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 **comprehensive** range of search criteria/queries, generating information with **thorough** links and relevance to the			

	interrogation of research findings to ensure information collated links to the context of the brief. **(AO2b Investigating)**	interrogation of research findings to ensure information collated links to the context of the brief. **(AO2b Investigating)**	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

- Research findings from Task 1 are outlined and summarised with evidence of prioritisation of relevant information that links to the requirements of the brief. It will be written with the audience of the service manager in mind, including how each of their recommendations will inform the service and repair.
- The report should have considerations for the disposal of waste to meet the requirements of the project brief.
- Recommendations are detailed clearly within the written report, applying core knowledge to provide justifications on suitability in line with the requirements of the project brief.
- Consideration of associated costs for materials, resources and labour required to implement the service and repair on the machinery.
- Consideration of equipment and tools required for specific machinery.
- Consideration given to supply chains eg availability of resources required, organisation and products involved eg manufacturers, suppliers, distributors, customers and land-based machinery and equipment, parts, fuels, oils, chemicals, coolants, gases.
- Considerations for the candidate's and employer's responsibilities with regards to key legislation relating to health, safety and welfare aspects (eg Health and Safety at Work Act 1974, Road Traffic Act 1988, Management of Health and Safety at Work Regulations, Workplace Health Safety and Welfare Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)).
- Sustainability and environmental impact for the selected machinery, drawing on core knowledge to detail how these may impact the project so this can be taken into account within approach to planning eg key requirements of environmental legislation, regulations, codes of practice, duty of care (Environmental Protection Act: Section 34) and organisational policies and how they are applied to land-based engineering operations.

Core Skills

- Collation of information acquired from research in order to make justifications of the most effective options in line with the project brief.
- Selection of the machinery and making appropriate justification of recommendations.

• Application of core skills (Analysing, Communication, Critical thinking, Decision making, Investigating) to produce a written report which details and justifies the selected proposal in line with the requirements of the project brief, as well as consideration for impact of decisions made within project. • 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 **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 ensure			**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 decisions/conclusions are			**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 to ensure decisions/conclusions are linked to the context of the brief.				

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

3. Plan

Indicative content

Typical evidence may include:

Core Knowledge

- The tasks required to implement the recommended plan, with consideration for a logical order of activities and efficient delivery. The audience of the service manager within the business is considered in the proposal, including how each part of the proposal will support them during the implementation and running of the service and repair.
- The plan gives consideration of service and repair activities, drawing on core knowledge to detail appropriate materials and equipment required, in line with the project brief.
- Consideration of requirements of staff responsibilities and who will be involved with each process and when, and any amendments to work practices. Instructions to staff on changes to ways of working, taking into account health and safety of staff for successful implementation and running of the plan, eg hours worked, safe working environment, providing staff with clear instructions/training within the plan for new ways of working.
- The plan shows details of processes required within the service and repair of the machinery, durations of each process/task that need to be completed, resources, links between tasks of where there are dependencies/independent activities.
- Consideration of resource and labour requirements detailed within the plan that will contribute to the implementation of the service and repair of each piece of machinery.
- Consideration of waste disposal requirements for each piece of machinery to minimise environmental impact.
- Core knowledge is drawn upon to justify detail within the supporting statement, explaining why the plan was most suitable for each piece of machinery and how this complies with health and safety and environmental legislation.
- Consideration given to health and safety, job roles and responsibilities, cost implications.

Core Skills

- Use of technical terminology.
- Application of core skills (Analysing, Communicating, Critical thinking, Decision making) to plan and produce a proposal for the machinery.
- 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 plan can be managed and run successfully.
- Analysis and estimation of costs for implementation of the plan.
- Accuracy and attention to detail in proposal and when considering costings.

Guidance for markers

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

- Task 3 - Service and repair 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** consideration of the 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 **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 task requirements. 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 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 plan met the requirements of the project brief.
- Application of core knowledge in order to effectively evaluate how well the plan met the requirements of the project brief and can be used to support the proposal implementation.
- Peer feedback is used to reflect and evaluate on how the plan can be used to ensure it is successful, 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 to the plan in line with the requirements of the project brief.
- Where improvements or amendments are not considered, the reasons for this are explained and justified.
- Reflection on any challenges presented when considering the plan that may need to be implemented.
- Responses to follow-up questions demonstrating reflection on their proposed solution and feedback received.

Core Skills

- Application of core skills to successfully evaluate the plan in line with the requirements of the project brief clearly and concisely successfully presenting all necessary information.
- Analysis and reflection of the plan as well as analysis of the 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 plan an effective solution for the project.
- Ability to be able to reflect on own experience and articulate any improvements or adaptations required to the plan in line with the requirements of the project brief.
- Project evaluation uses 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 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)** **Basic** application of communication skills, with **minimal** consideration of the			**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)** **Good** application of communication skills, with **moderate** consideration of			**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)** **Excellent** application of communication skills, with **thorough** consideration of the audience for the presentation.				

	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)**	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 **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:** • Financial requirements for the implementation of the plan including costs, tools, resources, parts, waste disposal and labour requirements.
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 (service 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 – 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**
AO4c 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.		

Get in touch

City & Guilds Technicals Quality Team

We are here to answer any queries you may have regarding your T Level Technical Qualification delivery.

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