HM Government

T-LEVELS

T Level Technical Qualification in Agriculture, Land Management and Production

Employer-Set Project for Livestock 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 candidate's 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 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 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).

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 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 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 livestock enterprises to expand 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 expansion 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 expansion 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 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. **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.

AO ref	Assessment objective
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 the expansion of each livestock enterprise onto a new piece of land that Manor Farm has acquired, 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) relating to the expansion of the livestock enterprises.
- Appropriate research which may include:
    - consideration of the current livestock enterprises (sheep, pigs and poultry) on Manor Farm and how this links to the research on the impacts of biosecurity and sustainability, and the environmental impact; including consideration of the different types of costing requirements for each of the current livestock enterprises on Manor Farm and if they were potentially expanded including reference to implementation of the expansion, labour requirements, livestock husbandry requirements
    - consideration of the current legislation and health and safety requirements (hazards, risks and control measures) that need to be taken into account when researching the expansion of each of the livestock enterprises, and how this information can be used to plan the best approach for the expansion project
    - consideration of feed requirements for the livestock enterprise expansion, eg type, source, quantity, cost of feed
    - consideration of routine husbandry requirements for the livestock enterprise expansion that shows planning for day-to-day running of the expanded enterprise, eg labour, facilities, resources
    - consideration of size and profitability of the proposed enterprise expansion based on the available resources
    - list of references for research collated
    - logical action for the collation of research, including sourcing the relevant and most useful information to support response to the brief.
- Appropriate research undertaken into the existing livestock enterprises on Manor Farm, using effective and appropriate research methods including:
    - 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).

- 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 expansion of the enterprise 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 collated links to the context of		

	the brief. **(AO2b Investigating)**	the brief. **(AO2b Investigating)**	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 farm manager in mind, with evidence of prioritisation of relevant information and data that links to the requirements of the brief for the business to consider sustainability in the way it farms.
- Selection of two livestock enterprises that are justified as the most suitable option for the project and meet the requirements of the project briefs.
- Written report which draws on research conducted into the existing livestock enterprises and which is used to effectively plan the best approach to meeting the requirements of the project brief.
- Selection of chosen livestock enterprise for expansion 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 potential costs required for the livestock enterprise expansion including labour requirements (staffing) and livestock husbandry requirements (handling equipment, welfare/care equipment).
- Considerations for legislation, health and safety aspects, biosecurity, sustainability and environmental impact for the selected livestock enterprise expansion, drawing on core knowledge to detail how these may impact the expansion project so this can be taken into account within the approach to planning.

Core skills

- Collate information acquired from research in order to make justifications as to why the chosen livestock enterprise expansion is the most effective option in line with the requirements of the project brief.
- Selection and appropriate justification of chosen livestock species for the livestock expansion.
- Application of core skills to produce a written report which details and justifies the selected livestock enterprise for expansion in line with the requirements of the project brief, as well as consideration for the impact of decisions made within project planning.

- 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			**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			**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)**				

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

3. Plan

Indicative content

Typical evidence may include:

Core knowledge

- Consideration of routine work activities for the livestock enterprise expansion, drawing on core knowledge to detail appropriate day-to-day activities required and how these activities may be scheduled in an effective way using available resources, eg staff, in line with the project brief. 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 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 ways of working, taking into account health and safety of staff for successful implementation and running of the livestock enterprises, eg hours worked, safe working environment, providing staff with clear instructions/training within the plan for new ways of working.
- Implementation plan showing details of processes required within the running/managing of the livestock enterprise expansion, durations of each process/task that need to be completed, resources, links between tasks of where there are dependencies/independent activities.
- Consideration of the resources required for starting up and running the enterprise (labour, machinery, equipment, livestock, husbandry equipment, etc).
- Consideration of the feed requirements detailed within the plan, including the types of nutrients and feed sources in line with the livestock proposed for expansion and the relevant stage of production (age, size, health status, etc).
- The relevant stock management process (including feed, bedding, veterinary medicine and/or health supplements, etc) to support livestock should be planned to consider the resources, cost and implementation of the livestock enterprise.
- Consideration of the relevant husbandry requirements including care and production of the livestock chosen for expansion in line with the project brief.
- Core knowledge is drawn upon to justify detail within the implementation plan within the supporting statement, explaining why the approach to management for the livestock enterprise expansion is the most effective in line with successfully meeting the project brief.

Core skills

- Use of technical terminology.
- Application of core skills (analysing, communicating, critical thinking, decision making) to plan and produce an implementation plan for the livestock enterprise expansion.
- 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 livestock enterprise expansion can be managed and run successfully.
- Accuracy and attention to detail in implementation plan.
- Suitable communication, for example technical terminology, for the audience (farm manager).

Guidance for markers

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

- Task 3 – Implementation plan

  Task 3 – Supporting statement

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

	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs (marks)	Total marks available
Task 3	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO1 AO3**	**9**
Plan	**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 **AO2b Apply core skills** Analysing Communicating Critical thinking Decision making	**Marking descriptors – all versions**							
	Basic analysis and application of critical thinking, used with **limited** success to inform decision making, resulting in a plan with **minimal** clarity and consideration of task requirements. Conclusions are justified/supported with **limited** use of logic and reasoning to make connections with the context of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Basic** application of communication skills, with **limited** consideration of audience. Communication may be **unclear**, limiting its effectiveness in presenting details of the approach to meet the requirements of the brief. **(AO2b Communication)**		**Good** analysis and application of critical thinking, which is **mostly** used successfully to inform decision making, resulting in a plan which has **moderate** clarity and consideration of task requirements. Conclusions are justified/supported with **good** use of logic and reasoning to make connections with the context of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Good** application of communication skills, with audience **mostly** considered throughout. Communication is **mostly** clear and effective in presenting details of the approach to meet the requirements of the brief. **(AO2b Communication)**		**Comprehensive** analysis and application of critical thinking, which is **consistently** used successfully to inform decision making, resulting in a plan which has **excellent** clarity and consideration of required elements. Conclusions are justified/supported with **thorough** use of logic and reasoning to make connections with the context of the brief. **(AO2b Analysis, Critical thinking, Decision making)** **Excellent** application of communication skills, with audience **thoroughly** considered throughout. Communication is **consistently** clear and effective in presenting details of the approach to meet the requirements of the brief. **(AO2b Communication)**		

5. Evaluate and present

Indicative content

Typical evidence may include:

Core knowledge

- Clarity of explanation of how the candidate's proposed livestock enterprise expansion and implementation plan addresses the requirements of the project brief, including any features considered by the candidate to be of particular importance.
- Application of core knowledge in order to effectively evaluate how well the chosen livestock enterprise expansion met the requirements of the project brief.
- Application of core knowledge in order to effectively evaluate how well the implementation plan met the requirements of the project brief and can be used to support the livestock enterprise expansion project.
- Reflection and application of core knowledge to discuss the reasons for discounting the other livestock enterprises.
- Peer feedback is used to reflect and evaluate on how the implementation plan can be used to ensure the livestock enterprise expansion 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 adaptions required to their implementation plan, including what they would do differently next time.
- Where improvements or amendments are not considered, the reasons for this are explained and justified.
- Challenges faced when achieving the project outcome, and how these have been overcome, eg implications of biosecurity, sustainability, and environmental impact of the livestock expansions.
- Responses to follow-up questions demonstrating reflection on their proposed solution and feedback received.

Core skills

- Application of core skills to successfully evaluate the selected livestock enterprise expansion and implementation plan in line with the requirements of the project brief clearly and concisely, successfully presenting all necessary information.
- Analysis and reflection of implementation 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 chosen livestock enterprise expansion an effective solution for the project?; Is the produced implementation plan effective at supporting success of the enterprise over time?
- Ability to be able to reflect on own experience and articulate any improvements or adaptations required to the implementation 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)**			**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 audience for the presentation. Communication, at times, may be **unclear, limiting** its			**Good** application of communication skills, with **moderate** consideration of the audience for the presentation. Communication is **mostly** clear and effective			**Excellent** application of communication skills, with **thorough** consideration of the audience for the presentation. Communication is **consistently**				

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

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

Maths, English and digital skills (AO4)

Maths **Indicative content** **Typical evidence may include:** • Cost considerations for the implementation and running of the livestock enterprise expansion over the next three years, including costs for livestock purchases, feed, bedding, routine disease prevention, 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 (farm 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 – Implementation plan
- Task 3 – Supporting statement

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

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

Digital

Indicative content

Typical evidence may include:

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

Guidance for markers

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

- Task 5 – Presentation materials

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

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

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