

**Level 3 Advanced Technical  
Extended Diploma in  
Animal Management  
(1080) [0172-33]**

**[Sample]**

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# Introduction

General information about structure of the assignment pack

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- Assignment and tasks

Tutor section

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- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
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## Candidate section

### Candidate guidance

#### General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

#### Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assignment.

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

#### Timings and planning

You should take care when planning to make sure you have divided the time available between tasks appropriately. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

#### Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

#### Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of work is clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work

## Assignment

You have been recently appointed as a team leader at a zoo in the United Kingdom. Within the zoo's collection there is a range of animal species including Aquatics, Exotics, Avian, as well as the standard zoo species such as large cats, primates and ungulates.

You have been asked by the head keeper to carry out a review of the zoo to ensure the license conditions are being met prior to the zoo being inspected.

As part of your duties for the post, you are expected to demonstrate your knowledge and understanding of animal husbandry, animal handling, behaviour, legislation, reproduction, feeding and nutrition and animal welfare.

## Tasks

### Task 1

In preparation for the inspection, the head zoo keeper has asked you to produce a report on the legislation that needs to be complied with for **all** sections of the zoo collection.

- a) For each section, you must state the legislation, its objectives and discuss how it relates to animal health.
- b) You must discuss the roles and aims of welfare organisations associated with the zoo.

Your research must be based on a registered working zoo in the United Kingdom.

#### **Conditions of assessment:**

Your report must be completed working alone, under supervised conditions

You may carry out research and collect the information you want to use in your report under unsupervised conditions.

#### **What must be presented for marking:**

- Written report

### Task 2

You need to ensure that accommodation requirements for species within the zoo collections meet the inspection requirements.

- a) You are required to produce a report assessing the accommodation conditions for a minimum of one aquatic, one avian, one large animal and one small animal species.
- b) You are required to maintain the accommodation conditions for a minimum of one aquatic, one avian, one large animal and one small animal species.

#### **Conditions of assessment**

You must carry out the task on your own, under supervised conditions.

#### **What must be presented for marking:**

- Assessment report on accommodation conditions

#### **Additional records to support your performance**

- Photographic evidence sheets showing the four types of accommodation being maintained
- Your tutors notes of your working practice including the standard and accuracy of your finished work.

### Task 3

Within the exhibits and enclosures, a boundary needs to be repaired.

You are required to repair the boundary. Prior to carrying out any work, you must carry out a risk assessment.

#### Conditions of assessment

You must carry out the task on your own, under supervised conditions.

Depending on the boundary being constructed, you may be working as part of a team, whilst being observed by your tutor.

#### What must be presented for marking:

- Risk assessment

#### Additional records to support your performance

- Your tutor's notes of your working practice, the standard and accuracy of the finished work and details of your contribution
- Professional discussion records
- Photographs of your completed work

### Task 4

You have carried out a review of training needs within your team and have identified the need for additional training regarding animal health and producing feeding plans for new species that have arrived at the zoo.

You are required to produce an information guide on the management of animal health that will be available to all zoo keepers, including information on

- common diseases in aquatics, exotics, avian and zoo
- methods used to monitor and record health
- methods of delivery used to treat and prevent disease
- methods used to monitor behaviour for health, including comparison of wild counterpart

#### Conditions of assessment:

Your guide must be completed working alone, under supervised conditions

You may carry out research and collect the information you want to use in your guide under unsupervised conditions

#### What must be presented for marking:

- Information guide
- Research notes

### Task 5

You are required to design feeding plans for a minimum period of 5 days that you will give to the other keepers in your team. Your plans must cover the following species

- Aquatic: Cichlid
- Avian: Macaw
- Exotic: Capybara
- Zoo animal: Giraffe

#### **Conditions of assessment:**

Your feeding plans must be completed working alone under supervised conditions

You may carry out research and collect the information you want to use in your plans under unsupervised conditions

#### **What must be presented for marking:**

- Feeding plans
- Research notes

### Task 6

As part of Continual Professional Development, your head zoo keeper has asked you to prepare a 10 – 15 minute presentation on reproduction that will be delivered to all zoo keepers. Your presentation must include

- the role of the modern zoo to include the use of animals and the effect on their welfare
- factors to consider when selecting breed stock
- principles of evolution and Natural Reproductive strategies (example of aquatics and exotics)
- types of reproductive technologies available
- dietary requirements from conception to weaning and how this influences a feed plan
- factors influencing behaviour and the behaviour seen during mating and between parent and offspring
- an example of a breeding plan for an avian species.

#### **Conditions of assessment:**

Your presentation must be completed working alone, under supervised conditions.

You may carry out research and collect the information you want to use in your presentation under unsupervised conditions.

#### **What must be presented for marking**

- Presentation slides or notes
- Research notes

### **Task 7**

The zoo proposes to open a gift shop and you have been asked to produce a business plan to support the proposal.

In your business plan, you must include:

- profile of the business
- marketplace analysis
- supply chain
- quality management systems in place
- marketing strategy
- financial requirements

#### **Conditions of assessment:**

Your business plan must be completed working alone, under supervised conditions.

You may carry out research and collect the information you want to use in your plan under unsupervised conditions.

#### **What must be presented for marking:**

- Business plan
- Research notes



## Tutor guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with a set of tasks. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

## Guidance on tasks

### Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **forty** hours. Candidates should be required to plan their work and their plans confirmed with them for appropriateness in relation to the time allocated for each task.

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks.

### Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

### Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded (eg measurements to confirm accuracy/tolerances).

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for moderation purposes and must be detailed and accurate.

Tutors should ensure that any supporting evidence including photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

### **Preparation**

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. They may not have access to the marking grids

## **Guidance on assessment conditions**

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability. The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

### **Authentication of candidate work**

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

### **Accessibility and fairness**

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission. It is up to the tutor during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

### **Example:**

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

A tutor may not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

## Guidance on marking

Please see the centre guidance document ***Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids*** for detailed guidance on using the following marking grid.

## Marking grid

For any category, 0 marks may be awarded where there is no evidence of worthy achievement

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent   |
|--|--|---|---|--|
| 20   | <p><b>AO1 Recall of knowledge relating to the qualification LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul> | <p><b>(0-4 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b><br/>Hesitant, gaps, inaccuracy</p>   | <p><b>(5-8 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b><br/>Sound, minimal gaps</p>   | <p><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b><br/>Accurate, confident, complete, fluent, slick</p>   |
| <p><b>Examples of types of knowledge expected:</b> legislation and codes of practice, animal health and husbandry, dietary requirements, breeding animals, evolution theories, range of animals covered, types of animal behaviours referred to, whether behaviours include atypical behaviours, knowledge of housing requirements</p> |  |   |   |  |
|  |  | <p><b>Bottom of band</b><br/>Candidate has shown limited knowledge and contains significant inaccuracies.</p> <p><b>Top of band</b><br/>The candidate has shown basic knowledge of key areas which lacks depth and may contain some inaccuracies.</p> | <p><b>Bottom of band</b><br/>Candidate has shown a limited range of knowledge, with no significant inaccuracies. Explanations lack detail.</p> <p><b>Top of band</b><br/>Candidate has shown a broad range of knowledge, with no significant inaccuracies. Explanations are usually detailed.</p> | <p><b>Bottom of band</b><br/>Candidate has shown detailed knowledge of a wide range of animals/behaviours/housing. Explanations are detailed.</p> <p><b>Top of band</b><br/>Explanation is clear and strong across the units and links have been made to develop a coherent picture.</p> |

| %  | Assessment Objective  | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good  | Band 3 descriptor<br>Strong to excellent  |
|----|---|---|--|---|
| 20 | <p><b>AO2 Understanding of concepts theories and processes relating to the LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul> | <p><b>(0-4 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing,</p>  | <p><b>(5-8 marks)</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b></p> <p>Logical, slightly disjointed, plausible,</p> | <p><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b></p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p> |
|    |   | <p><b>Examples of understanding expected:</b> legislation and codes of practice and which are important and how they relate to activities, how they are used, animal health and husbandry including signs and symptoms and what these mean and what actions need to be taken, dietary requirements and reasons for these and impacts of different foods on different animals in different physiological states, impact of animal behaviour, understanding of what atypical/stereotypical behaviour means and why it is happening, breeding animals, housing requirements and how these are met and consequences of not carrying these out, evolution theories</p> |  |   |

| %  | Assessment Objective  | Band 1 descriptor<br>Poor to limited   | Band 2 descriptor<br>Fair to good  | Band 3 descriptor<br>Strong to excellent   |
|----|---|--|--|--|
|    |   | <p><b>Bottom of band:</b><br/>Candidate has shown very limited understanding of key topics within units and little or no evidence of how to apply these topics to different situations.</p> <p><b>Top of band:</b><br/>Candidate has shown basic understanding of key topics within units and limited evidence of how to apply these topics to different situations.</p> | <p><b>Bottom of band:</b><br/>Candidate has shown understanding of key topics within units and evidence of how to apply these topics to specific situations.</p> <p><b>Top of band:</b><br/>Candidate has shown understanding of key topics within units and evidence of how to apply these topics to a range of situations but with limited understanding of why.</p> | <p><b>Bottom of band:</b><br/>Candidate has shown a detailed understanding of key topics within units and evidence of how to apply these topics to a wide range of situations with an understanding of why.</p> <p><b>Top of band:</b><br/>Candidate has shown a comprehensive understanding of key topics within units and evidence of how to apply these topics to a wide range of situations with a full understanding of why using appropriate examples.</p> |
| 10 | <p><b>AO3 Application of practical/ technical skills</b></p> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth</li> </ul> | <p><b>(0-2 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>  | <p><b>(3-4 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>  | <p><b>(5-6 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>  |



| %  | Assessment Objective  | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent  |
|----|---|---|---|---|
|    | <p>of practical skills open to them?</p> <ul style="list-style-type: none"> <li>How accurately/successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>  | <p><b>Examples of skills expected:</b> animal husbandry and handling, accommodation maintenance, safe working practices, feeding, moving animals, restraint</p>   |   |   |
|    |   | <p>Candidate shows basic application of practical skills but requires supervision and may require some prompting.</p>   | <p>Candidate shows successful application of practical skills and follows instructions closely, but may lack initiative. Candidate occasionally struggles with complex tasks.</p>   | <p>Candidate shows consistently high application of practical skills and often uses own initiative in tasks. Complex tasks are completed to industry standard and timeframes.</p>   |
| 20 | <p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul> | <p><b>(0-4 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>   | <p><b>(5-8 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p> | <p><b>(9-12 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p> |
|    |   | <p><b>Examples of bringing it all together:</b> applying knowledge and understanding to a specific situations, justifying decisions/approaches taken for example during practical activities, or in plans for accommodation maintenance, contingencies for example dealing with unexpected circumstances, reflection and evaluation, coherence of arguments verbally and in written documentation</p> |   |   |

| % | Assessment Objective | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent   |
|---|----------------------|---|---|--|
|   |                      | <p><b>Bottom of band:</b><br/>There is some evidence of the candidate using their knowledge, understanding and skills to make straightforward links between limited topics across the qualification. No evidence of them using their knowledge and understanding to inform practical activities.</p> <p><b>Top of band:</b><br/>The candidate shows evidence of using their knowledge, understanding and skills to make key links between limited topics across the qualification. Limited evidence of them using their knowledge and understanding to inform practical activities.</p> | <p><b>Bottom of band:</b><br/>The candidate consistently brings together their knowledge, understanding and skills when analysing and solving problems and some reflection on animal management. Candidate makes key links between a range of topics across the qualification and uses these links to inform practical activities.</p> <p><b>Top of band:</b><br/>The candidate consistently brings together their knowledge, understanding and skills when analysing and solving problems with reflection on animal management. Candidate makes key links between a wide range of topics across the qualification and uses these links to inform practical activities. Candidates can solve problems with minimal prompting.</p> | <p><b>Bottom of band:</b><br/>The candidate coherently brings together knowledge, understanding and skills to solve problems across the qualification. Candidate uses theory and skills effectively to achieve tasks and understands the context in which the tasks are undertaken. Candidates can solve problems independently.</p> <p><b>Top of band:</b><br/>Candidate uses a wide range of sources of knowledge, understanding and skills to propose industry appropriate solutions to problems faced. Candidate reflects and evaluates on own practice to identify areas for improvement.</p> |

| %  | Assessment Objective  | Band 1 descriptor<br>Poor to limited   | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent   |
|----|---|--|---|--|
| 10 | <b>A05 Attending to detail/perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul> | <p align="center"><b>(0-2 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>   | <p align="center"><b>(3-4 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p> | <p align="center"><b>(5-6 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p> |
|    |   | <p><b>Examples of attending to detail:</b> understanding requirements of the task and following them through comprehensively, fit and finish of practical task activities, fences well aligned, doing job but more, equipment returned properly for example putting tools back on charge, made sure animals behaviour was normal after returning to enclosure, health checks are comprehensive, covering whole animal, in theory tasks have fully explained what was asked for, candidates ensured everything was covered, thorough planning, contingencies are considered and implemented</p> |   |  |
|    |   | <p>There is limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks. Candidates needs supervision when completing practical tasks and do not meet minimum industry standards.</p>  | <p>There is consistent attention to detail. Evidence provided is generally accurate and related to specific tasks. Candidates needs minimal supervision when completing practical tasks and usually meets industry standards.</p>   | <p>The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident. Candidates utilise feedback to improve their own performance and to achieve excellence. Supervision is not required. Practical tasks completed to industry standards.</p>                           |

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited   | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent  |
|----|--|--|---|---|
| 10 | <b>AO6 Identify and use knowledge from other sources – research</b> <ul style="list-style-type: none"> <li>Does the candidate identify and use a wide range of appropriate sources effectively?</li> <li>How critically is information appraised, for plausibility, suitability and relevance?</li> <li>How purposefully is information used?</li> </ul> | <p align="center"><b>(0-2 marks)</b></p> <p><b>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</b></p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>                  | <p align="center"><b>(3-4 marks)</b></p> <p><b>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</b></p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p> | <p align="center"><b>(5-6 marks)</b></p> <p><b>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</b></p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>        |
|    |  | <p><b>Examples of research:</b> Using a range of sources (eg internet, books, journals, relevant non-confidential workplace policies and procedures), reference list, standard referencing framework, selection of research material and sources</p>   |   |   |
|    |  | <p>There is little evidence of background reading with some basic referencing to sources. Limited range of sources used e.g. candidate has used only internet. Referenced sources are not always evidenced in assignment work but there is an attempt to use standard referencing framework.</p> | <p>Good evidence of background reading with considered and relevant referencing. Referencing is clear and provides a range of sources. Use of a standard referencing framework is generally accurate.</p>   | <p>Strong and consistent evidence of background reading with well considered referencing. Referencing demonstrates depth, breadth and evaluation of credible research sources including books, web based research, journals and more.</p> <p>Use of a standard referencing framework is accurate.</p> |
| 0  | <b>AO7 Originality and creativity</b>  | <p><b>Examples of creativity:</b> Not applicable</p>   |   |   |
|    |  | N/A  | N/A   | N/A   |

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good  | Band 3 descriptor<br>Strong to excellent   |
|----|--|---|--|--|
| 10 | <b>A08 Communication/<br/>Presentation/<br/>Documentation</b> <ul style="list-style-type: none"> <li>How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated?</li> <li>Does the candidate use logical and well structured writing that is coherent and easy to follow?</li> <li>How appropriate and well presented are the chosen communication methods and formats?</li> </ul> | <p align="center"><b>(0-2 marks)</b></p> <p><b>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</b></p> <p>Somewhat disorganised/unstructured, informal, basic.</p>                          | <p align="center"><b>(3-4 marks)</b></p> <p><b>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</b></p> <p>Reasonably successful, conveys message quite well.</p>  | <p align="center"><b>(5-6 marks)</b></p> <p><b>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</b></p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>   |
|    |  | <p><b>Examples of communication:</b> use of accurate presentation, assignment and report writing skills, layout and presentation aids effective communication of information, well expressed sentence structure and grammar</p>   |  |  |
|    |  | <p>Candidates provide basic responses to assessment tasks. Work contains errors.</p> <p>Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p> <p>Candidates have difficulties when working with others.</p> | <p>Candidates provide generally consistent responses to assessment tasks. Some errors.</p> <p>Responses to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task.</p> <p>Candidates communicate effectively with others to complete the task.</p> | <p>Candidates provide clear and consistent responses to assessment tasks. Few errors.</p> <p>Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment task.</p> <p>Candidates communicate to high professional standard when working with others.</p> |

# Declaration of Authenticity

Candidate name

Candidate number

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Centre name

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Centre number

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## Candidate:

**I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used.**

Candidate signature

Date

## Tutor:

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

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Tutor signature

Date

## Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

| Task / AO | Feedback |
|-----------|----------|
|           |          |

Tutor signature and date: