

Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (0173-33) (1080)

(Version A)

This assignment is also presented as a sample of the synoptic approach for the following qualifications:

- Level 3 Advanced Technical Certificate in Land and Wildlife (0173-30)
- Level 3 Advanced Technical Diploma in Land and Wildlife (540) (0173-30)
- Level 3 Advanced Technical Extended Diploma in Land and Wildlife (720) (0173-30)

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

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Synoptic Assignment Pack

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. Written work eg reports may be word processed but this is not a requirement.

Assignment

You have recently been appointed as a single-handed gamekeeper on a 1,000 hectare private sporting estate. Your employers have just bought the estate and want you to develop it in to a wild bird shoot.

The farm is managed in-hand and grows a range of arable crops and also has a beef suckler herd. There is 400 hectares of mixed deciduous woodland on the estate and a river which runs through 80 hectares of water meadow.

Your employers have little knowledge of game management and want you to produce a 5 year plan to show how you will achieve their goal of creating a wild bird shoot. To do this they have asked you to complete the following tasks.

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Tasks

Task 1

You will be required to carry out **three** practical observations:

1. practical habitat management, including coppicing, hedge laying, pasture management and riverbank maintenance
2. survey for local pests/predators and tracks/sign identification in the field
3. setting spring traps, snares and live catch traps

These practical observations will be carried out in the field and you will be observed by your tutor as you complete these tasks.

Conditions of assessment:

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

Additional records to support your performance

- your tutor's observation notes of your working practice; and (where appropriate) the standard and accuracy of the finished work.

Task 2

To help your employers understand what is required to manage wild gamebirds you have been asked to select **one** species of **gamebird**, **wildfowl** and **wader** that could be legally shot on the estate and for each one produce factsheets that:

- describe the life cycle of all three species
- describe the habitat requirements of each species throughout the year
- describe how each of the habitats discussed for each species above should be managed
- for one of the species describe how you will monitor their populations.

Conditions of assessment:

Your tasks must be completed working alone under supervised conditions. You will have access to your notes and the internet to complete each task.

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

What must be presented for marking:

- your factsheets
- a full reference list

Task 3

Another critical aspect of wild bird management is predator control and for this to be effective your employer needs to understand their ecology, legal status and appropriate lethal and non-lethal control techniques.

For this task you should select and justify **three mammalian** and **three avian** predators that will have most impact on the wild populations of the game species you selected in Task 2.

- a. For each species you have chosen you must produce a factsheet that includes the following:
 - justification for their inclusion
 - legal status
 - ecology and annual life cycle
 - typical tracks/signs and key identification features.
- b. You are required to produce an annual control plan for all six species which must :
 - select and justify at least three lethal control techniques for the appropriate species
 - select and justify at least three non-lethal techniques for the appropriate species
 - produce an annual calendar indicating when each technique would best be used against each species.

Conditions of assessment:

Your tasks must be completed working alone under supervised conditions. You will have access to your notes and the internet to complete each task.

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

What must be presented for marking:

- your factsheets
- your control plan
- a full reference list

Task 4

On the estate you have a range of different freshwater and wetland habitats that you will be required to manage for game and wildlife in general. These include a river, ponds and water meadows in the river valley. These are some of the most diverse habitats on the estate, they are all protected within a Site of Special Scientific Interest and are particularly valued by the local community, who can access them via public rights of way.

- a. You are required to produce a poster to be displayed next to each habitat that:
 - explains the ecology of the habitat
 - describes key species
 - outlines how each habitat is managed.
- b. You are required to design a series of annual surveys that will enable you to monitor the health of each habitat and especially the key species mentioned in (a) above.

Conditions of assessment:

Your tasks must be completed working alone under supervised conditions. You will have access to your notes and the internet to complete each task.

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:

- your posters
- your surveys
- a full reference list.

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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 the 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.

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Guidance on tasks

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **twenty five** and **thirty** hours. Candidates should be required to plan their work and have their plans confirmed 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 eg 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, assessors 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 assessor 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 marker 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 marker 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 assessor 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 assessor 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.

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Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent	
		Examples of types of knowledge expected: use of terminology, health and safety considerations, welfare codes, environmental impact, legislation, routine tasks, species of gamebird and wildlife habitat requirements.			
		The candidate has shown limited knowledge of terminology and routine tasks.	The candidate has shown a fair range of knowledge from across the qualification which is sound and sometimes detailed.	The candidate shows strong and detailed knowledge across the range relevant to the task showing a high degree of confidence and accuracy.	
20	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to 	(1-4 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing,	(5-8 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,	(9-12 marks) 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. Logical reasoning, thoughtful decisions, causal links, justified	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p>new situations/the assignment?</p> <ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	<p>Examples of understanding expected: predator control, application of legislation, habitat management, ecology and animal life cycle.</p> <p>Bottom of band: The candidate has shown a poor understanding of general crop husbandry and business management. Rates, timings and specifications missing or inaccurate. Poor or no justification of the choice and use of physical and financial records.</p> <p>Top of band: Good understanding of general crop husbandry and business management. Limited rates, timings and specifications sometimes inaccurate or missing. Limited justification of the choice and use of physical and financial records.</p>	<p>Bottom of band: The candidate has shown a fair understanding of general crop husbandry and business management. Rates, timings and specifications mainly accurate but incomplete with limited explanation and justifications. Fair justification of the choice and use of physical and financial records.</p> <p>Top of band: The candidate has shown a good understanding of general crop husbandry and business management. Rates, timings and specifications mainly accurate but incomplete with good explanation and justifications. Good justification of the choice and use of physical and financial records.</p>	<p>Bottom of band: The candidate has shown a strong understanding of general crop husbandry and business management. Rates, timings and specifications accurate and complete with strong explanation and justifications. Strong justification of the choice and use of physical and financial records.</p> <p>Top of band: The candidate has shown an excellent understanding of general crop husbandry and business management. Rates, timings and specifications detailed, accurate and complete with excellent explanation and justifications. Outstanding justification of the choice and use of physical and financial records.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem? How confidently does the candidate use the breadth of practical skills open to them? How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? 	<p align="center">(1-6 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center">(7-12 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center">(13-18 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p>Examples of skills expected: <i>surveying, identifying predators, habitat management, setting traps</i></p>		
		<p>Candidate shows basic practical skills across a limited range of topics.</p> <p>Tasks completed well below industry speed and standards.</p> <p>Candidate lacks confidence dexterity.</p>	<p>Candidate shows good practical skills across a range of topics.</p> <p>Candidate completing tasks to industry standards but needs more practice to operate at industry speed.</p> <p>Candidate shows confidence in most topics.</p> <p>Demonstrates good dexterity.</p>	<p>Candidate shows excellent practical skills across a wide range of topics.</p> <p>Candidate operating at industry speed and standards.</p> <p>Candidate shows confidence across a wide range topics.</p> <p>Demonstrates excellent dexterity.</p>

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out 	<p style="text-align: center;">(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p style="text-align: center;">(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
<p>Examples of bringing it all together: applying and linking knowledge, understanding and practical skills to a particular situation, justifying decisions/ approaches taken, contingencies, reflection and evaluation.</p>				

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	solutions to new contexts/ problems on their own?	<p>Bottom of band: The candidate has shown poor evidence of using their knowledge, understanding and practical skills to make straightforward links between topics.</p> <p>Top of band: The candidate has shown limited evidence of using their knowledge, understanding and practical skills to make straightforward links between topics.</p>	<p>Bottom of band: The candidate brings together their knowledge, understanding and practical skills to make some links between topics.</p> <p>Top of band: The candidate brings together their knowledge, understanding and practical skills to make good links between topics and justify decisions, choices and actions.</p>	<p>Bottom of band: The candidate utilises a wide range of knowledge from across the qualification to justify and problem solve. Integration of knowledge, understanding and practical skills which informs an appreciation of the wider context of agriculture.</p> <p>Top of band: The candidate utilises a wide range of knowledge from across the qualification to justify and problem solve creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of agriculture.</p>
N/A	<p>A05 Attending to detail/ perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care 	N/A	N/A	N/A
Examples of attending to detail: Not applicable				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	and attention (eg measure twice cut once)? <ul style="list-style-type: none"> • Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	N/A	N/A	N/A
10	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> • Does the candidate identify and use a wide range of appropriate sources effectively? • How critically is information appraised, for plausibility, suitability and relevance? • How purposefully is information used? 	<p style="text-align: center;">(1-2 marks)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		<p>Examples of research: using a range of sources (eg internet, books, journals), reference lists, standard referencing framework, selection of relevant and current research materials and sources</p>		

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate shows little evidence of background reading with some basic referencing to sources.</p> <p>Sources not always relevant and current.</p> <p>Limited range of sources used.</p> <p>Referenced sources are not always evidenced in assignment work but there is an attempt to use standard referencing framework.</p>	<p>The candidate shows good evidence of background reading with considered and relevant choice of material referenced.</p> <p>Referencing is clear and provides a range of relevant and current sources.</p> <p>Use of a standard referencing framework is generally accurate.</p>	<p>The candidate shows excellent and consistent evidence of in-depth background reading with well-considered choice of material referenced. Referencing demonstrates a wide range of relevant and current research sources</p> <p>Use of a standard referencing framework is accurate.</p>
N/A	<p>AO7 Originality and creativity</p> <ul style="list-style-type: none"> • Does the candidate respond to the brief in an original way? • Are ideas/ materials etc used in a creative novel, experimental way? • Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	N/A	N/A	N/A
		Examples of creativity: Not applicable		
		N/A	N/A	N/A

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	<p align="center">(1-2 marks)</p> <p>Format choices are limited to a basic ‘tool kit’ and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center">(3-4 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</p> <p>Reasonably successful, conveys message quite well.</p>	<p align="center">(5-6 marks)</p> <p>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
Examples of communication: <i>fact sheets, posters, plans</i>				
		<p>Candidate provides basic responses to assessment tasks. Work contains grammatical and spelling errors. Written and verbal explanation sometimes enables the candidate to address discussion topics. Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p>	<p>Candidate provides generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address discussion topics. Response to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task.</p>	<p>Candidate provide clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanation enables the candidate to show depth and breadth of discussion topics. Response to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment tasks.</p>

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Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

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.

Tutor signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: