

City & Guilds Level 2 Technical Certificate in Floristry (0175-20)

[Version 1.1 August 2018]

Synoptic Assignment Pack

General guidance for candidates

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

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.

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

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

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. 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. Written work eg reports may be word processed but this is not a requirement. All sketches and drawings should be neat and tidy, to scale and annotated.

You should make sure that each piece of evidence including any proformas eg record/job cards are 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.

The use of non-programmable scientific calculators is acceptable. Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

Assignment

A florist business has a large order to complete for a wedding. The Senior Florist will be working on this constantly over the next two days. Yesterday an order was taken for an end of year School Prom. The event will take place in two days. Details are in Appendix 1.

You have been asked to complete the order for the School Prom. You are also required to deal with any other orders that are received by the business whilst the Senior Florist concentrates on the wedding order.

Tasks

Task 1

You are required to take an order from a customer who has telephoned the florists. You must complete the Order Form in Appendix 2.

Conditions of assessment:

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

You will carry out the telephone conversation with the client in a separate room.

What must be handed in for marking:

- A completed Order Form

Additional records to support your performance:

- Your tutor's notes of your telephone conversation

Task 2

You have been asked to create the designs for the School Prom and the order taken over the telephone.

You are required to produce a 'statement of intent' for each design to be created. You should include a rationale explaining your approach. The 'statement of intent should include:

- Preparation
- Construction
- Decoration
- Packaging
- Tools, fresh materials and sundries that will be used at each stage

You will be provided with a list of available fresh materials and sundries.

You are required to complete the Order Form in Appendix 2 with details of costs for each design.

Conditions of assessment:

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

What must be handed in for marking:

- Statement of intent for each design
- Costing Form for each design

Task 3

You are required to produce each of the designs that have been ordered. This includes the two designs on the order in Appendix 1 and the order taken over the telephone.

Conditions of assessment:

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

What must be handed in for marking:

- Completed designs

Additional records to support your performance:

- Photographs of each designs when completed
- Video of your performance at key stages in the construction of the designs
- Tutor's notes of your performance

Task 4

You are required to prepare each of the designs you created for delivery or collection, as appropriate. This relates to the two designs in the order in Appendix 1 and the order taken over the telephone. You should ensure that this includes providing appropriate information for the client.

You are required to prepare notes for the Senior Florist giving clear details of the work you have undertaken, including any changes made to your plan and any additional actions that would be required before delivery/collection. Your notes should make reference to any spare fresh materials and sundries that remain and how they have been dealt with. The notes must include a review of each of the designs you have created.

Conditions of assessment:

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

What must be handed in for marking:

- Notes for the Senior Florist
- Evaluations of each design
- Completed designs

Additional records to support your performance:

- Photographs of each design when prepared for delivery/collection
- Video of your performance preparing designs for collection or delivery
- Tutor's notes of your performance

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **thirteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

It is recommended that the time is allocated as follows:

Task 1 – 1 hours

Task 2 – 4 hours

Task 3 – 5 hours

Task 4 – 3 hours

Resources

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

Resources for Task 1

A quiet room with access to a telephone is required where the candidate can participate in a telephone conversation. The tutor, or person taking on the customer role, will need an additional room with access to a telephone. They should be provided with the following brief:

You are the agent of the celebrity that will be attending the School Prom as Guest Speaker. You understand that the florists are making the floral designs for the School Prom. Your client (the celebrity) would like a corsage to wear at the School Prom. You are requesting something made in orange with a budget of approximately £20. Your client used to attend the school and they associate the colour with the school. The height of your client is 1.55m. If the candidate suggests the proposed colour should be changed, you should ask why and ultimately agree. If the candidate asks what your client will be wearing to the event, you have flexibility in the response you give. You want the corsage delivered to the venue and should ask the cost.

You should confirm you want to go ahead with the order and respond to appropriate requests for information needed to complete the order form eg name, contact details etc. You should present relevant debit card details that are requested at the payment stage.

Resources for Task 2

It is recommended that candidates are provided with access to ICT software (particularly word-processing software) in order to complete this task. Candidates are not allowed access to the Internet.

Candidates must be provided with a list of resources available. The list of sundries should cover a sufficient range to allow learners to access all marks available for AO7, creativity. For fresh materials, the list should indicate a 'bucket' of stock available for each candidate. The list must include the type of flower (using botanical names), the colour, number available and retail price per item (rounded to the nearest 10 pence). The list must include:

- Rosa (pink and/or white)
- Freesia (orange)

In addition, there should be 5 other types of flower and 3 types of foliage. The flowers selected for inclusion should be from those listed in Appendix 1 of the specification.

Candidates are allowed access to calculators.

Resources for Task 3

Candidates must be provided with the tools and equipment required to create the designs, including:

- Scissors
- Knives
- Foliage strippers

Candidates must be provided with appropriate PPE, in accordance with centre policies.

Storage facilities must be made available for fresh materials.

Resources for Task 4

Candidates must be provided with the tools and equipment required to prepare the designs for collection or delivery.

It is recommended that candidates are provided with access to ICT software (particularly word-processing software) in order to complete this task. Candidates are not allowed access to the Internet.

Centre guidance

This synoptic assessment is designed to require the candidate to make use of the 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 an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

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.

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 using a Practical observation (PO) form. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

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

Tutors should ensure that any required additional 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).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements

The sections:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation

Candidates should be aware of which aspects of their performance (across the AOs) 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. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

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 final evidence for the tasks that make up this synoptic assignment must be completed under 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. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

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.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City& Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings 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, see the guidance and feedback section below.

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 and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), 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.

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.

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

It is up to the marker to decide if the guidance required suggests the candidate is lacking in any AO, 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.

What is, and is not, an appropriate level of guidance

- A tutor **should** intervene with caution 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, and full details should be recorded on the CRF.
- The tutor **should not** provide 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.
- 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.

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

Guidance on marking

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of 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? 	<p style="text-align: center;">(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
		<p><i>Examples of types of knowledge expected: health and safety, principles of customer service, job roles, employment rights and responsibilities, organisational policies, promotion of organisation, concept of profit, payment methods, store displays, presentation of employees, complaint handling, customer needs and wants, sales process, characteristics of fresh materials, conditioning techniques, maintaining designs, principles of stock control, principles of design, elements of design, colour relationships, information and resources required to create designs, quality checks, construction techniques, decorative techniques, packaging.</i></p>		
		<p>Candidate has shown basic knowledge from across the qualification. Information has errors and gaps. There is a general lack of clarity. Some work may not have been completed due to lack of time or knowledge.</p>	<p>Candidate has shown a good range of knowledge from across the qualification. There are minor errors and few gaps in information provided. There is some detail and clarity and all tasks are completed.</p>	<p>Candidate shows in-depth and detailed knowledge across the qualification. Work is detailed and completed accurately with minor omissions. All tasks are fully completed.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	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 new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p style="text-align: center;">(1-2 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p style="text-align: center;">(5-6 marks)</p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: <i>principles of customer service, after care, promotion of organisation, concept of profit, payment methods, store displays, customer needs and wants, sales process, conditioning techniques, maintaining designs, principles of stock control, principles of design, elements of design, colour relationships, information and resources required to create designs, quality checks, packaging.</i></p>		
		<p>Candidate has shown basic understanding of a limited range of concepts from across the qualification. A few points were covered in detail.</p>	<p>Candidate has shown sound understanding of a range of concepts from across the qualification, often in some detail.</p>	<p>Candidate has shown in-depth understanding of concepts across the whole qualification range, showing a high degree of confidence and accuracy in their understanding.</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 	<p style="text-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 style="text-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 style="text-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><i>Examples of skills expected:</i> promotion of the organisation, calculating selling price, store displays, conditioning, maintaining designs, packaging, constructing designs, decorating designs, quality checks, assembling designs, finishing designs.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	candidate been able to use skills/achieve practical outcomes?	<p>Candidate gave minimum consideration to health and safety requirements when completing practical tasks. Practical tasks completed well below expected industry speeds and standards. Minimum consideration of tools, materials and equipment. Demonstrated limited range of skills needed to complete practical tasks. Only basic skills displayed across activities undertaken. Quality inconsistent and time management issues resulted in some work either not being to the standard required or even completed.</p>	<p>Candidate gave fair consideration of health and safety including some thought of impact of actions during practical tasks. Practical tasks completed in line with industry standards and in some cases, to industry speeds. Most aspects of tools, materials and equipment were considered before, during and after practical tasks. Good accuracy and confidence demonstrated in most practical activities. Technical skills demonstrated with good dexterity and competence some of the time to create designs which were generally accurate and to the required standard. Quality is generally good, with all work being completed in time allocated, although some of it was rushed.</p>	<p>andidate gives strong and consistent consideration of health and safety including impact of actions before, during and after completion of tasks. Practical tasks consistently carried out in line with industry speeds and standards. Full consideration given to tools, materials and equipment before, during and after tasks, including considerations of impact on practical tasks. High level of accuracy and confidence demonstrated in all practical activities with an efficient approach to completion. Technical skills demonstrated consistently with high levels of dexterity and competence to create designs that were accurate, to a professional standard that met customer requirements. Quality of designs is excellent with all work completed in time allocated.</p>

%	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 solutions to new contexts/ problems on their own? 	<p 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 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 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><i>Examples of bringing it all together: relationship between customer service, profit, type of business, commercial business activities, promotion and design, relationship between design and techniques, relationship between plant structures, conditioning and designs, relationship between conditioning, customer service and packaging, relationship between customer needs and wants, design elements, design principles, colour relationships and characteristics of fresh materials.</i></p>		
		<p>The candidate showed some basic links between knowledge, understanding and practical skills across the qualification.</p>	<p>The candidate makes good and consistent links between different elements of the qualification across knowledge, understanding and skills. Connections are made systematically with some trial and error.</p>	<p>The candidate makes excellent, strong and consistent links between different elements of the qualification across knowledge, understanding and skills. Solving problems and making connections were systematic and logical.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO5 Attending to detail/perfecting <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 and attention (eg measure twice cut once)? • Would you describe the candidate as a perfectionist 	<p style="text-align: center;">(1-2 marks)</p> <p>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.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
<i>Examples of attending to detail: monitoring, planning, storage, conditioning, quality checks, accuracy, evaluation, decorative techniques, packaging.</i>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	and wholly engaged in the subject?	Candidate demonstrated no concern for industry standards, speeds and quality. There was limited evidence of planning of activities. Candidates showed limited commitment to completion of tasks with gaps in outputs generated. There was limited evidence of reviewing outputs or monitoring processes, leading to inaccuracies, errors and/or omissions. There was limited attempt to maintain an effective working environment. This demonstrated a general lack of care. Limited reflection showing minimal depth and evaluation of performance.	Candidate showed some consideration for meeting industry standards, speeds and quality. There was some detail in planning for completion of tasks. Commitment displayed in work ethic was inconsistent but all tasks completed with minor gaps. There was some attempt to review outputs and monitor processes with some minor inaccuracies resulting. There was clear evidence of attempting to maintain an effective working environment. Reflection showed some depth and evaluation of own performance.	Candidate engaged fully with tasks and pushed themselves to meet industry standards, speeds and quality. There was consistent and considered detail in planning for all tasks. Candidate demonstrated a consistent and positive work ethic and commitment to completing all tasks fully and effectively. High levels of care and meticulous levels of detail and accuracy were applied throughout. There was evidence of the quality of outputs being checked regularly and processes monitored with revisions made where appropriate. Minimal errors were evident. The working environment is neat and tidy throughout. There was a thorough objective evaluation of own performance.
n/a	AO6 Identify and use knowledge from other sources – research	(n/a)	(n/a)	(n/a)

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	A07 Originality and creativity <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? 	<p style="text-align: center;">(1-2 marks)</p> <p>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>
		<p><i>Examples of creativity: application of elements of design, application of principles of design, use of colour, decorative techniques, sundries.</i></p>		
		<p>There was limited application of elements and principles of design. There was limited use of decorative techniques. Designs were safe.</p>	<p>There was some effective application of elements and principles of design. There was some effective use of decorative techniques to enhance the design and reflect the purpose.</p>	<p>There was effective application of elements and principles of design supported by the effective use of decorative techniques to fully enhance the design and reflect its purpose.</p>

%	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 style="text-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 style="text-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 style="text-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>
		<p>Examples of communication: <i>Emails, order forms, plans, evaluations, messages, conversations, taking orders, dealing with queries, presenting advice and guidance.</i></p>		
		<p>There were inaccuracies and significant omissions in communication. Documentation, whether written or diagrammatic, did not fully represent intended message. Written communication had some significant spelling and grammatical errors. Communication methods, language and terminology are generally appropriate for professional standards and audience.</p>	<p>Communication had some omissions but limited inaccuracies in use of conventions. Documentation, whether written or diagrammatic, generally represent intended message. Communication had some structure with some grammatical and/or spelling errors which did not impact significantly on the readability or interpretation. Communication methods, language and terminology are consistent with professional standards and took account of audience.</p>	<p>Candidate consistently made accurate use of conventions in communication with an appropriate level of detail. Presentation of communication was clear and logically structured with minor grammatical and/or spelling errors. Communication methods, language and terminology are consistently meet professional standards and audience expectations.</p>

Appendix 1 School Prom Order Form

ORDER FORM		
Day: <i>Tuesday</i>	Date: <i>14 May</i>	Time: <i>16.45</i>
To Pay:	Paid:	
Deliver to: <i>For collection</i>	Account to:	
Design Style: <i>For School Prom, evening event</i>	Price	
<i>All round table arrangement, approximately 30cm diameter.</i>	<i>£40</i>	
<i>Tied posy to be presented to a celebrity guest speaker</i>	<i>£40</i>	
Flower Preferences: <i>To include roses as focal flower</i>		
Colour Preferences: <i>Pink and whites</i>		
Total	<i>£80</i>	
Message on card: <i>n/a</i>		
Ordered by: <i>John Lloyd Events</i> <i>346 Flower Street, Bloomsfield, BL1 3JE</i> <i>01370 559210</i> <i>jl@jlevents.co</i>		
Order taken by: <i>S Cook</i>		

Appendix 2 Order Form Template

ORDER FORM		
Day:	Date:	Time:
To Pay:	Paid:	
Deliver to:	Account to:	
Design Style:		
Flower Preferences:		
Colour Preferences:		
Total		
Message on card:		
Ordered by:		
Order taken by:		

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted 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

Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Candidate Record Form (CRF)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:
Total Mark:

	Summary justification	AO Mark
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		
A06 Research		
A07 Creativity		
A08 Communication		

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

A01 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected:		
5%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Examples of understanding expected:		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected:		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A04 – Bringing it together use of knowledge to apply skills in new context	Examples of bringing it all together:		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail:		
15%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A06 - Research Appropriateness, good use, referencing	Examples of research:		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

A07 - Creativity Original, developed, challenging convention	Examples of creativity:		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A08 - Communication Fitness for purpose, clarity	Examples of communication:		
20%	Band 1 – # – # marks	Band 2 – # – # marks	Band 3 – # – # marks
Mark:	Notes/Comments		

Please refer to the full marking grid for the qualification for full details of marking requirements.

Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

Practical Observation Form (PO)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:

Notes

A01 - Recall

Breadth, depth,
accuracy

A02 - Understanding

Security of concepts,
causal links

A03 - Practical skill

Dexterity, fluidity,
confidence, ease of
application

A04 – Bringing it all together

use of knowledge to
apply skills in new
context

A05 - Attending to detail / perfecting

Repeated checking,
perfecting, noticing

A06 - Research

Appropriateness, good
use, referencing

A07 - Creativity

Original, developed,
challenging convention

A08 - Communication

Fitness for purpose,
clarity

Tutor/Assessor signature:

Date: