

# **Level 3 Advanced Technical Extended Diploma in Horticulture (1080) (0174-33-009)**

**[Sample]**

**This assignment is also presented as a sample of the synoptic assessment approach for:**

- **Level 3 Advanced Technical Certificate in Horticulture**
- **Level 3 Advanced Technical Diploma in Horticulture (540)**
- **Level 3 Advanced Technical Extended Diploma in Horticulture (720)**

**Synoptic Assignment Pack**

## Introduction

General information about the structure of the assessment pack.

### Candidate section

- Candidate guidance
- Assignment and tasks

### Tutor section

- Tutor guidance
- Guidance on tasks
- Guidance on assessment conditions
- Guidance on marking
- Marking grid
- Mark sheet
- Feedback form

# 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

The sports facilities where you are employed will be holding a range of prestigious tournaments in the 2016/17 season. All the sports turf surfaces will need to be of an appropriate level of quality for these tournaments so preparation work needs to start now. You will be assigned to one winter and one summer sports turf area and will be responsible for the maintenance and improvement of those sites.

To aid you in this process, you undertake a range of tests to assess conditions throughout this playing season. You then decide to present a 12 month maintenance calendar to the management team at the end of the current season to prepare surfaces for the tournament in June 2017.

Due to the success of the wildflower areas at the Olympic Park, the organisers of the tournaments want there to be an emphasis on sustainability and habitat creation. These areas will need to be established this year to ensure some benefits are visible to the public during the tournament. As part of the visitor attraction, the organising committee also wish to provide information booklets and boards that can be viewed by the visitors. They wish to highlight key grass, tree, shrub and wildflower species visible across the site.

## Tasks

This assignment is broken down into **five** tasks.

### Task 1

You are required to maintain **two** areas chosen by your tutor (one winter and one summer sports turf area). You are required to maintain these surfaces for the 2015/16 season. You must:

- prepare and operate land-based machinery, ensuring risk assessments, pre-start checks and post-operating procedures are carried out
- carry out the required turf maintenance operations on each of your sports turf areas
- undertake any repair and renovation activities required
- keep a diary that records the activities undertaken, their impact and external factors such as weather and climate, and presence of pests, diseases, disorders and weeds.

#### Conditions of assessment:

The activities are to be completed working alone under supervised conditions. You will be expected to provide photographic and/or video evidence of the practical activities you have undertaken; this will be supported by your tutor's notes. Your diary can be in a written, video or audio format and will also aid you in the completion of Task 4.

#### What must be presented for marking:

- Risk assessment
- Diary
- Photographs or videos if applicable

#### Additional records to support your performance:

Your tutor's notes recording the standard and accuracy of your performance.

### Task 2

You are required to improve the bio-diversity, aesthetics and security of your site by

- repairing and maintaining boundaries e.g. fences and hedges
- constructing, repairing or maintaining structures e.g. bird boxes, goal posts, tee signage
- repairing and maintaining loose pathways on site i.e. gravel and woodchip
- creating and managing habitats on your site to include a wildflower meadow / low maintenance sward.

#### Conditions of assessment:

The activities are to be completed working alone under supervised conditions. You will be expected to provide photographic and/or video evidence of the practical activities you have undertaken; this will be supported by your tutor's notes.

#### What must be presented for marking:

- Risk assessment
- Photographs or videos if applicable

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

Your tutor's notes recording the standard and accuracy of your performance.

### **Task 3**

You need to identify a range of the key grass, tree, shrub and wildflower species, **50** in total, visible across the site throughout the growing season. You should:

- use biological and morphological features and identification keys
- take clear pictures
- provide the botanical names of the species identified.

### **Conditions of assessment:**

The activities are to be completed working alone under supervised conditions. You must produce an identification booklet containing clear, high quality photographs of the 50 plants and their botanical name (genus and species).

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

Identification booklet.

### **Task 4**

You must assess the surfaces within your **two** allocated sports turf areas (refer to Task 1) and record the following information:

- soil ecosystem assessment including soil characteristics
- Performance Quality Standard (PQS) data results appropriate to the surface
- the determined PQS for each surface.

### **Conditions of assessment:**

The activities are to be completed working alone under supervised conditions. All your data must be presented in appropriate tables, graphs and charts, with annotations where needed.

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

Report containing tables, graphs and charts.

### **Task 5**

You will prepare a plan for the tournament season (2016/17) and present this with a justification to the organising committee. You will need to

- produce a turf maintenance plan for a 12-month period for both your winter and summer sports turf surface. You will support this with a resource file. Both documents should be produced using data collected in Task 3 and you must discuss the benefits of using PQS data
- demonstrate that you have considered the effects of the components of the soil ecosystem, usage patterns and weather conditions on carrying capacity
- provide an explanation of the maintenance, renovation and repair activities you propose to undertake and the impact on the development of the surfaces in readiness for the tournament
- identify where turf and/or seed will be needed in the renovation of turf areas and justify your choice of method

- demonstrate that your maintenance plan has been evaluated within the boundaries of sustainable management
- report on the progress of your created habitats and discuss the advantages, disadvantages and uses of wildflower meadows/low maintenance swards to the organising committee.
- suggest improvements for future habitat work to enable the committee to evaluate the value of this.

**Conditions of assessment:**

You will need to undertake a formal presentation with allocated time at the end for questioning. You must also provide hard copies of your maintenance plans and resource files along with a summary report that compliments your presentation.

**What must be presented for marking:**

- maintenance plan
- resource file
- summary report
- record of formal presentation.

**Additional records to support your performance:**

Your tutor's notes recording the standard and accuracy of your performance.

## TUTOR SECTION

### 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.



## Guidance on tasks

### Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **three weeks** (15 working days). 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 marking and moderation purposes and so 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.

There are a number of conditions that are needed to ensure that this synoptic assignment delivers a fair and valid assessment outcome.

### 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 supervised/monitored 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 cannot access the evidence without supervision. This might include putting 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 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 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 Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <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> </ul>	<p style="text-align: center;"><b>(1-4 marks)</b></p> <b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy	<p style="text-align: center;"><b>(5-8 marks)</b></p> <b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps	<p style="text-align: center;"><b>(9-12 marks)</b></p> <b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> <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>	Botanical names missing or incorrectly applied. Plant species incorrectly identified and do not match the photographs of live specimens. Surface assessments do not include soil characteristics, appropriate PQS tests or identification of the Performance Quality Standard for each surface.	Botanical names used correctly. Plant species correctly identified and match the photographs of live specimens. Surface assessments include soil characteristics, appropriate PQS tests and identification of the Performance Quality Standard for each surface.	Botanical names used correctly. Plant species correctly identified and match the photographs of live specimens. Surface assessments include soil characteristics, appropriate PQS tests and identification of the Performance Quality Standard for each surface, including supporting information.
15-25	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>• Does the candidate make connections and show causal links and explain why?</li> <li>• How well are theories and concepts applied to new situations/the assignment?</li> </ul>	<b>(1-4 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing,	<b>(5-8 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible,	<b>(9-12 marks)</b> <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> Logical reasoning, thoughtful decisions, causal links, justified

	<ul style="list-style-type: none"> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p>Maintenance calendar, resource file and summary report not presented in a recognised format. All documents lack accuracy of technical information and correct interpretation of collected and recorded data. Poor recommendation and justification of appropriate maintenance operations, timings, required resources, machinery and material settings and amounts to reach the required level of surface quality, not within the boundaries of sustainable management. Limited identification of renovation and repair needs. Limited evidence of inclusion of the effects of external factors to include weather, soil ecosystem, usage and carrying capacity. Poor progress report on created habitats with no or limited improvements for future work.</p>	<p>Maintenance calendar, resource file and summary report presented in a recognised format. All documents show accuracy of technical information and some correct interpretation of collected and recorded data. Recommendation of appropriate maintenance operations, timings, required resources, machinery and material settings and amounts to reach the required level of surface quality but no justification. Recommendations made with some understanding of sustainable management. Identification of renovation and repair needs. Some evidence of inclusion of the effects of external factors to include weather, soil ecosystem, usage and carrying capacity. Progress report on created habitats included with some improvements for future work.</p>	<p>Maintenance calendar, resource file and summary report professionally presented in a recognised format including a high level of detail. All documents show accuracy of technical information with clear correct interpretation of collected and recorded data. Recommendation of appropriate maintenance operations, timings, required resources, machinery and material settings and amounts to reach the required level of surface quality with clear justification. All recommendations made with a clear understanding of sustainable management. Identification of renovation and repair needs. Clear evidence of inclusion of the effects of external factors to include weather, soil ecosystem, usage and carrying capacity on all recommendations made. Progress report on created habitats included with appropriate and innovative improvements for future work.</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
15-30	<b>AO3 Application of practical/ technical skills</b> <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 of practical skills open to them?</li> <li>How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p style="text-align: center;"><b>(1-5 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 style="text-align: center;"><b>(6-10 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 style="text-align: center;"><b>(11-15 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>
		<p>Risk assessment missing safety critical information. Pre-start checks and post-operating procedures incomplete or not carried out. Inappropriate, unsafe or inefficient working techniques used or recommended. Surface assessments not carried out or standard industry procedures not followed.</p>	<p>Risk assessment contains all safety critical factors but missing desired information. Pre-start checks and post-operating procedures carried out. Appropriate working techniques recommended or used. Activities performed safely and efficiently to achieve the desired outcome. Surface assessments carried out following industry procedures.</p>	<p>Comprehensive risk assessment completed which contains all essential and desired information. Pre-start checks and post-operating procedures carried out and statutory records completed. Appropriate working techniques recommended and used independently. Activities performed safely and efficiently, following a logical order to achieve the desired outcome. Activities performed with consideration for the environment. Surface assessments carried out following industry procedures, with high levels of accuracy.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15-30	<b>AO4 Bringing it all together - coherence of the whole subject</b> <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</li> </ul>	<p style="text-align: center;"><b>(1-3 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 style="text-align: center;"><b>(4-6 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 style="text-align: center;"><b>(7-9 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>



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	contexts/ problems on their own?	Maintenance calendars and resource files are incomplete for the stated maintenance time period and/or do not allow surfaces to be maintained to the desired level of quality. Information and data collected from the dairy and from the range of surface assessments has not been appropriately used in the production of the maintenance calendars and resource files. No or limited use of underpinning theoretical knowledge and understanding is evident through the production of all written documents and in the formal presentation.	Maintenance calendars and resource files are complete for the stated maintenance time period and to allow surfaces to be maintained to the desired level of quality. Maintenance calendars and resource files have been produced using information and data collected from the dairy and from the range of surface assessments. An appropriate level of underpinning theoretical knowledge and understanding is evident through the production of all written documents and in the formal presentation.	Maintenance calendar and resource files are complete and comprehensive for the stated maintenance time period and to allow surfaces to be maintained to the desired level of quality. Maintenance calendars and resource files have been produced using information and data collected, and correctly interpreted, from the dairy and from the range of surface assessments. A significant level of underpinning theoretical knowledge and understanding is evident through the production of all written documents and in the formal presentation.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10-20	<b>AO5 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> </ul>	<p style="text-align: center;"><b>(1-2 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 style="text-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 style="text-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>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> <li>• Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p>Limited information gathered from the surface assessments. Interpretation of data from assessments is poor and insufficiently represented within written documents and formal presentation. Tables, graphs and charts are incoherent. Risk assessment missing safety critical information, pre-start checks and post-operating procedures are missing or inadequate. Recommendation for use of appropriate tools and equipment not made. Diary is incomplete or incoherent. Incorrect or unsafe working techniques used.</p>	<p>Most appropriate information included from the surface assessment. Interpretation of data from assessments adequately done and represented within the written documents and formal presentation. Tables, graphs and charts are coherent. Risk assessment contains all safety critical information but missing non-essential information. Pre-start checks and post-operating procedures are undertaken as appropriate. Appropriate selection and use of tools and equipment. Diary contains adequate information. Appropriate working techniques employed, including the use of suitable systems where needed.</p>	<p>All information included from the surface assessments. Interpretation of data from assessments is accurate and concise. All data is represented within the written documents and formal presentation. Tables, graphs and charts are coherent and presented in a logical and professional manner. Comprehensive risk assessment completed which contains all essential and non-essential information. Pre-start checks and post-operating procedures are undertaken as appropriate including checking of or completion of statutory records. Appropriate selection and use of tools and equipment. Diary is detailed and contains all necessary information. Appropriate working techniques employed, including the use of suitable systems where needed.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0-5	<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 style="text-align: center;"><b>(1 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 style="text-align: center;"><b>(2 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 style="text-align: center;"><b>(3 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>Limited or inappropriate research sources used to complete the maintenance plan, resource file, presentation and summary report. Information presented is irrelevant or outdated. No interpretation of researched information presented.</p>	<p>Appropriate research sources used to complete the maintenance plan, resource file, presentation and summary report. Information gathered is relevant and current. Limited interpretation of gathered information.</p>	<p>A wide range of research sources used to complete the maintenance plan, resource file, presentation and summary report. Information gathered is relevant, current and appropriately applied.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0-10	<b>AO7 Originality and creativity</b> <ul style="list-style-type: none"> <li>Does the candidate respond to the brief in an original way?</li> <li>Are ideas/ materials etc used in a creative novel, experimental way?</li> <li>Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge?</li> </ul>	<b>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</b> Unimaginative, uses existing/ conventional ideas, safe.	<b>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</b> Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.	<b>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</b> Original, creative, unique, unconventional, risky, fully developed, inspired.
		N/A	N/A	N/A
0-5	<b>AO8 Communication/ Presentation/ 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</li> </ul>	<b>(1 marks)</b> <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> Somewhat disorganised/ unstructured, informal, basic.	<b>(2 marks)</b> <b>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</b> Reasonably successful, conveys message quite well.	<b>(3 marks)</b> <b>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</b> Professional, organised, well structured, easy to follow, even complex ideas.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p>that is coherent and easy to follow?</p> <ul style="list-style-type: none"> <li>• How appropriate and well presented are the chosen communication methods and formats?</li> </ul>	<p>Maintenance calendar, resource file and summary report do not meet the appropriate format. The maintenance calendar does not have a clear key where appropriate and is not logical and easy to follow. The formal presentation does not convey the appropriate information and is not clear or easy to follow. Appropriate technology is not used in the development and delivery of the presentation. Response to questions from the panel is weak and shows a lack of further knowledge and understanding. Information in the maintenance calendar, resource file and summary report does not match the information in the presentation.</p>	<p>Maintenance calendar, resource file and summary report meet the appropriate format. The maintenance calendar has a key where appropriate and can be followed. The formal presentation conveys the appropriate information and is on the whole easy to follow. Use of existing technology in the development and delivery of the presentation. Response to questions from the panel shows some further knowledge and understanding. Information in the maintenance calendar, resource file and summary report matches the information in the presentation.</p>	<p>Maintenance calendar, resource file and summary meet the agreed format. The maintenance calendar has a clear key where appropriate and is logical and easy to follow. The formal presentation convey the appropriate information in a logical and professional manner, which is clear and easy to follow. Emerging and existing technology has been used in the development and delivery of the presentation. Response to questions from the panel is strong and clearly shows further knowledge and understanding. Information in the maintenance calendar, resource file and summary report matches and compliments the information in the presentation.</p>

## Assessment feedback form

Task	Feedback

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency.

Tutor signature and date:

Quality Assurance Co-ordinator signature and date (where applicable):

# 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/assessor signature

Date