

Level 3 Advanced Technical Diploma in Horticulture (5409) (0174-003)

Synoptic Assignment 2019 – v1.1

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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

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 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 continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

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

You should make sure that each piece of evidence including any forms 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.

Written work eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as 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.

PAST ASSIGNMENT (2019) DO NOT USE FOR LIVE ASSESSMENT

Assignment Brief

You have been employed as a consultant horticulturist at a local business park to select and establish plants for an area outside two office buildings, and to provide staff training for the maintenance of this area.

The business park management need to know about the site conditions and its suitability for planting and therefore require you to carry out a detailed site survey.

For the area outside the office buildings, they would like to know what plants already exist and for you to recommend new plant species, taking into account the plants' characteristics and adaptations that allow them to tolerate conditions in the area.

You will then be required to prepare the site in the new area, plant the plants and provide after care to aid establishment.

In addition, you have been asked to demonstrate to the maintenance team how to safely carry out machinery pre-start checks, identify common faults and suggest appropriate remedial action.

In advance of the assessment you may research and make notes on perennial spring meadow establishment, as well as on suitable new plant species for planting at the site and any common pests and diseases that may affect them. Your notes should be handed into your tutor in prior to the assessment along with any images you have selected. Your tutor will provide you with your notes and images at the start of the assessment.

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Tasks

Task 1

Carry out and record a survey of a given site, including a soil investigation, to determine its condition and suitability for planting. You must also identify 10 existing plants in the area by their botanical name.

Research suitable new plant species for planting at the site that you have surveyed and any common pests and diseases that may affect them.

Conditions of assessment:

Your site survey and plant identification must be completed working alone under supervised conditions. You will have access to plant identification keys. You may carry out research into plant species unsupervised and must hand your research notes into your tutor before the next assessment.

What you must produce for marking:

- Site survey including soil investigation results
- Plant identification notes
- Research notes.

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes recording the standard and accuracy of your performance.
- Your plant identification record and tutor's notes of the task
- Photographic and/or video evidence (optional).

Task 2

Produce a proposal for the planting of new plant species on the site including justification for suggested plant species. In the proposal you must describe common pests and diseases that could affect the new plant species and any control measures to be put in place.

You should use the findings of the survey you completed in task 1 and your research notes.

Conditions of assessment:

You must complete this task on your own under supervised conditions. Your tutor will provide you with your research notes at the start of the assessment.

Your proposal must be completed working on your own under supervised conditions.

What you must produce for marking:

- Written proposal

Task 3

Plant a new area using the plants selected for you by your tutor and provide immediate aftercare.

Conditions of assessment:

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

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes recording the standard and accuracy of your performance
- Photographic and/or video evidence (optional).

Task 4

On a piece of machinery selected for you, demonstrate how to safely carry out pre-start checks and how to identify common faults, suggesting appropriate remedial action.

Conditions of assessment:

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

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes recording the standard and accuracy of your performance.
- Photographic and/or video evidence (optional).

Task 5

Using the findings of the soil investigation you completed as part of the survey in task 1, produce a report on how to establish and maintain half a hectare of perennial spring meadow, and recommend the machinery that may be required for this purpose.

Conditions of assessment:

Your final report must be completed working alone under supervised conditions. You may have access to your survey notes. Your tutor will hand these to you at the start of the assessment.

What you must produce for marking:

- A written report
- Your research notes.

Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

The tutor should consider using the grounds of the college or school for this assignment. If a centre cannot provide the required area of land, then an attempt must be made to locate an alternative area of land outside the school or college grounds.

Task specific guidance

This guidance should not be shared with candidates.

Candidates should be given the assignment brief only, one week before the first planned assessments. It is recommended that where possible all tasks within this assignment are completed **within 4 teaching weeks** of the candidate being given the brief.

Each task must be given to the candidate at the start of the assessment and not in advance. The tasks do not need to be completed on the same day.

Task 1

For the purpose of the site survey, tutors should select an area that contains a range of site conditions to give candidates the opportunity to fully explore suitability and requirements for tasks 1 and 2. This site should if possible be near to buildings and should include some existing planting (trees, shrubs etc). The site survey requires the candidate to evaluate aspect, shade, shelter etc but does not require that a linear or levels survey is undertaken. The soil investigation requires the candidate to work on-site only; laboratory tasks are not within the scope of the task.

The plant identification task should take place in situ with at least half of the plants not previously learned where the candidate will need to use flora, standard keys and other sources for identification, and include half of the plants learnt during training. The tutor is to select the 10 plants to be identified, all of which should be able to be identified to Genus, species and if applicable variety or Cultivar level without recourse to specialist knowledge. Appropriate resources are allowed for the identification of all plants and so must be made available by the tutor.

Using the results of the survey candidates may research new plant species and common pests and diseases outside of the assessment in preparation for Task 2. These notes must be handed in to the tutor in advance of the planned assessment so that the tutor can check for authenticity.

Task 2

The research notes from Task 1 must be given back to the candidate at the start of this assessment. There is no specific limit on the amount of notes learners can produce for the assessment but centres should be reminded evidence may need to be uploaded for moderation and a common sense approach should be adopted. Notes may be typed or handwritten. There is no word count for the proposal but candidates should ensure they demonstrate all their knowledge and understanding in the allotted time for the task. Candidates may use images in electronic or paper format. They must hand these in to the tutor prior to the supervised session who should review the notes for authenticity and to

ensure it is not a direct copy from a textbook. Candidates should be given access to their survey results and soil investigation results from Task 1 at the start of this assessment.

Task 3

It is expected that each candidate will take approximately 30 minutes to plant two different types of plants requiring different planting preparation and immediate aftercare. The plants chosen and quantity for each candidate should reflect this time allocation but must be the same for all candidates in the cohort. Plants chosen should be appropriate for the candidates' industry area.

Task 4

Machinery must be selected by the tutor and be appropriate to the candidates' industry area. The task requires that **all** appropriate pre-start checks are made (e.g. check air filter; check fuel and oil levels; check condition of tyres, blades, recoil cord, start-stop) and that recommendations are made to the tutor of any remedial action needed. The candidate is NOT required to carry out remedial actions.

Task 5

See task 1 guidance in relation to the soil investigation. Learners should be given the assignment brief in advance to enable research to take place. There is no specific limit on the amount of notes learners can produce for the assessment but centres should be reminded that evidence may need to be uploaded for moderation and a common sense approach should be adopted. These notes may be typed or handwritten. There is no word count for the report but learners should ensure they demonstrate all their knowledge and understanding in the allotted time for the task. Learners may use images in electronic or paper format. They must hand these in to the tutor prior to the supervised session who should review the notes for authenticity and to ensure it is not a direct copy from a textbook.

Time

The following timings are provided to support centre planning. They are for guidance only and centres may use discretion.

Total - 12 to 14 hours

Task 1 – 3 hours (recommended)

Task 2 – 5 hours (recommended)

Task 3 – 2 hours (recommended)

Task 4 – 1 hour (recommended)

Task 5 – 3 hours (recommended)

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- *Technical qualifications – marking*
- *Technical qualifications – moderation* (updated annually)
- *Technical qualifications – teaching, learning and assessment*

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills that 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.

Candidates should be made aware during learning 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.

Candidates 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.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up needed to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

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. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However 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, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** 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).

The *Technical qualifications guides on marking and moderation* are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

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

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

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

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

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore 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 of candidates

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.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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. Refer to the *Technical qualifications – teaching, learning and assessment* centre guidance document, available on the City & Guilds website 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, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The 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.

Security and authentication of candidate 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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

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, time frame and resources that allows them reasonable 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

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- 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 to check their work thoroughly before submitting it, and 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** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for 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 the candidate has required suggests they are lacking in any AO, 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.

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 tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must 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.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the *Technical qualifications – marking, and moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

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 bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

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
20	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? 	(1-4 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.	(5-8 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(9-12 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick
		Examples of types of knowledge expected: Botanical names and spelling, botanical and morphological features, identification of plants, plant and soil factors, aftercare for plants, identification and classification of pests, diseases, disorders and common weeds, problems caused by weeds and pests, control measures for pests, diseases, disorders and common weeds, factors for protecting people and wildlife when using pesticides, correct storage and safe handling procedures for pesticides, legislation affecting the use of pesticides, purpose of different land-based machinery, legislation related to machinery, lawn maintenance operations, recognise grasses and their characteristics, uses of wildflower meadows, identify soil types, internal and external plant structures.		
		Bottom of band: Candidate shows poor knowledge across the tasks and information contains significant inaccuracies. Top of band: Candidate shows a basic level of knowledge across the tasks which lack depth and contain some inaccuracies.	Bottom of band: Candidate shows an appropriate range of knowledge from across the tasks which shows some level of detail and accuracy. Top of band: Candidate shows a broad range of knowledge from across the tasks which is accurate and often detailed.	Bottom of band: Candidate shows strong and detailed knowledge relevant to the tasks, showing a good degree of competency and accuracy. Top of band: Candidate shows excellent knowledge across the tasks, showing a high degree of competency and accuracy.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
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 new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p align="center">(1-4 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><i>Examples of understanding expected:</i> Classification of plants, plant taxonomy groups, naming conventions and the binomial system, the benefit of plant characteristics and adaptations for tolerating unfavourable conditions, plant and site suitability, legislation and industry best practice for machinery use, machinery purpose, operating and working principles and limitations, identification of common faults with machinery and remedial action suggestion, safety requirements of machinery, biology of pests, disease triangle, causes and symptoms of disorders, biology of weeds, control of pests, diseases, disorders and weeds using a range of methods, problems of trade and movement of plants, biosecurity measures, storage and disposal of pesticides and PPE care, effects of soil conditions on plant growth and development, environmental and biological factors on turf maintenance, function of plant structures, physiological processes, growth and development of plants, effect of cultural techniques on soil structure, advantages and disadvantages of wildflower meadows.</p> <p>Bottom of band: Candidate shows very limited understanding of key concepts and processes with little or no evidence of how these can be applied in different situations.</p>	<p align="center">(5-8 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>Bottom of band: Candidate shows some understanding of key concepts and processes with some evidence of how these can be applied in different situations.</p>	<p align="center">(9-12 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>Bottom of band: Candidate shows a detailed understanding of key concepts and processes with detailed evidence of how these can be applied in different situations.</p>

		Top of band: Candidate shows basic understanding of key concepts and processes with limited evidence of how these can be applied in different situations.	Top of band: Candidate shows a good understanding of key concepts and processes with clear evidence of how these can be applied in different situations.	Top of band: Candidate shows a comprehensive understanding of key concepts and processes with strong evidence of how these can be applied in different situations and the wider context of the qualification.
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PAST ASSIGNMENT (2019) DO NOT USE FOR LIVE ASSESSMENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	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">(1-5 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">(6-10 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">(11-15 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: Determine family and genera of plants using sources of identification, planting and aftercare of plants, prepare and check machinery for work, risk assessment, safe and efficient operation and post operation of machinery, safe identification of faults and reporting, carry out turf maintenance and repair operations, investigate soil characteristics; site survey.</p>		
		<p>Bottom of band:</p> <p>Candidate shows basic application of practical skills but requires a significant amount of prompting.</p> <p>Top of band:</p> <p>Candidate shows some application of practical skills and requires some prompting.</p>	<p>Bottom of band:</p> <p>Candidate shows good application of practical skills and follows instructions closely, but may lack initiative.</p> <p>Candidate is able to attempt some complex tasks.</p> <p>Top of band:</p> <p>Candidate shows successful application of practical skills and follows instructions closely.</p> <p>Candidate shows initiative and is able to attempt complex tasks.</p>	<p>Bottom of band:</p> <p>Candidate shows consistent application of practical skills and mostly uses own initiative to complete tasks.</p> <p>Complex tasks are completed to industry standards.</p> <p>Top of band:</p> <p>Candidate shows consistently high application of practical skills and uses own initiative to complete tasks.</p> <p>Complex tasks are completed to industry standards and timeframes.</p>

PAS

%	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? 	(1-4 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(5-8 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(9-12 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
		Examples of bringing it all together: Applying knowledge and understanding to specific situations, justifying decisions/approaches taken (for example during practical activities or in planning), contingencies (for example dealing with unexpected circumstances), reflection and evaluation, coherence of arguments verbally and in written documentation.		
		Bottom of band: Candidate shows some evidence of using their knowledge, understanding and skills to make straightforward links between topics across the qualification. Poor evidence of using knowledge and understanding to inform practical activities.	Bottom of band: Candidate often brings together their knowledge, understanding and skills when analysing and solving problems with limited reflection on own practice. Candidate makes key links between a range of topics across the qualification and uses links to inform practical activities.	Bottom of band: Candidate coherently brings together knowledge, understanding and skills to solve problems across the qualification. Candidate uses theory and skills effectively to achieve tasks and reflects on and evaluates own practice. Candidates can solve problems with minimal prompting.

PAST

		<p>Top of band:</p> <p>Candidate shows evidence of using their knowledge, understanding and skills to make key links between limited topics across the qualification.</p> <p>Some evidence of using knowledge and understanding to inform practical activities.</p>	<p>Top of band:</p> <p>Candidate consistently brings together their knowledge, understanding and skills when analysing and solving problems with some reflection on own practice.</p> <p>Candidate makes key links between a wide range of topics across the qualification and uses these links to inform practical activities.</p> <p>Candidate can solve some problems but requires prompting.</p>	<p>Top of band:</p> <p>Candidate consistently brings together knowledge, understanding and skills to solve problems across the qualification.</p> <p>Candidate constantly uses theory and skills effectively to achieve tasks and reflects on and evaluates own practice.</p> <p>Candidates can solve problems independently.</p>
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PAST ASSIGNMENT (2019) DO NOT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	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 (e.g. measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	(1-3 marks) 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. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	(4-6 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently. Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	(7-9 marks) Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attending to detail: Understanding requirements of the task and following them through comprehensively, fit and finish of practical task activities, doing job but more so checks existing equipment is working properly, equipment returned properly and left in an appropriate condition, plants are given all appropriate care, thorough planning, contingencies are considered and implemented.		
		Candidate shows limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment task. Candidate meets minimum industry standards.	Candidate shows consistent attention to detail. Evidence provided is generally accurate and related to specific tasks. Candidate meets industry standards.	Candidate shows a clear focus on quality throughout the tasks, showing care and attention to detail. Candidate assesses and improves their own performance to achieve excellence. Practical tasks completed to high industry standards.

PAST ASSIGNMENT

Declaration of authenticity

Technical qualifications

Assessment ID	Qualification number
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

Additional Support

Has the candidate received any additional support in the production of this work?

No ☐ **Yes** ☐ (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

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

Technical qualifications

Level 3 Advanced Technical Diploma in Horticulture (0174-36)

Level 3 Horticulture - Synoptic assignment (0174-003)

Candidate name	Candidate number
Centre name	Centre number

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.

AO1 – Recall - Breadth, depth, accuracy												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO1 Mark	Notes & justification											
<div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); opacity: 0.3; font-size: 2em; pointer-events: none;"> PAST ASSIGNMENT (2019) DO NOT USE FOR LIVE ASSESSMENT </div>												
AO2 – Understanding - Security of concepts, causal links												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark	Notes & justification											

AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application															
25%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AO3 Mark	Notes & justification														
AO4 – Bringing it together - use of knowledge to apply skills in new context															
20%	1	2	3	4	5	6	7	8	9	10	11	12			
AO4 Mark	Notes & justification														
AO5 - Attending to detail / perfecting Repeated checking, perfecting, noticing, engaged															
15%	1	2	3	4	5	6	7	8	9						
AO5 Mark	Notes & justification														

Tutor signature	Date	Total

Technical qualifications - Practical Observation Form

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Complete the table below referring to the relevant marking grid found in the assessment pack. Do not allocate marks at this stage.

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
AO1 Describe how well the candidate shows recall of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	
AO2 Describe how well the candidate shows understanding when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
A03 Describe how well the candidate demonstrated their practical skills . e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.	
A04 Describe how well the candidate brings it all together – e.g. how coherent are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.	
A05 Describe how well the candidate attended to detail e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.	

Tutor signature	Date