

Level 2 Technical Award in Vehicle Technology

4292-20

[SAMPLE] Version 1.0 (August 2016)

**Assessment Pack – sample synoptic
assignment**

Introduction

General information about structure of the assessment pack

Candidate section

- Candidate guidance
- Assignment and tasks

Tutor section

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- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
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SAMPLE ASSIGNMENT

Candidate section

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

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

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

Health and Safety

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

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

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

Presentation of work

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

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 Brief

You have applied for a position at a local vehicle service and repair centre and have been selected for an interview.

Your potential employer has set up **three** tasks to enable you to demonstrate your ability and apply your knowledge. The two vehicles you will be working on have just been booked in by their owners.

You will be required to carefully plan out each task, ensuring that you take account of all relevant health and safety requirements, including completing a risk assessment for each task.

Tasks

Task A

You are required to carry out an inspection on **Vehicle One**.

Vehicle One
<p>The vehicle has been booked in by the customer. The customer has complained of a judder on braking. It is suspected that one of the brake discs is warped.</p> <p>You will be required to visually inspect the brake discs and measure and record run-out.</p>

You will need to raise the vehicle from the ground and measure and record the disc run-out against manufacturer's tolerances.

The vehicle will need to be returned to the customer as presented.

What must be handed in for assessment:

- Procedure plan for carrying out the task
- Completed risk assessment document
- Completed list of tools and equipment used
- Completed record sheet for disc run-out details.

Additional records to support your performance:

- Your tutors notes about your working practices, this will include the standards and accuracy of your information gathering, selection and use of equipment against the task requirements.
- Photographs/video of your skills in action where appropriate.

Task B

You have now been asked to carry out an inspection on **Vehicle Two**.

Vehicle Two
<p>The vehicle has been booked in by the customer because of a problem where the rear lights are displaying at a reduced intensity. The customer has replaced the bulb but the fault is still present.</p> <p>You will be required to investigate the fault and record specific readings.</p>

You are required to test the circuit using the necessary equipment and record your readings.

What must be handed in for assessment:

- Procedure plan for carrying out the task
- Completed risk assessment document
- Completed record sheet with your electrical readings.

Additional records to support your performance:

- Your tutors notes about your working practices, this will include the standards and accuracy of your information gathering, selection and use of equipment against the task requirements.
- Photographs/video of your skills in action where appropriate.

Task C

Both vehicles will require workshop repairs before they can be handed back to the customer. However, before you can work on the vehicles, your employer requires you to demonstrate your skills in measurement and fabrication.

You have been presented with a mild steel bar of a minimum dimension of 50 x 25 x 5 mm.

The task will require you to file one of the cut edges square, select the correct drill bit and drill a hole in the centre of the steel bar to take an M8 thread. You will then need to tap the thread and insert the appropriate bolt.

What must be handed in for assessment:

- Completed risk assessment document
- A completed list of tools and equipment used
- The completed product

Additional records to support your performance:

- Your tutors notes about your working practices, this will include the standards and accuracy of your information gathering, selection and use of equipment against the task requirements.
- Photographs/video of your skills in action where appropriate.

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Task instructions for centres

Time

The recommended time to be allocated for the completion of the tasks will be between **seven to ten** hours, however it will depend on the complexity of the vehicles used. Candidates should be required to plan their work and have them confirmed by the assessor for the appropriateness in relation to the task.

Resources

Candidates should have access to a range of suitable materials and resources for carrying out all of the tasks. Centres may wish to devise risk assessment documentation for these specific tasks or use industry standard risk assessment templates where appropriate.

Vehicles used for assessment can include light vehicles, heavy vehicles, motorcycles, All-Terrain Vehicles (ATVs) or a combination of these.

Task A

The vehicle should be presented ready for assessment (eg a light vehicle on a ramp or for a heavy vehicle an axle or support stand may be used) and all tools and equipment should be available and in good working order. Relevant technical information should be available.

Task B

This task can be carried out on a vehicle or an appropriate assessment rig. The fault must be present on either the supply or earth circuit. All tools and equipment should be available and in good working order.

Task C

The mild steel bar should be pre-cut for each candidate to the required dimensions. Mild steel is preferred but other metals may be used where appropriate.

The filed edge of the bar should be checked using an engineer's square to ensure precision of filing.

The material must be marked-out by the candidate prior to drilling the centre of the product.

Data needs to be available to the learner to select the correct drill bit from a selection available (eg different sizes or types). The selection should contain a **minimum of three** and a **maximum of five**.

The candidate must select the appropriate taps to complete the task.

There are no specific stated tolerances required however candidates must demonstrate a good application of skills when carrying out the task.

All required tools and equipment should be available and in good working order. It is important to ensure that drill bits are sharpened before assessments take place. A hand power drill is preferable but other drill types may also be used.

Centre 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 an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

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

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

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

Health and safety

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

Observation

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

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

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

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

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing

the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

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

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

Minimum evidence requirements

The sections:

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

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

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

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

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

Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

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

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

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

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

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

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

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

Accessibility and fairness

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

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

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

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

Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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

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

It is up to the marker to decide if the guidance required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

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

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

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

Guidance on marking

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

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

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

Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	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? 	<p style="text-align: center;">(1–3 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(4–6 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(7–9 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
		<p><i>Examples of types of knowledge expected: Risk assessment process, visual inspection techniques, service procedures, fabrication processes, use of test equipment and hand tools</i></p>		

	<ul style="list-style-type: none"> How confident and secure does their knowledge seem? 	<p>Some lack of detail; has failed to record relevant information eg partial completion of risk assessments.</p> <p>May not be able to articulate detail.</p> <p>Some inaccuracies present; limited evidence of a logical process being followed.</p> <p>Weak general knowledge; guessing; requires prompting or support.</p>	<p>Majority of information recorded but some aspects missed; safety related aspects are fully recalled.</p> <p>Recall of ideas is acceptable; some minor inaccuracies but key points understood; follows a logical process.</p> <p>Reasonable to good overall knowledge; may be hesitant but no prompting or support needed.</p>	<p>All information present; in-depth detail; recall of knowledge is clear and consistent.</p> <p>Interpretation of ideas is accurate; no inaccuracies, all points understood; follows a logical process.</p> <p>High level of overall knowledge; no prompting or support; a confident approach.</p>
20	<p>A02 Understanding of concepts theories and processes relating to the LOs</p> <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well are theories and concepts applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p style="text-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 style="text-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 style="text-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>Examples of types of understanding expected: <i>vehicle electrical principles, relationship between electrical and mechanical components, selection of appropriate tools and equipment, parameters for experimentation, properties of materials and components, use of testing procedures.</i></p>		

		<p>Limited understanding of connections and links between theories and concepts; minimal evidence of independent research.</p> <p>Limited comprehension of task; can locate and use information but does not show depth of understanding.</p> <p>Does not follow a holistic approach, limited logical thought process; indifferent approach to prescribed sequences or pre-set processes.</p>	<p>Has good awareness of connections and links but lacks depth on theories and concepts; some independent interpretation is evident.</p> <p>Shows understanding but is inconsistent; provides a reasonable depth; can select appropriate equipment from a range of resources.</p> <p>Follows a systematic approach with some order but lacks detail.</p>	<p>Fully understands connections and links; good depth of understanding; can justify conclusions made.</p> <p>Consistent in understanding; clear concise explanation of features; 'to the point'.</p> <p>Follows a systematic approach; makes links across tasks; has a thorough understanding.</p> <p>Can apply understanding to new topics or context.</p>
40	<p>A03 Application of practical/ technical skills</p> <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 	<p>(1-8 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>(9-16 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>(17-24 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: range of hand skills demonstrated when fabricating, use of test equipment, use of measuring and hand tools, use of servicing equipment, compliance with health and safety.</p>		

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	<p>to use skills/achieve practical outcomes?</p>	<p>Works in a safe manner; limited housekeeping; risks not always fully identified; can become distracted during prolonged tasks.</p> <p>Demonstrates dexterity when using tools and equipment but may require prompting to select the most appropriate; does not reconsider approach – goes with first thought.</p> <p>Unable to follow sequences of tasks without guidance; does not consider the end result; unable to obtain and record results correctly without prompting.</p>	<p>Works in a safe manner; is risk aware; keeps work area clean and tidy.</p> <p>Selects essential Personal Protective Equipment (PPE), but lacks some minor items.</p> <p>Confident in selection of tools but sometimes poor use; produces work of an acceptable standard with some minor inaccuracies.</p> <p>Follows appropriate task sequences; some awareness of the end result or outcome; may require some prompting on obtaining and recording results.</p>	<p>A good, systematic approach to safe working practices with good awareness of risks.</p> <p>Selects and uses correct Personal Protective Equipment (PPE) as required without prompting or guidance.</p> <p>Confident in selection and use of tools and equipment; shows a certain level of natural aptitude.</p> <p>Carries out checks on quality of work; reports in detail on identified faults; accurately obtains and records information.</p>
10	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>(1-3 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(4-6 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(7-9 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p>Examples of bringing it all together: <i>applying knowledge and understanding across all tasks, justifying recommendations/approaches taken, application of understanding of procedures, planning of tasks, application of understanding of measurement to test electrical assemblies, application of understanding of material properties and fabrication processes, application of theory to practical tasks.</i></p>		

		<p>Unable to draw links; cannot easily recall theory and apply to a given task.</p> <p>Has difficulty in applying knowledge to practical activities; can focus on a specific part of the process but doesn't consider the end result without direction.</p> <p>Shows a limited application of knowledge to the task at hand.</p> <p>Practical skills and coordination poor; is not always able to work independently.</p>	<p>Can bring together broad knowledge and theory but has difficulty in applying it fully to a given task.</p> <p>Aptitude for limited independent working; has some awareness of time constraints or expectations required.</p> <p>Able to follow a logical sequence; remains focused in unfamiliar or unexpected situations.</p> <p>Acceptable practical skills; shows some signs of independent working and confidence.</p>	<p>Brings information together and applies to the task in a coherent manner.</p> <p>Accurate taking and recording of measurements which leads to conclusions or further actions; comfortable in a range of activities.</p> <p>Able to explain findings and results with clarity when queried;</p> <p>Self-motivated; little or no support required.</p>
15	<p>AO5 Attending to detail/perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>(1-3 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(4-6 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(7-9 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of types of attending to detail expected: <i>meeting specific requirements of the task, attention to detail when completing and carrying out inspection and testing, effective workshop practices, checking results and records.</i></p>		

		<p>Inconsistency of approach; lack of care when completing tasks.</p> <p>Not proactive when it comes to quality; fails to check quality of finished work; work area not maintained at an acceptable standard.</p> <p>Poor presentation or completion of written material or documentation.</p> <p>Limited attention to detail.</p>	<p>Carries out final checks to a good standard; minimal errors made.</p> <p>Tries to achieve but does not always meet required outcome.</p> <p>Presentation is acceptable but lacking in detail or content; requires minimal prompting to completing work to the required standard.</p> <p>Evidence provided was generally accurate and related to specific tasks.</p>	<p>Accurate and consistent; error-free work produced.</p> <p>Meets task requirements; work products produced to a good standard.</p> <p>Works showing initiative; work area is kept presentable throughout the range of the tasks.</p> <p>Well detailed evidence submitted; achieves this within time constraints.</p>
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Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

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

Tutor signature

Date

Note:

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

Candidate Record Form (CRF)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:
Total Mark:

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

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

A01 - Recall Breadth, depth, accuracy	<i>Examples of types of knowledge expected:</i>		
15%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	<i>Examples of understanding expected:</i>		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	<i>Examples of skills expected:</i>		
40%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A04 – Bringing it together use of knowledge to apply skills in new context	<i>Examples of bringing it all together:</i>		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing	<i>Examples of attending to detail:</i>		
15%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

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

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

Practical Observation Form (PO)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:

Notes

A01 - Recall

Breadth, depth, accuracy

A02 - Understanding

Security of concepts,
causal links

A03 - Practical skill

Dexterity, fluidity,
confidence, ease of
application

A04 – Bringing it all together

use of knowledge to apply
skills in new context

A05 - Attending to detail / perfecting

Repeated checking,
perfecting, noticing

Tutor/Assessor signature:

Date: