

Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture (1080) (0174-38)

[Sample]

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

- **Level 3 Advanced Technical Certificate in Forestry and Arboriculture**

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

Your employer has been commissioned to re-landscape an area of wooded land into a community space. You have been given the task of producing a report to assist in the planning and completion of this project. The site is situated within a Conservation Area and is therefore under Statutory Protection.

You must survey the site in detail and consider existing site constraints as well as planning for future management. Your report will include information which can be used by operatives to complete any works required. The information you gather must be analysed and presented within your report clearly and professionally.

You will be required to provide evidence of your involvement in a range of practical activities.

Tasks

This assignment is broken down into **six** tasks:

Task 1 - Survey

Task 2 - Inspection

Task 3 - Arboricultural report

Task 4 - Completion of works

Task 5 - Landscape and habitat enhancement

Task 6 - Prepare the site and plant trees

Task 1 – Survey

For an area chosen by your tutor, you must complete a site survey of a minimum of **30** trees of mixed species and record the following data:

- Site conditions including soil characteristics
- Botanical names of individual tree and shrub species, using identification aids
- Presence of pests and diseases
- Existing damage to trees and the potential for future failure
- Site boundary
- Canopy layers
- Indicator species
- Habitats, structures and landscape features.

You will be required to produce a risk assessment and select appropriate tools and equipment.

Conditions of assessment:

Your survey is to be completed working alone under supervised conditions.

What must be presented for marking:

- Risk assessment
- Site map
- Survey pro forma data sheet

Additional records to support your performance:

- Your tutor's notes recording the standard and accuracy of your performance
- Photographs or videos if applicable

Task 2 - Inspection

You will carry out a detailed ground based and aerial inspection of at least **two** trees from the site you have surveyed. Your findings will be presented in the report produced for Task 3 and must include recommendations.

You will be required to produce a risk assessment and select the appropriate tools and equipment.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions. If you are working in a way that risks the safety of yourself or others, you will be stopped. If your tutor decides that it is unsafe for you to continue you will be asked to leave the assessment area and this may affect your mark. Your performance will be observed by your tutor.

What must be handed in for assessment:

- Risk assessment
- Inspection pro forma data sheet

Additional records to support your performance:

- Your tutor's notes recording the standard and accuracy of your performance
- Photographs or videos if applicable

Task 3– Arboricultural Report

You are now required to produce a report using the data you have gathered in Task 1 and Task 2. Your report must be presented in a recognised format, be supported by a site plan with an appropriate key, and include the following information:

- Introduction including description of the site and surroundings
- Statutory protection and the procedure for obtaining permission to work
- Survey data analysed and presented including recommendations for identified works
- Recommended tree species to plant including justification for your choices
- Explanation of how trees benefit society
- Recommended improvements to habitat
- Suggestions for local community involvement and funding opportunities
- Method Statement for any arboricultural works identified.

Conditions of assessment:

The report plan must be completed working alone under supervised conditions.

What must be presented for marking:

Report.

Task 4 – Completion of works

You must complete works within a given site safely and efficiently following appropriate procedures. You need to

- produce a detailed risk assessment describing any legal and safety implications associated with:
 - pruning
 - dismantling
 - emergency works
- select and operate equipment and machinery including pre and post-start checks, after-use checks and identification of common faults
- climb trees safely to perform aerial tree work
- work with ground staff to carry out remedial pruning works safely using free-fall and rigging techniques
- fell and dismantle small diameter trees as identified by your tutor, including the removal of a hung-up tree
- dispose of brash using chipper and remove stump using appropriate techniques.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions. If you are working in a way that risks the safety of yourself or others, you will be stopped. If your tutor decides that it is unsafe for you to continue, you will be asked to leave the assessment area and this may affect your mark. Your performance will be observed by your tutor.

What must be presented for marking:

- Risk assessments
- Photographic evidence of practical operations

Additional records to support your performance:

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

Task 5 – Landscape and habitat enhancement

You must perform a range of pre-determined practical activities that will improve the aesthetics and biodiversity of a given site. The activities to include:

- constructing, repairing or maintaining a boundary
- installing habitat, bird or bat boxes
- constructing, repairing or maintaining a low-impact pathway

You will be required to produce a risk assessment and select appropriate tools and equipment.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions. If you are working in a way that risks the safety of yourself or others, you will be stopped. If your tutor decides that it is unsafe for you to continue, you will be asked to leave the assessment area and this may affect your mark. Your performance will be observed by your tutor.

What must be presented for marking:

- Risk assessment
- Photographic evidence of practical operations

Additional records to support your performance:

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

Task 6 – Prepare the site and plant trees

You must prepare a woodland site for tree planting by clearing a suitable area as identified by your tutor. Following this, you must select suitable equipment and procedures to plant trees and shrubs and provide appropriate aftercare and protection.

You will be required to produce a risk assessment.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions. If you are working in a way that risks the safety of yourself or others, you will be stopped. If your tutor decides that it is unsafe for you to continue, you will be asked to leave the assessment area and this may affect your mark. Your performance will be observed by your tutor.

What must be presented for marking:

- Risk assessment
- Photographic evidence of practical operations

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. Where necessary, the evidence would have been gathered throughout the year as part of this assessment to account for the seasonality of these activities.

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.

Photographs gathered through the course of the year will be released for inclusion and will bring together knowledge and skills evidenced throughout the year.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks. Centres must ensure that there are available sites and appropriate machinery, tools and equipment available to complete 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.

Authentication of candidate work

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

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

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

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

Accessibility and fairness

Where the candidate has special requirements, 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 assessor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the 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 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	(1-3 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(4-6 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	(7-9 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p>across the qualification to hand?</p> <ul style="list-style-type: none"> • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem? 	<p>Site survey does not include soil characteristics. Important existing Indicator species, habitats or structures missing. Botanical names missing or incorrectly applied. Existing damage to trees and the potential for future failure not included. Risk assessment missing safety critical information. Recommendation for appropriate tools and equipment not made.</p> <p>Insufficient or ineffective resources chosen for Inspection. Information recorded and presented in a manner that does not meet Inspection requirements. No alternative methods or equipment recommendations made. Clear and present hazards or defects not included in inspection pro forma data sheet. Inappropriate or no recommendations made. Inspection pro forma data sheet not presented in an appropriate format, lacks accuracy and contains incorrect technical/botanical names or terms.</p>	<p>Site survey includes soil characteristics. All important existing Indicator species, habitats or structures included. Botanical names used correctly. Existing damage to trees included. Risk assessment missing non-essential information. Recommendation for appropriate tools and equipment included.</p> <p>Sufficient and effective resources chosen for Inspection. Information recorded and presented in a manner that meets Inspection requirements. Some alternative methods or equipment recommendations made. Majority of visible hazards or defects included in inspection report. Appropriate and achievable recommendations made. Inspection pro forma data sheet presented in an appropriate format, containing some commonly used technical/botanical names or terms.</p>	<p>Site survey includes soil characteristics including supporting information. All existing Indicator species, habitats or structures accurately recorded. Botanical names used correctly. Existing damage to trees including the potential for future failure included and explained. Comprehensive risk assessment completed which contains all essential and desired information. Recommendation for appropriate tools and equipment included and justified.</p> <p>Sufficient and effective resources chosen for Inspection with justification for choice given. Information recorded and presented in a manner that exceeds Inspection requirements. Alternative methods or equipment recommendations made which includes use of emerging technologies. All visible hazards or defects included in inspection report and commented on in terms of future tree management. Appropriate and achievable recommendations made with time scale included. Inspection pro forma data sheet presented in an appropriate format using supporting secondary evidence, containing accurate and recognised technical/botanical names or terms throughout.</p>

%	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 are theories and concepts 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 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 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>Report is not presented in a recognised format, lacks accuracy in relevance of statutory protection and current legislations. Poor recommendation factors for tree species selection, no justification included. Opportunities for local community involvement not included.</p>	<p>Report is presented in a recognised format, Statutory protection and current legislations included but not fully explained. Recommendation factors for tree species selection included but not justified in context of future management strategy. Opportunities for local community involvement included.</p>	<p>Report is professionally presented in a recognised format and includes a high level of detail, Statutory protection and current legislations included and fully explained. Recommendation factors for tree species selection included and justified in context of future management strategy. Opportunities for local community involvement maximised and justified.</p>
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem? 	<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>

%	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"> 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>Risk assessment missing safety critical information. Machinery and equipment checks incomplete or not carried out. Appropriate action not recommended or carried out on common machinery faults. Inappropriate, unsafe or inefficient working techniques used or recommended.</p>	<p>Risk assessment contains all safety critical factors but missing desired information. Relevant machinery and equipment checks carried out. Appropriate action recommended or carried out on common machinery faults with justification of actions taken. Appropriate working techniques recommended or used. Activities performed safely and efficiently to achieve the desired outcome.</p>	<p>Comprehensive risk assessment completed which contains all essential and desired information. Relevant machinery and equipment checks carried out and statutory records completed. Appropriate action recommended and carried out on common machinery faults with justification of actions taken. 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.</p>
15	<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? 	<p>(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>

%	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"> How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>Bottom of band: There is some evidence of the candidate using their knowledge and understanding to makes straightforward links between limited topics across the qualification.</p> <p>Top of band: The candidate shows evidence of using their knowledge and understanding to makes key links between limited topics across the qualification.</p>	<p>Bottom of band: The candidate consistently brings together their knowledge, understanding and skills when carrying out assessments and evaluations throughout tasks. Candidate makes key links between a range topics across the qualifications</p> <p>Top of band: Utilises a range of knowledge from across the qualification when carrying out assessments and evaluations throughout tasks. Integration of knowledge, understanding and skills which informs basic appreciation of working with plants and machinery.</p>	<p>Bottom of band: Utilises a wide range of knowledge from across the qualification to skills when carrying out assessments and evaluations throughout tasks. Integration of knowledge, understanding and skills which informs an appreciation of working with horses.</p> <p>Top of band: Utilises a wide range of knowledge from across the qualification when carrying out assessments and evaluations creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context when working with plants and machinery.</p>
10	<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 	<p>(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p>attention (eg measure twice cut once)?</p> <ul style="list-style-type: none"> • Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>Limited information gathered, written data lacking crucial information and transfer of information between documents incomplete. Written data is unprofessional and lacks coherency. Risk assessment missing safety critical information. Recommendation for use of appropriate tools and equipment not made. Incorrect or unsafe working techniques used.</p>	<p>Most appropriate information included in the survey/inspection pro forma data sheet and report. Transfer of data adequately done. Written data is coherent. Risk assessment contains all safety critical factors but missing non-essential information. Appropriate selection and use of tools and equipment. Appropriate working techniques employed, including the use of suitable systems where needed.</p>	<p>All information captured, transferred and presented accurately in a professional and systematic format. Written data is professional and coherent. Comprehensive risk assessment completed which contains all essential and non-essential information. Appropriate selection and efficient use of tools and equipment including checking of or completion of statutory records. Appropriate working techniques employed, including the recommendation and installation of suitable systems where needed.</p>
5	<p>AO6 Identify and use knowledge from other sources – research</p> <ul style="list-style-type: none"> • Does the candidate identify and use a wide range of appropriate sources effectively? • How critically is information appraised, for plausibility, suitability and relevance? • How purposefully is information used? 	<p style="text-align: center;">(1 mark)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p style="text-align: center;">(2 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p style="text-align: center;">(3 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		<p>Limited or inappropriate research sources used to complete the report. Information presented is irrelevant or outdated. No interpretation of researched information presented.</p>	<p>Appropriate research sources used to complete the report. Information gathered is relevant and current. Limited interpretation of gathered information.</p>	<p>A wide range of research sources used to complete the report. Information gathered is relevant, current and appropriately applied.</p>

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0	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought. Unimaginative, uses existing/ conventional ideas, safe.	Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention. Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.	Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental Original, creative, unique, unconventional, risky, fully developed, inspired.
		N/A	N/A	N/A
5	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing 	(1 mark) Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication. Somewhat disorganised/ unstructured, informal, basic.	(2 marks) Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach. Reasonably successful, conveys message quite well.	(3 marks) Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical. 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"> • How appropriate and well presented are the chosen communication methods and formats? 	<p>Report and map do not meet appropriate format. No use of keys for interpretation of data. Key features missing from map. Information on map does not match information in the report. Final report not presented in a logical or easily understood format. No use of emerging and existing technology in collection and presentation of survey findings.</p> <p>Lack of or ineffective communication with other operatives throughout task.</p>	<p>Report and map meet appropriate format and use keys for interpretation of data. Majority of key features included on map. Information on map matches information on raw data sheets. Final report presented in an easily understood format. Use of existing technology in collection and presentation of survey findings.</p> <p>Effective communication with other operatives maintained throughout task.</p>	<p>Report and map meet agreed format and use keys for interpretation of data. All existing features included and clearly marked on map. Presentation is logical and easily understood. Information on map matches and includes cross references to information on raw data sheets. Final report presented in a logical, professional and easily understood format. Use of emerging and existing technology in collection and presentation of survey findings.</p> <p>Effective communication using pre-arranged system agreed in advance with other operatives and maintained throughout task.</p>

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

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

Candidate signature

Date

Tutor:

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

Tutor/assessor signature

Date

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):