

Level 3 Advanced Technical Certificate in the Automotive Industry

Level 3 Advanced Technical Extended Diploma in the Automotive Industry (720)

(4292-30/31)

Synoptic Assignment Pack

Version 0.2

Introduction

General information about structure of the assignment pack

Candidate section

- Candidate guidance
- Assignment and tasks

Tutor section

- Guidance on tasks
- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
- Feedback form

SAMPLE

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.

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

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

Assignment

You have recently taken a new role at your local garage and have been given a variety of different tasks to get you used to how things work. The repair workshop has scheduled two vehicles that require attention and you have been given the following information on the job cards for each vehicle.

- **Vehicle one** is three years old and has covered approximately 50000 miles and requires an appropriate service. The owner has also reported that there is a problem with the lighting system. The rear light(s) does not operate and the brake light(s) glows dimly. During this service you will also need to identify any additional faults that require attention and report them and the action you recommend. On completion of the service you will need to complete any relevant documentation including the vehicle service record book and job card. You will also need to prepare a brief report on the electrical faults and the action you have taken to rectify them. This report should include details of any voltage, current and/or resistance readings you have obtained.
- **Vehicle two** has just been purchased by the owner and they have requested a safety check to be carried out and for your opinion on its condition in respect of the annual safety (MOT) test. They have also asked for an exhaust emissions test and brake fluid condition test to be carried out. On completing the checks you will need to complete a job card and produce a report regarding its suitability to pass the annual safety (MOT) test.

In addition you have been asked to research types of automotive businesses in your local area and hybrid technologies.

Tasks

Task 1 – Vehicle one

You are required to carry out a variety of service tasks on **vehicle one** according to manufacturers specifications. When carrying out the service you must:

- carry out a risk assessment before commencing the service
- use appropriate tools, equipment and PPE for the service being carried out
- prepare the vehicle for service, including obtaining any technical data required for the service
- locate and rectify the electrical fault noting the test procedure and circuit test readings. Identify any additional faults that require attention and report them to the appropriate person
- prepare feedback for the customer on the service, faults found and rectification of the electrical fault
- clean the work area including safe disposal of any waste.

What must be presented for marking:

- completed service check sheet
- copy of completed service record book
- completed job cards.

Additional records to support your performance:

- your tutor's notes of your working practice, the standard and accuracy of maintenance and replacement techniques
- written report on the electrical faults and rectification carried out.

Task 2 – Vehicle two

You are required to carry out a safety check on **vehicle two**

When carrying out this check you must:

- carry out a risk assessment before commencing the inspection
- use appropriate tools, equipment and PPE for the inspection being carried out
- prepare the vehicle for the inspection, including obtaining any technical data required
- carry out an emission test
- carry out a brake fluid condition test
- complete appropriate documentation
- prepare the vehicle for returning to the customer
- clean the work area including safe disposal of any waste.

What must be presented for marking:

- completed inspection check sheet
- copy of emission test results and your conclusion on the results
- report on brake fluid condition
- completed job card.

Additional records to support your performance:

- your tutor's notes of your working practice, the standard and accuracy of maintenance and replacement techniques
- report on the vehicles condition regarding its suitability to pass the annual safety (MOT) test.

Task 3 – Researching the industry

The automotive repair industry consists of a number of different business types. The industry also offers a wide range of career opportunities and involves constant technological changes.

You are required to carry out some research and produce a report on:

- the following business types in your area and the services they offer
 - Accident repair
 - Vehicle fast fit
 - Auto electrical
- Information on the career path of a Vehicle Sales apprentice though to Sales Manager
- A manufacturers hybrid power system to include:
 - The operating principle of the chosen system
 - The advantages it offers over conventional power systems (e.g. four stroke engine)
 - The advantages it offers over other types of hybrid systems

Conditions of assessment:

You may carry out research and collect the information you want to use in your report under unsupervised conditions.

Your final report must be completed working alone under supervised conditions. You will have access to the information you have collected to complete your report.

What must be presented for marking:

- written report or presentation - If you choose to present your information you should hand in your presentation notes as well as any visual materials (e.g. slides) suggested word count of between 750 – 1500 words
- written notes outlining sources of information used for research.

Tutor guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with a set of tasks. They then have to draw on the knowledge and skills and independently select the correct processes, skills, materials, and approaches to take.

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

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

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

Guidance on tasks

Time

The recommended time to be allocated for the completion of the tasks that comprise this assessment is **seventeen** hours. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

It is recommended that candidates are given the content of task 1 **two weeks prior** to the start of the supervised assessment.

Candidates should be given the Task Context, including floor plan, and the Assessment Objective weightings to allow them to plan for delivery of the tasks.

Resources

Candidates should be provided with access to or copies of materials to produce the reports required, including drawing equipment and materials, relevant legislation and codes of practice. They will need access to the Internet for purposes of research.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and what constitutes good working practices. 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

All tasks should be completed by candidates under supervised conditions.

Preparation

Candidates should be aware of which aspects of their performance will give them good marks. This is best carried out through routine pointing-out of good or poor performance during the learning period, and through the use of targeted formative assessment, with timely and sufficient feedback. Candidates should be encouraged to do the best they can, and should be made aware of the difference between this summative assessment and any formative assessments they may have done previously. They should not be given access to the marking grids. Care should be taken to ensure that the work produced is that of the candidate in question and that candidate alone.

Guidance on assessment conditions

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

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

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability. The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical.

This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

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

Authentication of candidate work

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

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

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

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

Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and

must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as tutor 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.

The candidate should take between **twenty** and **thirty** hours to complete the tasks and produce evidence for this synoptic assignment. 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 in a general way, but any additional guidance to specific candidates during tasks must be recorded and may be taken into account during marking if appropriate as should instances of excessive time taken for any task.

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

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1 - 2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, significant gaps, inaccuracy</p>	<p align="center">(3 - 4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(5 - 6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>
<p>Examples of types of knowledge expected: Legislation and regulations, roles and responsibilities, use of terminology, health and safety considerations, vehicle component location and regular service items and actions, the use of tools and equipment to carry out vehicle servicing and inspections, the various types of businesses and the career paths within them, basic understanding of hybrid power systems.</p>				
		<p>The candidate shows very limited knowledge of vehicle service and safety checks, electrical fault diagnosis, emissions and brake fluid test procedures but is unable to carry them out. Limited knowledge of safety (MOT) test requirements, business types and hybrid power units.</p>	<p>The candidate shows some knowledge of vehicle service and safety checks, electrical fault diagnosis, emissions and brake fluid test procedures and carries them out but with little confidence. Some knowledge of safety (MOT) test requirements, business types and hybrid power units.</p>	<p>The candidate shows a good knowledge of vehicle service and safety checks, electrical fault diagnosis, emissions and brake fluid test procedures and is able to carry them out. Good knowledge of safety (MOT) test requirements, business types and hybrid power units.</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 theories and concepts are applied to new situations/the assignment? 	<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>Examples of understanding expected: Workplace risks assessments, vehicle servicing procedures and safety (MOT) test requirements. Interpretation of vehicle system test results, different business types and career paths within them. Basic understanding of vehicle hybrid power systems.</p>				

	<ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	<p>Bottom of band: Very limited understanding of workplace risk assessments and materials not always used, handled or disposed of in the safest manner. Very few elements of service activities and safety checks understood. Understands that vehicle condition relates to the requirements of the safety (MOT) test and the main vehicle systems involved but unsure in what way. Limited understanding of electrical fault diagnosis but knows the basic procedure but is unable to interpret results. Aware of different business types but limited understanding of the types requested and the services they offer. Limited understanding of the career paths is aware of titles only. Shows an awareness of hybrid power systems but unable to explain the points requested.</p> <p>Top of band: An understanding of workplace risk assessments but materials not used, handled or disposed of in the safest manner. Shows some understanding of the elements of service activities and safety checks. Unsure of how vehicle condition relates to the requirements of the safety (MOT) test. Very poor understanding of electrical fault diagnosis, equipment and procedures</p>	<p>Bottom of band: There is a compliance with workplace risk assessments and an awareness of correct handling and disposal procedures. Shows a basic knowledge of the requirements for servicing and safety checks. Shows an understanding of safety (MOT) test requirements but unable to relate them to the vehicle condition of all of the main vehicle systems. Some elements of information provided for the career paths showing some understanding. Shows an understanding of the operation of hybrid power systems with advantages given but not understood.</p> <p>Top of band: There is a broad compliance with workplace risk assessments and an awareness of correct handling and disposal procedures. Shows a broad knowledge of the requirements for servicing and safety checks. Shows an understanding of safety (MOT) test requirements but unable to relate them to vehicle condition. Some of the main elements of information provided for the career paths showing some understanding Shows a basic understanding of the operation of hybrid power systems but limited advantages given</p>	<p>Bottom of band: Full compliance with risk assessments in the majority of situation shows a good understanding of the correct handling and disposal, but on occasion unsure. Good understanding of service activities but unsure of some of the correct procedures. A good understanding of safety (MOT) test requirements shown and able to relate them to vehicle condition in most cases An understanding of the business types and career paths but does not show a full understanding in each case. Good understanding of hybrid power systems with all three of the points covered but does not show a full understanding of each of the points requested.</p> <p>Top of band: Full compliance with risk assessments. Materials are consistently used, handled and disposed of correctly. Full understanding of service activities All elements of emission and brake fluid test and results understood A full understanding of safety (MOT) test requirements shown and able to relate them all to the relevant vehicle condition. Full understanding of the business types and career paths. Full understanding of hybrid power systems with all three of the points covered.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		required. Unsure of the different business types and of the services they provide. Limited understanding of the career paths, is aware of roles at the starting and end points only. Unsure of hybrid power systems		
20	A03 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? 	<p align="center">(1 - 4 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">(5 - 8 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">(9 - 12 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: Working in a safe manner, carrying out vehicle servicing and safety checks to appropriate specifications, using servicing and test equipment, interpreting test results, use of tools and equipment, use of diagnostic equipment</p>		

<ul style="list-style-type: none"> How accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>Bottom of band: Little compliance with risk assessment, although working in a safe manner the candidate needs to be reminded. Unsure of how to, handle and dispose of materials in the correct manner. Generally working in an untidy, but safe manner. Poor ability to use tools often uses the wrong tool for the job. Unsure of electrical fault diagnosis and rectification procedures. Unable to obtain the required test results. Limited ability to carry out vehicle servicing in any logical manner. Unsure what documentation is required</p> <p>Top of band: Limited compliance with risk assessments. Materials not always used, handled and disposed of in the correct manner. Generally working in a tidy manner. Limited ability to use tools and equipment but techniques are correct. Limited elements of electrical fault diagnosis carried out. Unable to interpret test results. Limited ability to carry out vehicle servicing but uses a logical sequence. Partial completion of documentation with a number of inaccuracies</p>	<p>Bottom of band: Good compliance with risk assessment reminders required on no more than two occasions. In most cases material handled and disposed of correctly. Good use of tools and equipment hesitations in selecting correct tool and technique. Some elements of electrical fault diagnosis carried out but unable to identify and carryout correct rectification action. Majority of the elements of the service and safety check carried out but not always in a logical sequence. Not all documentation completed and with some inaccuracies</p> <p>Top of band: Broad compliance with risk assessment. Materials generally used, handled and disposed of in the correct manner. Good use of tools and equipment and in most cases showing the correct techniques. Some elements of electrical fault diagnosis carried out and rectification action identified but unable to carry it out. Majority of the elements of the service and safety check carried out in a logical sequence Full documentation completed with some inaccuracies.</p>	<p>Bottom of band: Good compliance with risk assessment reminders required on no more than one occasion. Materials always used, handled but not always disposed of correctly. Good use of tools and equipment always selecting the correct tool but not always using the correct technique. Sufficient elements of electrical fault diagnosis carried out and rectification action identified and carried out. All elements of the service and safety check carried out but not always in a logical sequence. Full documentation completed with very minor inaccuracies</p> <p>Top of band: Full compliance with workplace risk assessment. Materials always used, handled and disposed of correctly. Good use of tools and equipment always selecting the correct tool and using the correct technique. All elements of electrical fault diagnosis carried out and rectification action identified and carried out. All elements of the service and safety check carried out in a logical sequence. Full documentation completed with no inaccuracies.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	A04 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new contexts/ problems on their own? 	<p align="center">(1 - 2 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p align="center">(3 - 4 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p align="center">(5 - 6 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: Applying knowledge and understanding to a particular scenario/ problem – justifying decisions/approaches taken e.g. planning process, contingencies, completion of reports, reflection and evaluation</p>				
		<p>Unsure of correct and safe working procedures. Shows little understanding of the need to work logically with the correct tools and equipment. Shows little understanding of vehicle servicing and safety checks when carrying these out in a practical manner. Fails to put into practice basic fault diagnostic theory when carrying out identification of faults.</p>	<p>Shows some application of safe working procedures. Shows an understanding of the need to work in a logical sequence, uses correct tools and equipment, but does not always apply this knowledge. Shows an understanding of the requirements for carrying out vehicle servicing and safety checks. Shows an understanding of basic fault diagnosis procedures but unable to put them into practice.</p>	<p>Always works in a safe manner showing a full awareness of health and safety requirements. Always works in a logical manner using the correct tools and equipment. Fully aware of the requirements for carrying out vehicle servicing and safety checking. Has a clear understanding of fault diagnosis and is able to carry it out in a confident manner.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	A05 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? 	<p align="center">(1 - 4 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 align="center">(5 - 8 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 align="center">(9 - 12 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 attending to detail: Working in a safe manner, checking work before handing vehicle back to the customer, ensuring vehicle is handing to the customer in a clean and safe condition, checking details of presentation/assignment, checking the results of diagnostic/servicing tests, re-checking findings</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"> Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>Bottom of band: Does not always work safely without reminders to some minor safety issues. Warning given that assessments will be stopped. Few or no checks are carried out at the end of each task. Vehicle is not in an appropriate condition to hand back to the customer. Not all documentation is correctly completed and with a number of major inaccuracies. Assignments are not presented in a logical sequence and with a number of serious errors. The assignment briefs have not been followed.</p> <p>Top of band: Does not always work safely, reminders given regarding some potentially serious health & safety issues. Few checks carried out at the end of each task. Some attempts are made regarding vehicle presentation but are not thorough. Not all documentation is correctly completed and with a number of minor inaccuracies. Assignments are not presented in a logical sequence and with a number of minor errors.</p>	<p>Bottom of band: Generally works some reminders needed to possible potential major safety issues. Some checks carried. Some attempt is made regarding vehicle presentation but has not included both interior and exterior. Assignments are not presented in a logical sequence and there are inaccuracies.</p> <p>Top of band: Generally works some reminders needed to possible potential minor safety issues. Some checks carried out but at the end of the tasks. Reasonable attempt is made regarding vehicle presentation but not all 'marks' are removed. Not all documentation is correctly completed and there are a small number of minor inaccuracies. Assignments are not presented in a logical sequence but very few inaccuracies.</p>	<p>Bottom of band: Works safely, sometimes at the end a reminder is required regarding one or two potentially minor issues. Frequent checks are carried out at the end, but not during, each task. Vehicle is presented ready for the customer in a very clean condition, but without protection. All documentation is correctly completed with very minor errors. Assignments are presented in a logical sequence, but with a few very minor errors.</p> <p>Top of band: Always works safely. Frequent checks are carried out during and at the end each task. Vehicle is presented ready for the customer in a very clean condition. All documentation is correctly completed with no inaccuracies. Assignments are presented in a logical sequence.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO6 Identify and use knowledge from other sources – research <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 align="center">(1 - 2 marks)</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, unfocused, no clear purpose, cut and paste.</p>	<p align="center">(3 - 4 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 align="center">(5 - 6 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>Examples of research: Primary and secondary sources, bibliography, effective referencing, selection of research material and sources, report writing technique, appropriate research resources, appropriate detail provided.</p>				
		<p>Little thought given to using appropriate research sources. No information regarding information sources. No or poor referencing. Limited information provided for the three business types. Limited information provided for the career paths. Limited information on the three points requested for hybrid power systems. Uncertainty regarding the operation and advantages regarding hybrid power systems. Limited details provided in written report or presentation.</p>	<p>Some thought given to using appropriate research sources. Some information regarding information sources but not clearly presented. Some information on each business type given and some detail of the services offered. Some elements of information provided for the career paths. Some good but limited details of hybrid power systems. Good detail provided in the report but with some inaccuracies.</p>	<p>Appropriate research sources used. Adequate information regarding information sources and clearly presented. Comprehensive information on each business type given with good details of the services offered. Comprehensive information provided for the career paths. Full details given of hybrid power systems, all advantages given.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	A07 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	<p align="center">(0-0 marks)</p> <p>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center">(0-0 marks)</p> <p>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center">(0-0 marks)</p> <p>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>
Examples of creativity: Not applicable				
N/A		N/A		N/A
10	A08 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 	<p align="center">(1 - 2 marks)</p> <p>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center">(3 - 4 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</p> <p>Reasonably successful, conveys message quite well.</p>	<p align="center">(5 - 6 marks)</p> <p>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
Examples of communication: use of appropriate communication methods for planning documents and portfolio, contribution of layout and presentation to ease of communication and clarity of documents				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	structured writing that is coherent and easy to follow? <ul style="list-style-type: none"> • How appropriate and well presented are the chosen communication methods and formats? 	Job cards not fully completed with details and important information missing and a number of inaccuracies. Documentation, such as service record, not fully completed and with inaccuracies. Risks assessments poorly completed with information missing or inaccurate. Little detail on report regarding electrical faults. Limited detail provided in written report or presentations for business types, career paths and hybrid power systems.	Job cards completed with some details missing and some inaccuracies. Documentation, such as service record, fully completed but with inaccuracies. Risks assessments completed but with minor inaccuracies. Limited detail in report on electrical faults and no conclusion. Good detail provided in written report or presentations for business types, career paths and hybrid power systems.	Job cards fully completed with all information. Documentation, such as service record, fully completed with no inaccuracies. Risks assessments completed with no inaccuracies. Clear and accurate report on electrical faults and rectification. Excellent detail provided in written report or presentations for business types, career paths and hybrid power systems.

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

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 signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: