

**Level 3 Advanced Technical
Diploma in Business Travel (450)
(4782-32)**

Sample synoptic assignment for submission

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

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Candidate section

Assignment (4782-32) – The Marketing Plan

General guidance

This is a formal assessment that you will be marked and graded on for your qualification. 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 work (including drafts and mock ups) should be submitted with the final piece of work – they should be clearly labelled as to what version or stage of the planning and development process they are related to.

Your final version should be presented to industry standard and include annotations of your designs.

Assignment

You work for a medium sized Travel Agency specialising in business travel arrangements as a recently appointed Travel Consultant. Your sales manager has identified a possible lead to gain new business with Border Oil.

Border Oil have an office in Aberdeen where most of their activity in the United Kingdom happens, however their Chief Executive lives in London and travels up to Aberdeen early on a Tuesday each week, stays two nights in the best hotel in the city, before returning to London in the evening of Thursday.

Border Oil also have frequent travel for numerous executives to Houston, Texas (their employees who travel this route need to have business visas as they are paid for their work in US dollars). They also have frequent travel from the United Kingdom to their drilling sites in Iraq, Nigeria and Venezuela.

Additionally, Border Oil ensure that their employees have the opportunity to access a wide ranging incentive scheme which includes conferences in some popular Caribbean island destinations for their best performing staff, where luxury accommodation and all inclusive board basis stays are the norm.

As part of this process there are several tasks that you need to complete to ensure that you present your business in the best possible way to ensure your attempt to secure the travel arrangements for Border Oil is successful.

- Task 1: Customer Service Charter
- Task 2: Role of Travel Management Company
- Task 3: Sample itineraries
- Task 4: Business class service
- Task 5: Understanding customer needs
- Task 6: Pitching idea

Ensure you read the whole assignment before attempting any of the tasks, as some of the later tasks require research and evidence from the earlier tasks.

Tasks

Task 1 - Customer Service Charter

The first stage in this bid for the business of Border Oil requires you to explain and evaluate your customer service standards in a way which would show the key members of the Border Oil executive team to help them make the decision to move their business travel arrangements to your TMC.

To complete this task you must:

- a) Provide a general description of the different types of communication that you would use to help keep the business informed about the way that you are managing their account;
- b) explain the professional standards that you expect members of your team to work with and an evaluation of the impact of professional standards on the work that your Travel Management Company offer;
- c) Outline the different roles that people have within your business and how they will be used to help satisfy the needs of Border Oil;
- d) Explain the laws and practices that you follow and how these support the activities that you carry out.

Separate to the customer service charter, you need to produce a short (no longer than 300 words) evaluation of why professional standards are important to a Travel Management Company generally and what the impact of these could be.

Conditions of assessment:

Your customer service charter must be completed working alone under supervised conditions. You may need access to the internet and Microsoft Office (or equivalent) to complete your tasks.

You may carry out research and collect the information you want to help form the final customer service charter under unsupervised conditions.

What must be present for marking:

When handing this task in to be marked you must make sure you include the following:

- Your final customer service charter document
- Your evaluation of professional standards

Additional records to support your performance:

You may wish to hand in supporting evidence of the planning process for the market research task, this might include:

- Previous drafts of the customer service charter;
- Any sources of research that you looked at and used;

Task 2 - Role of Travel Management Company

Having completed your customer service charter you need to write a report outlining the main benefits of using a Travel Management Company.

Your report should evaluate the following:

- a) How Travel Management Companies implement Travel Policies;
- b) How Travel Management Companies work with preferred suppliers;
- c) How Travel Management Companies work with organisational service level agreements;
- d) The role of the Account Manager within a Travel Management Company;
- e) The comprehensive support offered by Travel Management Companies.

You will need to ensure that your report is insightful, clear and evaluates all the key benefits associated with the role that Travel Management Companies offer (limited to 800 words)

Conditions of assessment:

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

What must be presented for marking:

When handing your work in to be marked, you must include the following:

- Your final report

Additional records to support your performance:

You may also wish to include the following when handing in:

- Draft documents that were dismissed or changed before the final design was achieved.

Task 3 - Sample itineraries

As part of their request, you have been asked to prepare itineraries for their most frequently travelled routes:

- a) London to Aberdeen for the Chief Executive Officer flying on Tuesday morning returning Thursday late afternoon, staying two nights in the best room in the best hotel;
- b) London to Houston for a board member flying on a Monday in December and staying a week in a mid-priced, four star hotel close to the city centre;
- c) London to Lagos for a sales executive flying midweek and staying for a week in a mid-priced priced four star close to the oil fields;
- d) London to Caracas for the Chief Executive Officer flying out on the first Monday of August and returning a fortnight later, staying in a five star hotel. Identify ways to travel to the Orinoco Petroleum Belt.
- e) A celebratory trip for thirty high performing employees to Barbados for a week in February, flying from London and staying all inclusive.

Conditions of assessment:

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

You may need access to the internet to be able to research and effectively plan the itineraries.

You will have to provide details of all the costings, flight times and accommodation (including sources of information).

What must be presented for marking:

When handing your work in to be marked you must include the following:

- Final itineraries which must include details of flights and accommodation;
- Costing calculations

Additional records to support your performance:

You may decide when handing in your work to submit the following to further support your mark:

- Additional examples of different options within itineraries you might offer;
- Analysis of the itineraries that you have put together.

Task 4 - Task 4: Business class service

One thing Border Oil is keen to understand is the service levels that are different for their business travellers. Your manager has asked you to produce a double-sided A4 flyer in full colour which outlines the following:

- a) The products and services available at the airport for business travellers;
- b) The facilities and services available on board an aircraft as part of a business class fare;
- c) The range of products and services which are available as part of the booking process which further enhance the customer experience;
- d) The benefits of the facilities, products and services offered and why business travellers would want to book them.

Your flyer needs to be informative, eye catching and professional in design.

Conditions of assessment:

You must carry the task out on your own and complete all work associated with this task under supervised conditions.

You will have access to the internet to complete this task, as well as access to design software that would support the work you need to complete

What must be presented for marking:

When you hand your work in for marking, you must include your final draft of the following:

- Your flyer (which is two sided, A4 in size and in full colour)

Additional records to support your performance:

When handing work in for marking you may also decide to hand in:

- Any written justification you have completed as part of your exercise
- Any previous drafts which have been discarded /upgraded

Task 5 - Understanding customer needs

Finally, Border Oil is a business that your manager wants to work with she thinks that one way of showing them that you are a right fit with them is for you to demonstrate that you understand their business.

You have been asked to produce a short internal memo (no longer than two sides of A4 text at size 12) to circulate to staff members which outlines:

- a) The role and key tasks of the Account Manager assigned to their caseload and how these will support the needs of Border Oil;
- b) The importance of MICE to Border Oil and how you as a business will be able to meet this need;
- c) How you should overcome objections when people are unsure of what products and services they should book;
- d) How you close the sale.

Conditions of assessment:

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

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

What must be presented for marking:

When handing in your work to be marked you should hand in at least the following:

- Your completed memo including who in the business (job roles not names) would get sent your memo.

Additional records to support your performance:

You may also want to submit with your work any other supporting information, examples of which could include:

- Draft memos
- Research that you have completed to help with your final memo

Task 6 - Pitching idea

Having completed your overall plans about how to attract the business of Border Oil, you need to prepare and present a pitch to the executive board of Border Oil outlining:

- a) The service standards you offer;
- b) The benefits of using your organisation;
- c) The example itineraries that you have completed;
- d) The business class service that you are able to offer;
- e) The cost saving benefits of Travel Management Companies

You would also need to include a justification for the elements you have included.

You should ensure you have prepared the following:

- a) Visual aids
- b) Examples of your materials
- c) A summary of your business proposal

Your pitch should last no longer than 15 minutes and you should be prepared for some questions at the end of your pitch.

After completing the pitch you will be expected to complete a written reflection of your performance where you need to identify at least two aspects of your performance you would look to improve next time (limited to 400 words)

Conditions of assessment:

You will carry out the pitch/presentation, with your tutor taking the part of the client, in an environment suitable for a meeting.

What must be presented for marking:

When submitting your work for marking you need to include:

- Your visual aids, promotional materials and executive summary
- Your written reflection

Additional records to support your performance:

You may also wish to submit the following evidence for assessment:

- Your tutor's notes of your pitch – which might comment on the standard and accuracy of the pitch and content,
- Photographs of your completed work
- Video of your performance
- Anything else you think would be valuable to your overall assessment of this task

TUTOR GUIDANCE

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

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

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

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

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

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

Guidance on tasks

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between thirty and thirty-five 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.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and they may benefit from some guidance around the materials to choose, however, the ability to demonstrate selecting appropriate materials from an available range should not be discouraged.

The centre is required to develop a template for task 6 that learners would be expected to adapt and include all aspects of their budget.

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 grading criteria to ensure appropriate aspects of performance are recorded. These notes will be used for moderation purposes and 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. Candidates who ask for guidance should be reminded that this may affect their grade. Any guidance provided should be kept to a minimum, and to supporting access to the assignment and not providing feedback for improvement. All clarification and guidance should be recorded and considered along with the assessment evidence during marking and 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 ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

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

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

Guidance on marking

Please see the centre guidance document **Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids** for detailed guidance on using the following marking grid.

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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 style="text-align: center;">(1-2marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-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 style="text-align: center;">(5-6marks)</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: Roles and responsibilities, terminology, travel geography, levels of service for business class travellers.</p>		
		<p>The candidate has shown basic knowledge of business travel sector from across the qualification, with some gaps in knowledge. Examples provided cover a limited range.</p>	<p>The candidate has shown a good range of knowledge from across the qualification which is sound and often detailed.</p>	<p>The candidate shows in-depth and detailed knowledge across the whole qualification range, showing a high degree of confidence and accuracy.</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">(1-4marks)</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">(5-8marks)</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">(9-12marks)</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: service level agreement/travel policies , content of itineraries, business customer needs</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
		<p>Bottom of band: The candidate has shown a poor understanding of key business travel concepts.</p> <p>Top of band: The candidate has shown limited understanding of business travel concepts from across the tasks, with some gaps. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors.</p>	<p>Bottom of band: The candidate has shown a good range of understanding of business travel concepts from across the tasks which are sound and often detailed.</p> <p>Top of band: The candidate has shown a broad range of understanding of business travel concepts, making links to practice. Explanations are usually detailed. Understanding is consistent with reasoning coherent and well explained.</p>	<p>Bottom of band: The candidate shows in-depth and detailed understanding of business travel concepts across the whole task range, showing a high degree of confidence and accuracy.</p> <p>Top of band: Explanation is clear and strong links have been made between concepts and links to practice. Concepts and understanding can be applied consistently and effectively in new contexts.</p>
10	<p>AO3 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>(1-2 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>(3-4 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>(5-6 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 types of practical expected: itineraries production and content, presentation, customer charter, levels of service offered.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	to use skills/achieve practical outcomes?	Candidate shows basic application of skills to respond to business travel requirements for examples gaps in itineraries and information missing from presentation.	Candidate shows inconsistent application of technical skills leading to varying quality outcome.	Candidate shows consistent application of technical skills leading to high quality outcomes. Candidate is confident across the breadth of practical skills.
20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new 	<p align="center">(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 align="center">(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 align="center">(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>
		<p>Examples of brining it all together: itineraries, presentation, customer charter, levels of service offered, personal reflect/ evaluation.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	contexts/ problems on their own?	<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 tasks.</p> <p>Top of band: The candidate shows evidence of using their knowledge and understanding to makes key links between limited topics across the tasks.</p>	<p>Bottom of band: The candidate consistently brings together their knowledge, understanding and skills when analysing and solving problems and reflecting on business travel requirements. Candidate makes key links between a range topics across the tasks.</p> <p>Top of band: The candidate utilises a range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which informs an appreciation of the context of business travel and its impact on the client.</p>	<p>Bottom of band: The candidate utilises a wide range of knowledge from across the tasks to analyse and problem solve. Integration of knowledge, understanding and skills which informs an appreciation of the wider context of business travel and its impact on the client</p> <p>Top of band: The candidate utilises a wide range of knowledge from across the tasks to analyse and problem solve creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of business travel and its impact on the client.</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	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)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p align="center">(1-2marks)</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">(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 align="center">(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>
<p>Examples of attending to detail: itineraries, presentation, customer charter.</p>				
		<p>There is limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks for example documentation/ presentation is poor with errors.</p>	<p>There is consistent attention to detail. Evidence provided is generally accurate and related to specific tasks.</p>	<p>The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident.</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	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, unfocussed, 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: Using a range of sources (e.g. internet, books, journals, relevant non-confidential workplace policies and procedures), selection of research material and sources</p>		
		<p>There is little evidence of background reading with some basic referencing to sources. Limited range of sources used e.g. candidate has used only internet. Referenced sources are not always evidenced in assignment work but there is an attempt to use standard referencing framework.</p>	<p>Good evidence of background reading with considered and relevant referencing. Referencing is clear and provides a range of sources. Use of a standard referencing framework is generally accurate.</p>	<p>Strong and consistent evidence of background reading with well-considered referencing. Referencing demonstrates depth and breadth of research sources including books, web based research, journals and more.</p> <p>Use of a standard referencing framework is accurate.</p>

FINAL

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	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? 	<p align="center">(1-2marks)</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">(3-4 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">(5-6marks)</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: Presentation, leaflets, customer charter, itineraries.				
		Candidate would show limited creativity recreating examples without originality.	Candidates would show some development to existing formats, demonstrating some original ideas and creativity.	Candidate has produced something that is innovative, appealing and appropriate to the task, showing higher levels of originality and creativity.
10	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? 	<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>

%	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"> Does the candidate use logical and well structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	<p>Examples of communication: use of accurate presentation, assignment and report writing skills, layout and presentation aid effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar</p>		
		<p>Candidate provides basic responses to assessment tasks. Work contains grammatical and spelling errors. Written and verbal explanation sometimes enables the candidate to address tasks.</p> <p>Responses to tasks lack structure. Communication methods, language and terminology are generally appropriate to tasks.</p>	<p>Candidate provides generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address tasks.</p> <p>Responses to tasks are structured. Communication methods, language and terminology are consistently appropriate to tasks.</p>	<p>Candidate provides clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanation enables the candidate to show depth and breadth.</p> <p>Responses to tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to tasks.</p>

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

FINAL - SUBJECT

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/Tutor signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: