

# Level 3 Advanced Technicals in Agriculture (0171-001)

**Synoptic Assignment – 2019 – v1.1**

## General guidance for candidates

### **General guidance**

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and 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**

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.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

### **Timings and planning**

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

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

### **Health and Safety**

You must always work safely, in particular while you are carrying out practical tasks. You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to 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 evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work. Written work eg reports may be word processed but this is not a requirement.

## Assignment Brief

You are employed on a medium sized mixed farm that has cattle. Part of your responsibilities on the farm is to grow milling wheat crops and maximise profitability. You are also required to carry out the maintenance of the farm structures and buildings as well as carry out animal husbandry tasks.

In preparation for your assessment, you should research:

- methods for maximising profitability of milling wheat and produce notes
- the cost of materials associated with maintaining large structures.

Your notes should be handed into your tutor in prior to the assessment along with any images you have selected. Your tutor will provide you with your notes and images at the start of the assessment.

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## Tasks

### Task 1

Prepare, set up and operate a land based machine which will be used to prepare the soil or in the management of an arable crop. Before the operation, prepare a risk assessment.

#### **Conditions of assessment:**

You must carry out the task on your own, under supervised conditions. You may refer to your notes you handed in to your tutor.

If you are working in a way that risks the safety of yourself or others, you will be stopped and be asked to leave the assessment area.

#### **What you must produce for marking:**

- A risk assessment

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

- Your tutor's observation notes relating to your operation of the land-based machine.
- Photographic and/or video evidence (optional).

### Task 2

Carry out stock husbandry tasks on cattle explaining verbally the reasons for carrying them out.

#### **Conditions of assessment:**

You may work as part of a small group; however, you will be assessed on your own performance under supervised conditions.

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

Your tutor's observation notes relating to the stock tasks and explanations.

### Task 3

Plan and budget for the maintenance of a large structure on the farm. Carry out a risk assessment and undertake the planned maintenance.

**Conditions of assessment:**

You must carry out the task 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 and be asked to leave the assessment area.

**What you must produce for marking:**

- Your plan and budget
- The completed risk assessment

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

- Your tutor's observation notes relating to you undertaking the task.
- Before and after photographs of the maintenance works.

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### Task 4a

The following information is previous year's milling wheat performance from the farm. From the information provided, choose the relevant figures and prepare a written gross margin for the milling wheat.

Sale price for crop	£100 per tonne
Fertiliser	£100 per hectare
Yield	5 tonnes per hectare
Labour	£160 per hectare
Sprays	£245 per hectare
Seed	£61 per hectare
Machinery costs (farm's own machinery)	£280 per hectare

#### **Conditions of assessment:**

You must produce the gross margin on your own, under supervised conditions.

#### **What you must produce for marking:**

- Your Gross Margin

### Task 4b

Using the information above, produce a proposal for increasing the profitability of milling wheat on the farm.

#### **Conditions of assessment:**

You must produce the report on your own, under supervised conditions. You can refer to the notes you handed in to your tutor.

#### **What you must produce for marking:**

- Your written proposal
- Your research notes

## Task instructions for centres

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks including suitable machinery, equipment, livestock, PPE and IT equipment.

### Task specific guidance

**This guidance should not be shared with learners.**

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

Each task should be given to the candidate at the start of the assessment and not in advance. The tasks do not need to be completed on the same day, nor do they need to be completed in order. It is best practice to leave no more than two days between linked tasks.

Centres must provide candidates with a centre devised or industry standard risk assessment template where required by the task.

### Task 1

Candidates should have access to manufacturer's handbook/manual for the machine being prepared for work. The management task can be conducted on any crop available at the time of assessment. Care should be taken in choosing the task to give candidates the widest opportunity to show the quality of their skills, knowledge and understanding. Where a real situation is not available, a simulation can be used eg. Cultivating an area of land not intended for arable cropping

### Task 2

Learners must undertake **at least three** naturally occurring routine husbandry activities within the synoptic window. The husbandry activities must meet the welfare needs of the cattle. This may mean that this task is broken up over a period of time.

Tutors should verbally question candidates to establish underpinning knowledge and understanding, and should make notes of any questions and answers.

Access to suitable calves and cows will be required and appropriate handling equipment.

If learners take the temperature, this can be undertaken on a calf, or any other age of cattle. A digital thermometer maybe used.

Husbandry tasks may include but are not limited to:

- Take the temperature of one cow or calf,
- Weigh and handle cows.
- Carry out a preventive treatment on cows or calves.
- Report on the condition of cow's feet.

### **Task 3**

Candidates will need access to materials, appropriate tools and equipment. The practical activity could be a small group activity provided the marker has a means of differentiating the performance of individual candidates.

Large structures requiring repair or maintenance may include an animal house, pen, machinery or feed store, or boundary such as a fence or wall. The term 'large structure' is used to allow flexibility for centres. The term 'maintain' is also flexible and could include any credible combination of cleaning, repairing, replacing elements and rebuilding.

Cleaning must be used with another activity, as on its own it does not give candidates the opportunity to demonstrate the appropriate range of skills, knowledge and understanding.

Learners may take their notes into the assessment. These notes should not normally exceed 2 sides of A4 paper. These notes may be typed or handwritten and they may include diagrams. There is no word count for the report but learners should ensure they demonstrate all their knowledge and understanding in the allotted time for the task. Learners may use images in electronic or paper format. They must hand these in to the tutor prior to the supervised session who should review the notes for authenticity and to ensure it is not a direct copy from a textbook or the candidate's entire course folder.

### **Task 4a**

Candidates will need access to a standard typical Gross Margin for Milling Wheat. This can be a local one or from a nationally recognised source for example, but not limited to: Redman G. 2017, The John Nix Farm Management Pocketbook 2018, Melton Mowbray, Publisher: Agro Business Consultants.

### **Task 4b**

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

### **Time**

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

**Total – 10.5 to 15 hours.**



**Task 1** – 3 - 4 hours

**Task 2** – 3 - 4 hours

**Task 3** – 3 - 4 hours

**Task 4a** – 30 mins -1 hour

**Task 4b** – 1 - 2 hours

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## Centre guidance

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

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

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

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

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

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

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

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

### **Health and safety**

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

### **Compliance with timings**

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

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

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

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

### **Observation evidence**

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

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

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

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

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

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

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

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

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

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

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

### **Minimum evidence requirements for marking and moderation**

The sections in the assignment:

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

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

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

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

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

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

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

### **Preparation of candidates**

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

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

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids as these may be misinterpreted as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

### **Guidance on assessment conditions**

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

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

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

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

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

### **Security and authentication of candidate work**

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

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

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

### **Accessibility and fairness**

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website. Tutors can support access where necessary by providing clarification to a candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

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

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

### **Guidance and feedback**

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

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

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

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

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

- A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor **must not** produce any templates, proformas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

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

### **Guidance on marking**

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

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

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

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

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## 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	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p align="center"><b>(1-3 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy.</p>	<p align="center"><b>(4-6 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps.</p>	<p align="center"><b>(7-9 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick.</p>
		<p><b>Examples of types of knowledge expected:</b> Use of terminology, health and safety considerations, welfare codes, environmental impact, recognising animal behaviour, signs of animal health, legislation, routine tasks, financial records and profitability.</p>		
		<p><b>Bottom of band:</b> The candidate has shown a poor knowledge of terminology and routine tasks.</p> <p><b>Top of band:</b> The candidate has shown limited knowledge of terminology and routine tasks.</p>	<p><b>Bottom of band:</b> The candidate has shown a fair range of knowledge from across the qualification which is sound and sometimes detailed.</p> <p><b>Top of band:</b> Candidate has shown a good range of knowledge, making links to legislation and good practice. Explanations are often detailed.</p>	<p><b>Bottom of band:</b> The candidate shows strong and detailed knowledge across the range relevant to the task showing a high degree of confidence and accuracy.</p> <p><b>Top of band:</b> The candidate shows an excellent detailed knowledge relevant to the task showing an outstanding degree of confidence and accuracy.</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
20	<p><b>AO2 Understanding of concepts theories and processes relating to the LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p><b>(1-4 marks)</b></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><b>(5-8 marks)</b></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><b>(9-12 marks)</b></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><b>Examples of understanding expected:</b> Planting specifications, interpreting data and research, application of legislation and codes of practices, physical and financial records, quality management, market requirements, husbandry events, design requirements.</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><b>Bottom of band:</b></p> <p>The candidate has shown a poor understanding of livestock husbandry and business management.</p> <p>Poor or no justification of management decisions, physical activities and use of financial records.</p> <p><b>Top of band:</b></p> <p>The candidate has shown a limited understanding of livestock husbandry and business management.</p> <p>Limited justification of management decisions, physical activities and use of financial records.</p>	<p><b>Bottom of band:</b></p> <p>The candidate has shown a fair understanding of husbandry and business management.</p> <p>Fair justification of management decisions, physical activities and use of financial records.</p> <p><b>Top of band:</b></p> <p>The candidate has shown a good understanding of husbandry and business management.</p> <p>Good justification of management decisions, physical activities and use of financial records.</p>	<p><b>Bottom of band:</b></p> <p>The candidate has shown a strong understanding of husbandry and business management.</p> <p>Strong justification of management decisions, physical activities and use of financial records.</p> <p><b>Top of band:</b></p> <p>The candidate has shown an excellent understanding of husbandry and business management.</p> <p>Outstanding justification of management decisions, physical activities and use of financial records.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
<b>25</b>	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<b>(1-5 marks)</b> <b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b> Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	<b>(6-10 marks)</b> <b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b> Somewhat successful, some inconsistencies, fairly adept/capable.	<b>(11-15 marks)</b> <b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b> Dextrous, fluid, comes naturally, skilled, practiced.	
		<b>Examples of skills expected:</b> Livestock husbandry tasks, estate skills and machinery operations.			
		<b>Bottom of the band</b> Candidate shows basic practical skills across a limited range of topics.  Tasks completed well below industry speed and standards.  Candidate lacks confidence dexterity.	<b>Bottom of the band</b> Candidate shows good practical skills across a range of topics.  Candidate completing tasks to industry standards but needs more practice to operate at industry speed.  Candidate shows confidence in most topics.  Demonstrates good dexterity.	<b>Bottom of the band</b> Candidate shows excellent practical skills across a wide range of topics.  Candidate operating at industry speed and standards.  Candidate shows confidence across a wide range of topics.  Demonstrates excellent dexterity.	
<b>Top of the band:</b> Confidence shown in use of basic skills.	<b>Top of the band:</b> Attempts made to use some more complex practical skills.	<b>Top of the band:</b> All practical skills used in a way that produces the most optimum outcome.			

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	<p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p><b>(1-5 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p><b>(6-10 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.</p>	<p><b>(11-15 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p><b>Examples of bringing it all together:</b> Applying and linking knowledge, understanding and practical skills to a particular situation, communication, justifying decisions/approaches taken, contingencies, reflection and evaluation.</p>		

PAST ASSIGNMENT

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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><b>Bottom of band:</b></p> <p>The candidate has shown poor evidence of using their knowledge, understanding and practical skills to make straightforward links between topics.</p> <p><b>Top of band:</b></p> <p>The candidate has shown limited evidence of using their knowledge, understanding and practical skills to make straightforward links between topics.</p>	<p><b>Bottom of band:</b></p> <p>The candidate brings together their knowledge, understanding and practical skills to make some links between topics.</p> <p><b>Top of band:</b></p> <p>The candidate brings together their knowledge, understanding and practical skills to make good links between topics and justify decisions, choices and actions.</p>	<p><b>Bottom of band:</b></p> <p>The candidate utilises a wide range of knowledge from across the qualification to justify and problem solve.</p> <p>Integration of knowledge, understanding and practical skills that informs an appreciation of the wider context of agriculture.</p> <p><b>Top of band:</b></p> <p>The candidate utilises a wide range of knowledge from across the qualification to justify and problem solve creatively and holistically.</p> <p>Integration of knowledge, understanding and skills that informs a full understanding of the wider context of agriculture.</p>

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PI

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
15	<b>AO5 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions?</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p align="center"><b>(1-3 marks)</b></p> <p><b>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.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center"><b>(4-6 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center"><b>(7-9 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>	
		<p><b>Examples of attending to detail:</b> Meeting specific requirements of the task; care of equipment; time management, accuracy.</p>			
		<p>There is limited attention to detail and no evidence of planning. Presentation of the work is at a basic level.</p>	<p>There is consistent attention to detail. Some evidence of planning is shown. Work is well presented mainly correct in spelling and grammar.</p>	<p>The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident. Detailed planning is shown to cover all required elements of the task. Presentation of the work is excellent.</p>	

## Declaration of authenticity

### Technical qualifications

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

#### Candidate:

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

Candidate signature	Date

#### Tutor:

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

Tutor signature	Date

#### Additional Support

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

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

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

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



## Candidate Record Form

### Technical qualifications

Level 3 Technicals in Agriculture (0171-30/31/32/33)

Level 3 Agriculture - Synoptic assignment (0171-001)

<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

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

AO1 – Recall - Breadth, depth, accuracy												
15%	1	2	3	4	5	6	7	8	9			
AO1 Mark	Notes & justification											
AO2 – Understanding - Security of concepts, causal links												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark	Notes & justification											

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

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<b>Tutor signature</b>	<b>Date</b>

<b>Total</b>

## Technical qualifications - Practical Observation Form

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

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

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

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

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<b>Tutor signature</b>	<b>Date</b>