



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Agriculture; Countryside Management; Forestry
and Arboriculture; Horticulture (20065K)
Unit 1: Professional Working Responsibilities

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Introduction

January 2021 was only the second series of the new RQF specification, after examinations in the June of 2020 were cancelled due to the global pandemic and alternative assessment arrangements being in place. Due to the third lockdown, the exams for this series were cancelled at short notice, and decisions on whether these took place was at the discretion of the centre, this resulted in lower numbers of centres where students sat the exam. This unit is used across a range of qualifications in the land based sector

The question paper followed the format which was available to centres as sample assessment material published on the Pearson website.

The paper had 4 main activity tasks to be completed and was supported by stimulus material that was available to candidates in the exam. Learners are required to demonstrate their knowledge on what their responsibilities are whilst at work, it broadly covers Health and Safety, Waste management and professional development. The intention was to offer a unit which encouraged learners to look at their own personal welfare including safe working practices

The four activities carried different mark weightings according to the depth of response required. The overall quality of the response was considered for each of the activities.

There was also a focus on the use of suitable technical and vocational language and terminology for each response. The activities were assessed using indicative content and looked at quality and clarity of the explanations provided

Introduction to the Overall Performance of the Unit

Overall the paper has been very well attempted, given that due to the pandemic, centres will have been using a variety of delivery models which may have included remote online teaching, which are platforms both students and centre staff have had to adapt to very quickly in the current climate

The availability of sample assessment material certainly appears to have given good guidance to centres and allowed staff to prepare learners by using the sample material to give an indication of what the questioning style is like. The detail in the responses also suggests that centres have been giving direction on appropriate responses as there was a good level of quality responses

It is clear that some time needs to be spent on preparing learners to answer exam style questions so they are structures correctly and in a logical manner to ensure as many marks as possible are achieved

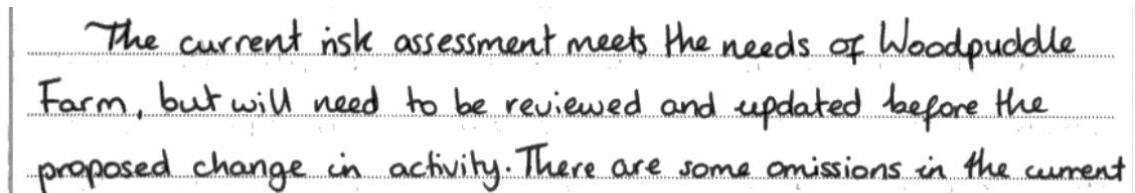
Individual Questions

Activity 1

Activity 1- required learners to evaluate how the risk assessment provided in the stimulus material met the needs of Woodpuddle Farm before they introduced new activities.

The activity was designed to get learners to read through, interpret and then critically appraise the information that was presented and see how well it met the needs of the farm in terms of the current risks being assessed. Most students gave some good responses here, but some of the responses failed to make the link between the identified risks and the impact on the farm in terms of how it met the needs of the farm. Most responses started off really well on this paper and the majority were scoring well in band 2-3.

The opening response below clearly identifies the student has read the question and is beginning their response appropriately



The current risk assessment meets the needs of Woodpuddle Farm, but will need to be reviewed and updated before the proposed change in activity. There are some omissions in the current

The response goes on to discuss how each of the points on the risk assessment met the needs of the Farm in terms of keeping the staff, volunteers and visitors safe. Responses here also mention where omissions have been made in this document.

Students do however, occasionally wander off point on this task and begin to look at what needs to be added to the risk assessment. This is where there is some cross over between task 1 and 2, but having the additional detail in task 1 means it is often then missing from task 2. An example below of some good additions, but in the wrong activity which results in missing out on gaining marks

It does not cover the machinery room,
it doesn't mention keeping the doors locked
preventing any visitor from entering or causing
damage also making sure the chemicals
are safely stored away properly to avoid
any spills or fire hazards, also have a
sign for visitor not to enter.

An example above of some good additions, but in the wrong activity which results in missing out on gaining marks

To finish the task with conclusion, shows good summary skills and the ability to pull together all of the evidence whilst deducing whether or not the needs of the farm are met

Overall, the current risk assessment meets the needs of
Woodpuddle Farm as it is extensive, covering risks to both staff
and visitors to the farm. It offers appropriate and well-

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–5	6–10	11–15	16–20
Evaluation of Risk Assessment	No rewardable material.	<p>Limited identification of the hazards present in the given context.</p> <p>Limited interpretation of the risks posed by the identified hazards.</p> <p>Limited understanding of the effectiveness of current control measures.</p> <p>Limited assertion, without support, of suitability of current risk assessment.</p>	<p>Some identification of the hazards present in the given context.</p> <p>Some interpretation of the risks posed by the identified hazards.</p> <p>Some understanding of the effectiveness of current control measures.</p> <p>Some conclusions, with limited support, of suitability of current risk assessment.</p>	<p>Detailed identification of the hazards present in the given context.</p> <p>Detailed interpretation of the risks posed by the identified hazards.</p> <p>Detailed understanding of the effectiveness of current control measures.</p> <p>Detailed supported conclusions of suitability of current risk assessment.</p>	<p>Comprehensive identification of the hazards present in the given context.</p> <p>Comprehensive interpretation of the risks posed by the identified hazards.</p> <p>Comprehensive understanding of the effectiveness of current control measures.</p> <p>Comprehensive supported conclusions of suitability of current risk assessment.</p>

Activity 2

This activity was mostly answered well and in good detail, the question required students to look at what would need adding to the risk assessment before new activities were introduced, it was aimed to get the students thinking about the nature of the new activities and the associated risks that were posed. These new risks were then to be listed as additions to the current risk assessment. The response below gives a clear outline that identifies the new risk and details nicely who is going to be affected and how, the response goes on to discuss control measures and shows a clear understanding of risk management and makes reasonable and sensible suggestions of how the risks can be minimised. Most responses in this activity scored in band 2-3.

Hazard: trail passes by car park
 Risk: Injury by moving vehicle
 Who: pedestrians - members of public and employees
 Severity: high
 Control: Fencing between path and car park
 Reduced speed limits (~10mph)

To gain maximum marks on this question, students need to fully answer the question, a response below begins to address an issue but fails to expand on the point made in any sort of depth.

This has to be added to the risk assessment as it could be a huge risk for anyone in the park.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-2	3-4	5-6	7-8
Additions to Risk Assessment	No rewardable material.	Limited identification of the additional hazards and/or risks present in the given context. Suggestions for additional control measures may be unrealistic or insufficient.	Some identification of the additional hazards and/or risks present in the given context. Suggestions for additional control measures are appropriate and realistic.	Detailed identification of the additional hazards and/or risks present in the given context. Suggestions for additional control measures are viable.	Comprehensive identification of the additional hazards and/or risks present in the given context. Suggestions for additional control measures are comprehensive.

Activity 3

This activity requires students to read through the stimulus material, in particular the waste management policy and look at practical ways the farm could put this policy into practice. Responses for this are usually varied in quality and depth of detail, students fail to make simple connections on a practical level of how the policy could be implemented.

Below is an example of how to start the response for this activity, it states what is going to be covered and shows that the student has read the question and begun to respond appropriately.

There are many ways to change the way the park can change its ways of waste management. One way of doing this Prevention. This is when you use less materials in design and manufacture and keep the products for longer and re-use.

Another example which often gets forgotten in the responses is a clear link to the waste hierarchy

The waste management policy should be approached bearing ^{in mind} the waste hierarchy system; prevent/reduce, re-use, recycle, recover, dispose. This would reduce the amount of waste at each stage, making

This example below shows how the student has made the link between what is being produced on the farm, and how it can be disposed of without sending to landfill

composting. A composting area should be made, and the farm could also create compost by adding the food waste and ^{the} farms other green waste, providing a sustainable alternative to landfill.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–3	4–6	7–9	10–12
Implementation of waste management plan	No rewardable material.	<p>Limited reference to legal responsibilities in implementation of waste management policy.</p> <p>Limited reference to waste hierarchy system.</p> <p>Limited reference to the potential impact of failing to manage waste correctly.</p>	<p>Some reference to legal responsibilities in implementation of waste management policy.</p> <p>Some reference to waste hierarchy system.</p> <p>Some reference to the potential impact of failing to manage waste correctly.</p>	<p>Detailed reference to legal responsibilities in implementation of waste management policy.</p> <p>Detailed reference to waste hierarchy system.</p> <p>Detailed reference to the potential impact of failing to manage waste correctly.</p>	<p>Comprehensive reference to legal responsibilities in implementation of waste management policy.</p> <p>Comprehensive reference to waste hierarchy system.</p> <p>Comprehensive reference to the potential impact of failing to manage waste correctly.</p>

Activity 4

Activity 4 required learners to complete a review on how effectively the Health and Safety of staff and visitors to the Park was managed, there were four areas to consider this under. The activity was designed to allow learners to pull together evidence from other tasks and identify where areas of good practice were evident as well as showing an understanding of the link between safe working practices and health and safety. It was good to see that some students had used the list of things to consider as a checklist to ensure all aspects of the response were covered.

A detailed response is shown below and it clearly demonstrates an understanding of the link between the organisational policies and how these can be executed to support safety of staff and visitors

The Health and Safety of staff, volunteers and visitors to Woodpuddle Farm is managed well as in the Health and Safety Policy, it outlines that the farm is committed to providing a safe place to work, ^{therefore} abiding by appropriate standards such as the Health and Safety at Work Act 1974 to protect staff. They give the responsibilities of the

Students who wrote their response in detail and collated information from all areas of the stimulus material did better on this task and achieved scores that were in the top end of band 3 and into band 4. Marks were lost when the responses did not contain sufficient depth or detail.

The response below gives some detail about staff CPD, but does not look at how the suggested improvement would have benefit for the farm and there is no link to health and safety if this improvement were to be put in place

all of them have the correct training they need for their role. for liz pendel it would be good if she got her certification of competence for tractor driving done to she is the Director / manager of the farm.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–5	6–10	11–15	16–20
Health and Safety audit.	No rewardable material.	<p>Limited attempt is made to identify good and/or poor practice in Health and Safety planning.</p> <p>Limited understanding of the link between working practices and health and safety.</p> <p>Limited identification of errors and omissions in documentation.</p> <p>Limited realistic, suggestions for improvements to Health and Safety.</p>	<p>Some attempt is made to identify good and/or poor practice in Health and Safety planning.</p> <p>Some understanding of the link between working practices and health and safety.</p> <p>Some identification of errors and omissions in documentation.</p> <p>Some realistic, suggestions for improvements to Health and Safety.</p>	<p>Detailed attempt is made to identify good and/or poor practice in Health and Safety planning.</p> <p>Detailed understanding of the link between working practices and health and safety.</p> <p>Detailed identification of errors and omissions in documentation.</p> <p>Detailed realistic, suggestions for improvements to Health and Safety.</p>	<p>Comprehensive attempt is made to identify good and/or poor practice in Health and Safety planning.</p> <p>Comprehensive understanding of the link between working practices and health and safety.</p> <p>Comprehensive identification of errors and omissions in documentation.</p> <p>Comprehensive realistic, suggestions for improvements to Health and Safety.</p>

Summary

This unit has again performed well, and despite the many challenges faced by students and centre staff during these very unprecedented times. This will have included many hours of self study, remote learning and lack of face to face teaching.

The paper was sat by a limited number of students due to the cancellation of the exams, therefore for the second year running, the exam has not been sat as it was originally intended. Despite this the papers that were marked have been mostly of good quality

Activity 1 performs well, with a good response overall, activity 2 sees some variable quality and often a repetition of detail in activity 1, nevertheless good attempts all round.

Activity 3 is the harder of all activities and is the one where marks are often dropped, as students did fail on occasions to make the link between a practical approach to waste management and the ways in which the farm could implement this. Activity 4 has seen an increase in the quality of responses, mostly down to how the responses were structured which ensured plenty of depth of detail in most cases

Lead Examiner Recommendations

- Encourage learners to read the questions in the exam paper before they begin to ensure they put the correct information in the correct task
- Access resources available on Pearson's website to support preparing students for the exam
- Practice exam style questions through use of the Sample Assessment Material to become familiar with the style of questions in the paper
- Fully investigate the verbs used in the activity questions as this indicates the level and depth of response required eg, explore, evaluate
- Read through the mark scheme to fully understand the level of details that shows where marks are going to be awarded
- Ensure responses are made within the context of the stimulus material
- Be familiar with the relevant legislation appropriate to the context of the activity
- Make practical and relevant suggestions as to how waste management policies can be put in place and meet organisation responsibilities



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