

# L3 Lead Examiner Report 2001

January 2020

**L3 BTEC Nationals in Land  
Based**

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## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

### Unit 1- Professional Working Responsibilities.

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	12	22	32	42

## Introduction

January 2020 was the first series of the new RQF specification to include mandatory units that are externally assessed as opposed to assessment via centre based internal assignments. 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 four 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

The unit performed well for the first series. Centres have only had since first registrations in September 2019 until January 2020 to deliver the unit content and prepare learners for an external exam. This is quite a short period of time and involves a very different approach to assessing which centres have not had to contend with for some time, indeed some teaching staff may not have encountered external examinations with in their teaching career

The availability of sample assessment material has given good guidance to centres and allowed staff to prepare learners with what to expect in terms of the style of questions, the activities link well to the unit content and the detail required to respond appropriately to the activities

It is clear that some time needs to be spent on preparing learners to answer exam style questions so they can structure their responses accordingly to ensure as many marks as possible are achieved

## Tasks

### Activity 1

Activity 1- required learners to evaluate how the risk assessment provided in the stimulus material met the needs of Mill Land Country Park before they introduced new guided nature trails.

The activity was designed to get learners to read through and appraise the information that was presented and see how well it met the needs of the the park in terms of the current risk being assessed. For this part of the activity most learners provided a good well-structured response which covered a good range of risks and went on to assess these points with some degree of detail

The following response is set out nicely and forms an introduction to what the learner is going to cover in the response

The current risk assessment (RA) meets the needs of Mill Land Country Park (MLCP) but has several omissions and there are several amendments that would make it fit for purpose.

This response goes on to explain each point in detail and links this to relevant legislation which is in the unit content, there is a strong correlation between the points made in this response and the reasons why, each point made has been supported by an effective argument and thoroughly evaluates the current risk assessment. This response was awarded 20 marks and clearly shows a comprehensive understanding of this task.

① General format (HASAWA 1974 legislation)

② Its headings make it more an audit than a RA.

Hazards/<sup>Risks</sup> should be numerically assessed from high to low eg 1-3 so that appropriate control measures can be put in place in priority order and users can be aware of the severity of risk.

③ What are you doing already? would be better titled 'control measures' or mitigation and these should assess where they <sup>activities</sup> are suitable, safe, maintained, <sup>(equipment)</sup> trained <sup>(personnel)</sup> and safety measures (eg PE) are in place.

④ What further action is necessary? This column should list necessary actions to <sup>minimise</sup> ~~reduce~~ the risks and have a clear expected date of delivery as simply to remind a necessary action would not be adequate.

This response scored towards the top end of band 2, again shows good understanding but fails to evaluate fully as to whether or not it meets the needs of the Country Park, the basic detail is present but it lacks development which is where marks have been lost in this response

The first positive is that the company is doing many things already because they have realised a risk and put things in place. "Ponds, making sure that appropriate warning signs are displayed". This is good as it shows the risk assessment has been completed before and actions have been put in place.



### Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	<b>0</b>	<b>1–5</b>	<b>6–10</b>	<b>11–15</b>	<b>16–20</b>
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**

Activity 2 requires learners to suggest additions to the risk assessment to introduce new guided nature trails, the new trial was clearly identified on the map within the stimulus material. The responses here should have included things that were not present on the original risk assessment but were pertinent to the introduction of the guided nature trails.

A detailed response seen below looks at new risks and explains these in detail. This response was awarded eight marks and showed clear comprehensive coverage of the risks as well as suitable suggestions for additional control measures

- Falling rocks or rubble in quarry which could lead to injury or death.

Risk level: Low/Medium (assuming assessment of Quarry stability was assessed previous to opening of nature reserve)

- Risk management:
- Regular assessment of stability of quarry, taking note of weak points in rock or new rock falls and closing path as necessary
  - Signage to warn of potential rock fall, for visitors to stick to trail.
  - Should be checked each day by trained staff before opening site to public
  - Regular monitoring of footpath during opening hours, depending on how many visitors on particular day ~~(greater)~~ (ie more patrols on busier days)
  - During construction, limit access to ponds from quarry side.

A response that needs further development is shown below, despite having some good relevant suggestions it fails to develop these and look at who is at risk and why. There is limited linkage to the context of the activity as it does not mention the nature trails. There are some superficial suggestions of additional control measures though these are limited in the depth of information they contain. This response was awarded marks at the bottom of band two

The conditions I would suggest is that a hazard would be walking through a animal enclosure you would need and appropriate fencing to keep animals in and also storage so kids or adults don't climb in. Also walking through a quarry and near ponds you would need appropriate storage and fences as well and with the wood land you would need a tree surveyor to come in and make sure the trees are safe and then to let you know of any work which is going to be needed. If its going near a car park it needs to be properly sectioned off and the paths to be marked.

**Activity 2**

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
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

Activity 3 required learners to explore practical ways in which the aims of the Country Park Waste Management Policy could be implemented. The Waste Management Policy was included in the stimulus material and learners needed to read this thoroughly and look at how the park could fulfil this

The responses were varied in their quality, detail and in some cases no responses were offered. Of the responses that were achieving marks in the top band an example is shown below, this response linked the policy to the relevant legislation and explored how this could be put into practice

There are other responses that scored mostly in band 2 to 3, an example below shows how the learner has thought about practical ways which the policy can be put into operation

Another practical option to achieve an aim is to continue using produce such as willow to make eco-friendly gifts such as conings. Also in the shop they could stop using containers for the plants, which are likely to be plastic containers as this would achieve the aim of reducing the amount of waste produced. By using naturally, organically produced products such as using the trees for gifts and not cutting them down and leaving them to rot to reduce the waste produced. Similarly, stopping the use of plastic containers for the plants will achieve the same thing and the park could use paper containers instead as they are biodegradable and reusable.

In this activity marks were lost where learners made only some reference to effective waste management and did not explore this in enough detail or did not mention the company's legal responsibility. In many responses the waste hierarchy was not sufficiently evidenced

**Activity 3**

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.

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 fact that a health & safety policy exists is a good start. This specific policy highlights responsibilities of all workers and users of the site (apart from perhaps contractors?), including visitors. With the latter, it is important that the policy is therefore ~~also~~ available for visitors to access and read before entering the site. Therefore, sufficient signage should be put in place and ideally found online. Employer responsibilities seem to cover much of what is required by health and safety legislation such as RIDDOR (covered by requirement to report Accidents, incidents & near misses) and COSHH (storage of chemicals & provision of data information), whilst employee responsibility has bits of POWER (reporting faulty equipment). All of this appears to be in-line with the Health and Safety at Work Act, although definite additions could be made such as lone working, fire safety, electrical safety etc. These



The response below makes some good suggestions but is limited in its attempt at identifying good practice. The detail in the response has not been explored and has not undertaken any form of review. This was awarded marks in the middle of band 2

The management of Health and safety at Mill Lane Country park has room for improvements ~~also~~ although it with some amendments

Staff training:

Junior park warden also needs First aid training.  
Both park wardens need an Animal management Qualification.

~~The manager~~

The manager or the shop manager ~~see~~ should have a level 3 business qualification or equivalent

## Summary

This unit has performed well for the first series, Activity 1 was answered well in most cases and contained a good level of detail which allowed valuable marks to be picked up, there were some cases where detail of improvements were added to this activity and then either omitted or repeated in activity 2. Activity 2 again performed reasonably well, in some of the responses the suggestions were not truly realistic or related to the context of the activity.

Activity 3 was probably the hardest of the activities in the exam paper and performance here did have some bearing on whether the learner was awarded pass or merit. Some responses had missed basic practical ways of how waste management approaches can be put into practice

Activity 4 is designed to be a review, again many responses did miss the this element and failed to make the link with safe working practices including reviewing staff qualification and professional development

### **Lead Examiner Recommendations:**

- Encourage learners to read the exam paper before they begin to ensure they put the correct information in the correct task
- Practice exam style questions though 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 response required e.g. explore, evaluate
- Read through the mark grid 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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