

## INFORMATION FOR TEACHERS

## UNIT 4 - WORKING WITH PLANTS AND ANIMALS



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.

# Level 1 Unit 4: Working with plants and animals

## Sample assessment material – information for teachers

This assignment is provided as an example only. Consortia should produce their own assignments in line with the assessment section of the unit, based on their local delivery circumstances.

### Title: Caring for plants and animals

#### Overview

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA/C&G.

Learners must be given the opportunity to care for a selection of two different animal species and two plant species. It is important that the species chosen enable the learner to meet the assessment requirements. There are advantages to using species which learners have a personal or employment related interest. The care activities can be routine or non-routine and should cover as many aspects of the lifecycles as possible, including reproduction and propagation. Learners must use tools and machinery safely and record their use. They must also describe signs of good and ill health in animals and plants.

Teachers must prepare work log templates for learners to complete when caring for the plants and animals. They must include opportunities for witness/assessor comments/grading/verification. Work logs are required for the following activities:

- details of the care for each animal species
- details of the care for each plant species
- correct and safe use, transport, storage and routine maintenance of tools and equipment

There is an opportunity in this assignment for the learner to demonstrate the PLTS of

- *Self Management* by carrying out the safe care of animals and plants.

Other PLTS that can be developed whilst undertaking this assignment are:

- *Creative Thinking* whilst assisting in the care of animals and plants when there is a change in its health or circumstances.
- *Reflective Learning* as the learner is evaluating the care require over a period of time.

#### Controls

Further guidance on task setting, task taking and task marking is available from AQA in respect of Controls for the assessment of Principal Learning and must be adhered to.

#### Task setting (limited control)

It is the responsibility of consortia to design assignments that are fit for purpose and that cover all the assessment criteria in the unit. The assignment should be coherent, have an applied and sector relevant purpose, include the activities to be undertaken and the evidence that must be produced by the learner. Each activity can be taken as and when learners are ready however; this process must not affect the holistic nature of the assignment.

The scenario given is only an example, however it is very appropriate as both plants and animals are involved in a holistic situation. If a farm is not available the assignment could be split such that animals were studied at one location and the plants at another. Remember to include the safe use of appropriate tools and equipment.

## **Task taking (limited/medium control)**

### ***Time (limited control)***

Learners will have a total of ten hours to complete this assignment, the following is a guide to the approximate times allocated for the tasks.

- Research – **three hours**
- Routine or non routine care of animals – **two hours** (over a period of time)
- Routine or non routine care of plants – **two hours** (over a period of time)
- Preparation and completion of report – **three hours**

### ***Resources (limited control)***

The following list gives examples of resources that can be used for this assignment, where appropriate others may be used.

Plants (wild and cultivated) and animals (wild and domesticated/managed) used for learners should be fully risk assessed and suitable for the level of the learner. It is important to establish that there are no allergies to the species selected.

It is suggested that due to time limitation, plants selected to be cared for are relatively quick growing, eg sunflowers, mustard and cress, runner beans and tomato plants. The animal species chosen to be cared for could include mice, rabbits, guinea pigs, cats and dogs, any farm animals and horses. It is important that **wild** animals and plants are included in the 'identification' assessment activity, although these do not need to be live specimens in all cases.

Appropriate tools and equipment which relate to the chosen animals and plants should be available for learners. Learners should also have access to suitable sources for research to include: magazines, journals, videos, internet and books.

### ***Supervision (limited/medium control)***

#### ***Classroom based assessment (medium control)***

In order that the Consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way, the tasks should be carried out under the direct supervision of the teacher or support worker in, for example, a classroom or learning resource centre. However the learners can bring information sources required for the assignment eg when completing the report which relates to the care of the plants and animals.

#### ***Practical based assessment (limited control)***

In order that the Consortium can be confident that the practical work undertaken is the learners own and has not been plagiarised in any way, the tasks may be carried out under indirect supervision of the teacher, support worker or employer. The work logs must be completed and verified with enough information to allow the teacher or assessor to make a reliable judgement about the evidence.

**The work assessed must be solely that of the learner concerned.** Any assistance given to an individual learner, which is beyond that given to the group as a whole, must be recorded on the Candidate Record Form (CRF).

### ***Collaboration (limited/medium control)***

#### ***Classroom based assessment (medium control)***

It is intended that learners will work independently throughout the classroom tasks (tasks 1&2) in this assignment.

#### ***Practical based assessment (limited control)***

It is intended that learners work either in small groups or individually in the practical tasks (task 3). Learners will be marked against their own practical competence using witness statements as and

when required. The scenario provides an example of the type of animal or plant that should be used although any plant or animal can be used provided all the tasks can be completed using the same plant or animal throughout the assignment. If a plant or animal ceases to be available for whatever reason then another plant or animal of similar growth and age can be used. Direct questioning of the learner can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances the teacher /assessor should include a dated witness statement verifying this evidence.

### **Task marking (medium control)**

This assignment must be marked by the teacher/assessor using the assessment grid in the Principal Learning Specification. This will be subject to moderation. When assessing a learner's work, teachers/assessors should use their professional judgement to identify the mark band descriptor that the work falls within, and then the mark given within the range that best describes the depth and quality of the work. Consideration should be given to the depth and breadth of understanding, level of skills, synthesis, analysis, evaluation, independence and originality.

## Marking

The marking grid for this unit can be found on page 56 of the specification. Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the physical and environmental conditions that affect plant and animal growth and reproduction	<p>Identified some of the physical and environmental conditions that affect the growth and reproduction of plants and animals in their natural or managed environment.</p> <p>Recognised some of the common plant and animal pests, disorders and diseases.</p> <p>Recognised some of the common signs of health and illness in animals.</p>	<p>Identified the physical and environmental conditions that affect the growth and reproduction of plants and animals in their natural or managed environment.</p> <p>Recognised the common plant and animal pests, disorders and diseases.</p> <p>Recognised the common signs of health and illness in animals.</p>	<p>Identified the majority of the physical and environmental conditions that affect the growth and reproduction of plants and animals in their natural or managed environment.</p> <p>Recognised the majority of common plant and animal pests, disorders and diseases.</p> <p>Recognised the majority of the common signs of health and illness in animals.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Be able to use tools and equipment safely	<p>Used a range of tools and equipment, demonstrating limited safety practices and poor responsibility.</p> <p>Briefly recorded the correct use, transport, storage and routine maintenance of a range of tools and equipment.</p>	<p>Used a range of tools and equipment, demonstrating safety practices and a responsible manner.</p> <p>Recorded with some detail the correct use, transport, storage and routine maintenance of a range of tools and equipment.</p>	<p>Used a range of tools and equipment, demonstrating a high level of safety practices and high responsibility.</p> <p>Clearly and comprehensively recorded the correct use, transport, storage and routine maintenance of a range of tools and equipment.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Be able to care for animals	<p>Identified some of the common wild and domesticated/managed animals.</p> <p>Safely carried out the routine or non-routine care (five freedoms) of a selection of animals to a basic standard.</p>	<p>Identified a range of common wild and domesticated/managed animals.</p> <p>Safely carried out the routine or non-routine care (five freedoms) of a selection of animals to a moderate standard.</p>	<p>Identified a wide range of common wild and domesticated/managed animals.</p> <p>Safely carried out the routine or non-routine care (five freedoms) of a selection of animals to a high standard.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to care for plants	<p>Identified some of the common wild and cultivated plants.</p> <p>Safely carried out the routine or non-routine care of plants, both prior to and after planting, to a basic standard.</p>	<p>Identified a range of common wild and cultivated plants.</p> <p>Safely carried out the routine or non-routine care of plants, both prior to and after planting, to a moderate standard.</p>	<p>Identified a wide range of common wild and cultivated plants.</p> <p>Safely carried out the routine or non-routine care of plants both prior to and after planting, to a high standard.</p>

# Level 1 Unit 4: Working with plants and animals

## Sample assessment material – information for learners

Title: **Caring for plants and animals**

### Assignment overview

This assignment requires you to demonstrate the skills and knowledge you need to promote the health and well-being of both plants and animals. You must be able to identify the physical and environmental conditions that affect the growth and reproduction of plants and animals in their natural or managed environment. This may need you to plant seeds or young plants, selecting an appropriate growing medium, feeding and watering them. You will be required to help provide care for animals such as handling, feeding, watering and cleaning out. You will need to demonstrate that you can recognise common plant and animal pests, disorders and diseases as well as signs of health and illness in animals. You will also need to use a range of tools, equipment and machinery, correctly and safely.

You will be required to produce the following evidence:

- a worksheet to identify plants and animals
- four information leaflets
- work logs which confirm that you can look after plants and animals.

There is an opportunity in this assessment for you to demonstrate the PLTS of *Self Management* by carrying out the safe care of animals and plants.

### Time

You will be given a total of ten hours to complete the assessment, divided up as follows:

- Research – **three hours** (tasks 1,2&3)
- Routine or non-routine care of animals – **two hours** (over a period of time) (task 3)
- Routine or non-routine care of plants – **two hours** (over a period of time) (task 3)
- Preparation and completion of report – **three hours** (tasks 1&2)

## **Assignment Brief/Scenario**

Mill farm is a mixed farm in our locality that wishes to take part in a National Farmers Union (NFU) open farm day, as part of a national initiative to show local people how farmers look after their plants and animals. They have approached your school for help in producing some information leaflets that can be given to members of the public about how to look after plants and animals. In order to be able to produce these leaflets you are required to carry out the following tasks.

### **Task 1**

Identify some common plants (wild and cultivated) and animals (wild and domesticated/managed) by producing a worksheet that visitors can use during their visit to recognise four different plants and four different animals on the farm. You could leave two blank spaces for both plants and animals in case the visitor noticed something unusual. Remember to give an answer sheet showing the common plants and animals that are likely to be seen.

### **Task 2**

Produce four information handouts which illustrate two plants and two animals in more detail including pictures and names of common pests, disorders and signs of ill-health and illness. Also include on your handout the factors that will affect the growth and reproduction of the plants and animals.

### **Task 3**

In order that you can carry out Tasks 1 & 2 it is important that you can convince the farmer that you can look after plants and animals safely. The farmer has asked your teacher if you can produce a work log which demonstrates that you have looked after two different animals and two different plants. You should ensure that the work logs record the correct and safe use, transport, storage and any maintenance required for the tools and equipment you have used whilst caring for the plants and animals.

The plants and animals that you will care for will be selected in conjunction with your teacher. The work logs required for you to complete will be provided and witnessed by your teacher, assessor or supervisor to verify that you have carried out the activities.