



UNCOVER LEARNER POTENTIAL

WJEC Level 3 Alternative Academic Qualification in
FOOD SCIENCE AND NUTRITION
(Extended Certificate)

Teaching from September 2026

Unit 4 Sample Assessment Pack

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About this pack: information for teachers

This pack contains the assessment materials for Unit 4: Experimenting to solve food production problems.

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- an observation record sheet for use with task 4
- a mark record sheet
- a **candidate pack** which includes:
 - details of the assignment
 - a detailed breakdown of each task
 - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
 - the mark scheme which must be used to assess candidate work
 - a Candidate Declaration Form
 - a Candidate Time Record sheet.

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment.

Time

Candidates must be allowed **12 hours** to complete this assessment. Candidates should spend approximately:

- 3 hours completing task 1
- 5 hours completing task 2
- 2 hours completing task 3
- 2 hours completing task 4

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Resources

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

Collaboration

Group work is **not** allowed. Candidates must complete all tasks individually; however, they may take part in each other's data collection during task 2 **only**.

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables.

Marking the assessment

The marking schemes for this assessment are included in the candidate pack.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in the assessment pack.

Written evidence must be annotated to show how it relates to the mark band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the mark band statements.

A mark record sheet must be completed for each candidate.

Further information

You should refer to the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) ([Non-Examination Assessments - JCQ Joint Council for Qualifications](#)) for further information on conducting this non-examination assessment.

This pack is a sample. It must not be used for live assessment.

SAMPLE

Observation Record

Candidate Name:		
		Mark
Task 4		/12
SAMPLE		
Overall Assessment Commentary (including conduct/confidentiality)		
Assessor Signature		
Name (printed)		
Date	/ /20	

Candidate Mark Record Sheet

Centre No:									Centre Name:	
Candidate No:									Candidate Name:	
Unit Title:										

Task	Mark Awarded
1: Investigation Plan	/24
2: Scientific Investigation	/40
3: Data Analysis	/18
4: Presentation of Findings	/18
Total Mark	/100

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice

Assessor Signature	
Name (printed)	
Date	/ /20



WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Extended Certificate)

Candidate Assessment Pack

Unit 4: Experimenting to solve food production problems

About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 4: Experimenting to solve food production problems.

Within this pack, you will find:

- your assignment
- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Declaration Form
- a Time Record sheet.

You will have 12 hours in total to complete this assessment. You should spend approximately:

- 3 hours completing task 1
- 5 hours completing task 2
- 2 hours completing task 3
- 2 hours completing task 4

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment requirements briefs and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

You must not discuss or share any details of the brief until after 15 May 202X.

Assessment: Plant Based Food Alternatives

The global demand for plant-based food alternatives is rapidly expanding, driven by ethical, environmental and health concerns. Within this growing market, one significant challenge remains: the development of a versatile and high-performing vegan egg substitute. While current alternatives offer limited functionality, primarily suited for specific applications like baking or simple dishes, a comprehensive egg replacer capable of replicating the binding, leavening, and emulsifying properties of chicken eggs across diverse culinary contexts is yet to be realised.

An emerging start-up company specialising in plant-based food innovation, has identified this unmet need as a promising market opportunity. They have developed a preliminary prototype using a novel blend of pea protein, algal flour and tapioca starch, and used it as an egg substitute in a simple cake recipe, but initial sensory and functional testing has revealed several areas for improvement:

- **Texture:** The current prototype exhibits a firm and rubbery texture upon cooking, lacking the desirable tenderness and light, airy structure of a traditional scrambled egg when cooked on its own and also within products.
- **Flavour:** The prototype possesses a noticeable beany aftertaste, which detracts from its overall palatability for some consumers when cooked on its own and when used as an egg substitute within products.

Currently, the substitute uses the following measurements as an egg alternative:

- 15g Pea protein
- 5g Algal flour
- 0.5g tapioca starch
- 20ml water (salt and yeast included).

As a food scientist with expertise in plant-based food product development, you have been engaged by the start-up to address these challenges.

A copy of the simple cake recipe has been provided for you.

You are required to:

1. Plan the stages of your investigation that will investigate possible solutions to the issue presented within the scenario.

Within your plan, you should include:

- The investigation question
- A hypothesis
- Success criteria for the investigation
- Key timelines
- The investigation methods you plan to use
- Your sampling approach
- Data collection tools you plan to use
- Data analysis method you plan to use

2. Carry out your scientific investigation recording all required data using the plan from task 1 to support you.
3. Analyse the data you have collected and use it to support a summary of your investigation findings.
4. Using a suitable method, present the findings from your investigation, as well as any recommendations based on your findings.

Within your presentation, you should include:

- Your hypothesis
- A summary of your investigation
- Presentation of data analysis
- The outcome of your investigation
- Any recommendations for a solution, supported by your investigation findings

Simple Cake Recipe

Ingredients:

- 1 cup white sugar
- ½ cup unsalted butter
- 2 large eggs (2 x egg substitute measurements outlined above)
- 2 teaspoons vanilla extract
- 1 and ½ cup all-purpose flour
- 1 ¾ teaspoons baking powder
- ½ cup milk

Instructions

1. Preheat oven to 175 degrees Celsius. Grease and flour a 9 inch square cake tin.
2. Cream sugar and butter together in a bowl, adding eggs one at a time (or substitute ingredients), beating briefly after each one. Add vanilla extract and mix.
3. Mix flour and baking powder in a separate bowl. Add to the wet ingredients and mix.
4. Add milk and stir until smooth.
5. Pour batter into cake tin and smooth top.
6. Bake in the preheated oven until centre springs back when pressed down lightly, approximately 30 – 40 minutes.
7. Remove from oven and cool.

Tasks

	Task	Evidence	Controls
1	Produce a word processed investigation plan outlining the key requirements for the investigation which are outlined in the task instructions. Guidance The plan should include justifications for each inclusion within the plan, and how it will meet the requirements of the brief. You may use images, diagrams, tables, or flowcharts to enhance the clarity and organisation of your plan. Consider incorporating relevant scientific concepts and terminology to demonstrate your understanding of food science principles. Be specific and detailed in your descriptions, providing sufficient information for another researcher to replicate your investigation. Cite any sources you consult during your research and planning process. [24 marks]	• Word processed investigation plan • Citations in suitable format e.g.: • Reference list • bibliography	Supervision: Indirect Guidance: Not permitted Resources: Access to the internet Access to word processing software Collaboration: Not permitted

2	Using your plan to support you, prepare any documents before you carry out your experiment. Carry out your investigation, recording all required data and processes. Guidance Prepare all necessary data collection tools (e.g., sensory evaluation scorecards, data recording sheets, observation logs) based on your experimental plan. Carefully observe and record all relevant data as the experiment progresses, using your prepared data collection tools. Take clear and informative photographs or videos to document your experimental setup, process and results. This visual evidence can enhance the communication of your findings in later tasks. Organise all collected data in a clear and systematic manner, ensuring that it's easily accessible and understandable. [40 marks]	• Completed data collection tools • Photographs of investigation e.g. a range of food items created to be tested/completed samples • Raw data/organised data charts	Supervision: Indirect Guidance: Not permitted Resources: • Equipment to create food products/to complete experiments • Access to a copy of your plan from task 1 • Access to production software such as: • Word processing software • Spreadsheet software • Access to the internet Collaboration: Permitted to gain feedback on products only.
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3	Analyse the data collected within task 2, using your plan from task 1 to support you. Use this data to produce a summary of your findings. Guidance Apply appropriate statistical or qualitative analysis techniques to your data, as outlined in your investigation plan. Identify trends, patterns, correlations, and significant differences between experimental groups or conditions. Draw clear and evidence-based conclusions that address your research question and hypotheses. Clearly present the results of your data analysis, using tables, graphs or other visual aids as appropriate. [18 marks]	• Data analysis file e.g. excel • Data analysis output e.g. T Test Calculations, graphs, charts • Word processed summary findings report	Supervision: Indirect Guidance: Not permitted Resources: • Access to a copy of your plan from task 1 • Access to a copy of the data produced in task 2, including raw data • Access to productivity software, such as: • Word processing software • Spreadsheet software Collaboration: Not permitted
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4	Summarise the findings from your investigation and use them to present any recommendations or solutions to the issue presented within the assessment brief. The presentation method should be suitable for the target audience represented within the brief. Guidance Summarise your investigation methods and key findings, highlighting the most significant factors that influence texture, flavour, and stability. Present your data analysis in a visually appealing and easy-to-understand format, using graphs, charts or other visual aids to illustrate key points. Clearly articulate your conclusions, drawing direct connections between your findings and the original problem. Offer specific and actionable recommendations for improving the vegan recipe and production process, based on your research and experimental results. [18 marks]	Any relevant method, suitable for the needs of the brief, such as: • Interactive slideshow • Infographic	Supervision: Indirect Guidance: Not permitted Resources: • A copy of your plan from task 1 • A copy of the data produced within task 2 • A copy of the data analysis produced within task 3 • Access to productivity software, such as: • Word processing software • Spreadsheet software Collaboration: Not permitted
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End of tasks

Information for candidates

The following information has been taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Mark scheme

The following mark scheme will be used to assess your work.

Task 1: Investigation Plan

Band	AO2
3	5-6 marks Demonstrates a thorough understanding of relevant food science principles and their impact on the scenario. Applies this knowledge comprehensively to formulate detailed, testable hypotheses and select highly appropriate investigation methods that directly address the research question.
2	3-4 marks Demonstrates a good understanding of relevant food science principles but may lack some depth or detail in their application to the specific context of the scenario. Hypotheses are testable, but justifications may be less comprehensive or rely on more general principles. Investigation methods are generally appropriate but could be more tailored to the specific research question.
1	1-2 marks Demonstrates a basic understanding of relevant food science principles or struggles to apply this knowledge effectively to the investigation planning. Hypotheses may be simplistic or lack a clear connection to the underlying science. Investigation methods may lack clear justification, suggesting a basic understanding of how to test the hypotheses.
0	No response attempted or nothing worthy of credit.

Band	AO3
4	10-12 marks The experimental plan is comprehensive and includes a thoughtful selection of variables. The hypotheses are clearly articulated, well-justified with in-depth scientific reasoning, and demonstrate a comprehensive understanding of the underlying concepts related to texture and stability. Success criteria are highly specific and directly aligned with the desired sensory and functional qualities of the product. Data collection and analysis methods are highly appropriate and well-justified.
3	7-9 marks The experimental plan is detailed with appropriate consideration of variables but may have a few gaps or inconsistencies. The hypotheses are testable and demonstrate a good understanding of relevant scientific principles, although justification may lack some depth or nuance. Success criteria are mostly specific and aligned with the desired qualities, but some minor aspects may require further refinement. Data collection and analysis methods are suitable and mostly justified but could benefit from further elaboration or refinement.
2	4-6 marks The experimental plan is basic, and the selection of variables or controls may require further refinement. The hypotheses are generally testable but may lack sufficient justification or detail. Success criteria are partially measurable or may not fully capture the desired outcomes of the investigation or the scenario. Data collection and analysis methods are appropriate in some respects but may be limited in scope or lack clear justification.
1	1-3 marks The experimental plan is limited or demonstrates a lack of understanding of experimental design principles. The hypotheses are limited, lack scientific basis, or are not testable. Success criteria are limited or are somewhat unrelated to the desired outcomes and scenario. Data collection and analysis methods are limited, or not justified.
0	No response attempted or nothing worthy of credit.

Band	AO4
3	5-6 marks The investigation plan is excellent and presented in a clear, logical, and professional manner. It demonstrates comprehensive use of appropriate scientific terminology and conventions. Visual aids (e.g., tables, flowcharts) are highly effective and used to enhance clarity and understanding, and the overall presentation is of a high standard.
2	3-4 marks The investigation plan is good and presented in a clear and concise manner. Scientific terminology is generally used accurately. Visual aids are effectively used to enhance clarity of the presentation. The overall presentation is professional.
1	1-2 marks The investigation plan is basic and presented in a suitable order. Scientific terminology may be used inconsistently or inaccurately. Visual aids may be absent or poorly executed. The overall presentation is basic and lacks clarity.
0	No response attempted or nothing worthy of credit.

Task 2: Scientific Investigation

Band	AO2
4	10-12 marks Demonstrates a comprehensive understanding of relevant food science principles and skilfully applies this knowledge throughout the investigation. Choices of ingredients, processing techniques, and experimental variations are clearly justified by scientific reasoning. The candidate proactively anticipates potential challenges and adapts their approach based on a deep understanding of the underlying concepts.
3	7-9 marks Demonstrates a thorough understanding of relevant food science principles and applies this knowledge effectively to the investigation. Choices of ingredients and processing techniques are generally well-justified, but there may be some minor inconsistencies or missed opportunities for further exploration. The candidate shows adaptability in response to challenges but may not fully anticipate all potential issues.
2	4-6 marks Demonstrates a basic understanding of relevant food science principles but may have some gaps or misconceptions. Choices of ingredients and processing techniques are sometimes justified, but the reasoning may be incomplete or unclear. The candidate encounters some challenges during the investigation but may struggle to adapt their approach effectively.
1	1-3 marks Demonstrates limited or superficial understanding of relevant food science principles, with difficulty applying this knowledge to the investigation. Choices of ingredients and processing techniques may lack justification. The candidate encounters significant challenges and demonstrates a lack of adaptability or problem-solving skills.
0	No response attempted or nothing worthy of credit.

Band	AO3
4	10-12 marks Demonstrates excellent critical thinking and analysis throughout the experimental process. Proactively identifies and addresses potential sources of error or bias in data collection, adapting methods as needed to ensure accuracy and reliability. Consistently evaluates the validity of collected data, questioning assumptions and considering alternative explanations. Offers insightful interpretations of preliminary findings, making connections to relevant food science principles and theory.
3	7-9 marks Demonstrates a good ability to analyse and evaluate the experimental process and data. Identifies most relevant sources of error or bias and takes steps to address them. Critically assesses the quality and reliability of the data, demonstrating a good understanding of potential limitations. Interprets findings in a thoughtful and scientifically sound manner, making connections to relevant concepts and demonstrating a solid understanding of the underlying principles.
2	4-6 marks Demonstrates a basic ability to analyse and evaluate the experimental process and data but may overlook some key factors or potential sources of error. Interpretation of data may be somewhat superficial or rely on generalisations. Conclusions are drawn, but they may be limited in scope or lack strong scientific justification.
1	1-3 marks Demonstrates limited ability to analyse and evaluate the experimental process and data. Fails to identify significant sources of error or bias, leading to some issues with data quality. Interpretation of findings is superficial, inaccurate, or lacks a scientific basis. Conclusions are poorly supported or irrelevant to the research question.
0	No response attempted or nothing worthy of credit.

Band	AO4
4	13-16 marks Demonstrates excellent practical skills in all aspects of the investigation. Handles ingredients and equipment with expertise, following food safety guidelines meticulously. Evaluations are conducted professionally, using standardised terminology and rating scales. Data is recorded meticulously, with clear organisation and attention to detail.
3	9-12 marks Demonstrates good practical skills in most aspects of the investigation. Handles ingredients and equipment competently, with good adherence to food safety guidelines. Evaluations are conducted effectively, although some minor inconsistencies may be present. Data recording is well-organised and mostly complete.
2	5-8 marks Demonstrates basic practical skills. Handling of ingredients and equipment may lack consistency, while maintaining food safety practices. Evaluations may be less rigorous or lack standardised terminology. Data recording is generally complete, but may have minor errors or gaps.
1	1-4 marks Demonstrates limited practical skills. Struggles to handle ingredients and equipment safely and effectively, with minor breaches in food safety guidelines. Evaluations are somewhat unreliable or limited in execution. Data recording is limited or is incomplete.
0	No response attempted or nothing worthy of credit.

Task 3: Data Analysis

Band	AO2
3	5-6 marks Demonstrates a comprehensive understanding of relevant data analysis techniques and applies them skilfully to interpret the experimental results. Accurately calculates and presents descriptive statistics and, if applicable, uses inferential statistics to draw meaningful conclusions. Demonstrates an excellent understanding of the relationship between the data and the underlying food science principles.
2	3-4 marks Demonstrates a good understanding of relevant data analysis techniques and applies them appropriately to the experimental results. Calculates and presents descriptive statistics accurately, but may have minor errors or omissions in the use of inferential statistics. Demonstrates a good understanding of the relationship between the data and the underlying food science principles.
1	1-2 marks Demonstrates a basic understanding of relevant data analysis techniques, leading to minor errors or omissions in calculations or the presentation of results. Application of relevant statistics and interpretation is basic and may have some errors.
0	No response attempted or nothing worthy of credit.

Band	AO3
3	5-6 marks Demonstrates excellent critical thinking and analytical skills in interpreting the experimental results. Identifies key patterns, trends, and anomalies in the data, providing in-depth explanations for their significance. Critically evaluates the strengths and limitations of the investigation, acknowledging potential sources of error and bias. Draws well-supported conclusions that are directly linked to the research question and hypotheses, demonstrating a deep understanding of the scientific principles involved.
2	3-4 marks Demonstrates a good ability to interpret the experimental results, identifying most key patterns and trends in the data. Offers explanations for the findings but may lack some depth or nuance in the analysis. Critically evaluates some aspects of the investigation, acknowledging potential limitations. Draws conclusions that are mostly supported by the data, but may not fully explore all possible implications or alternative explanations.
1	1-2 marks Demonstrates basic ability to interpret the experimental results. Identifies some patterns or trends in the data, and explanations may be superficial. Shows basic evaluation of the investigation and may overlook potential sources of error or bias. Conclusions are weakly supported by the data or may be somewhat irrelevant to the research question.
0	No response attempted or nothing worthy of credit.

Band	AO4
4	5-6 marks Creates a comprehensive, well-organised, and clear summary of findings. The report is logically structured, with appropriate headings and subheadings. It effectively uses tables, graphs, or other visual aids to present the data in a clear and concise manner. The report uses scientific terminology accurately and consistently. The summary of findings is insightful, accurately reflecting the results of the data analysis, and clearly addresses the research question.
3	3-4 marks Creates a well-structured summary of findings that is mostly clear and concise. The report may have minor organisational issues or occasional lapses in clarity. Visual aids are used, but their effectiveness may be inconsistent. The summary of findings is generally accurate but may lack some depth or nuance in the interpretation of the results.
2	1-2 marks Creates a basic summary of findings. The report may lack clarity, structure, or inconsistent use of scientific terminology. Visual aids may be poorly executed or have minor errors. The summary of findings is basic, has inaccuracies, or fails to address the research question adequately.
0	No response attempted or nothing worthy of credit.

Task 4: Presentation of Findings

Band	AO2: Content of Presentation
3	5-6 marks Demonstrates a comprehensive understanding of the target audience's needs and interests. Tailors the presentation format, content, and delivery style to effectively communicate the findings and recommendations in a way that is both informative and persuasive. The candidate skilfully integrates scientific knowledge with practical considerations to provide actionable solutions that are relevant to the specific context and goals of the investigation.
2	3-4 marks Demonstrates a good understanding of the target audience's needs and interests. Adapts the presentation format and content to suit the audience but may miss some opportunities for greater personalisation or impact. The candidate effectively communicates scientific findings and recommendations but may lack some nuance or depth in addressing the practical implications for the context or goals of the investigation.
1	1-2 marks Demonstrates basic understanding of the target audience's needs and interests, resulting in a presentation that is generic or poorly tailored. The communication of scientific findings and recommendations may be basic or has some irrelevant elements to the context or goals of the investigation.
0	No response attempted or nothing worthy of credit.

Band	AO4: Observed presentation
4	10-12 marks Delivers an excellent presentation that is engaging, informative and impactful. The chosen format is highly appropriate for the target audience, with creative and effective use of visuals and clear explanations. The presentation is well-structured, logically flowing, and maintains audience interest throughout. Excellent communication skills, including confident delivery and clear articulation of key findings.
3	7-9 marks Delivers a well-structured and informative presentation that effectively communicates the key findings and recommendations. The chosen format is suitable for the target audience, and visual aids are used appropriately. The presentation is engaging and clear, although there may be some areas for improvement in terms of pacing, transitions, or information delivery. Good communication skills, with mostly clear articulation of most key findings.
2	4-6 marks Delivers a presentation that conveys the basic findings and recommendations but may lack clarity or organisation. The chosen format may not be fully appropriate for the audience, and visual aids may be basic or have minor inaccuracies. The presentation may lack flow or coherence. Communication skills are adequate, but could be improved in terms of clarity, confidence, and articulation of findings.
1	1-3 marks The presentation is limited, lacks clarity, and fails to effectively communicate the findings and recommendations. The chosen format is somewhat appropriate to the audience. Visual aids are poorly used or have inaccuracies. Limited communication skills, with difficulty articulating ideas and findings from the investigation.
0	No response attempted or nothing worthy of credit.

Task	Mark allocation												
	Topic and Section									Total Marks	AO2 Marks	AO3 Marks	AO4 Marks
	4.1		4.2	4.3									
	4.1.1	4.1.2	4.2.2	4.3.1	4.3.2	4.3.3	4.3.4	4.3.5	4.3.6				
1	X	X	X	X	X	X	X			24	6	12	6
2	X	X					X			40	12	12	16
3								X		18	6	6	6
4			X						X	18	6		12
Total Marks										100	30	30	40

Candidate Declaration Form

Centre No:										Centre Name:	
Candidate No:										Candidate Name:	
Unit Title:											

Part A: Candidate Declaration

References: Give details of the exact source of any non-original material used in the assignment.	List of software packages/AI tools/chatbots¹: Give brief details of how these have been used in the assignment.

Authentication Declaration

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	Date:
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¹ Where you have used AI tools as a source of information, you must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. You must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with your work, so your teacher/assessor is able to review the work, the AI-generated content and how it has been used.

Candidate Time Record Sheet

Centre No:									Centre Name:	
Candidate No:									Candidate Name:	
Unit Title:										

The timed, supervised hours took place as follows:

Tasks	Dates			Time	
	DD	MM	YY	Hour	Minutes
Total					

I certify that this is a true account of time spent on this assessment.

Assessor Name:

Assessor Signature:

Date:

SAMPLE