



WJEC Level 1/2 Vocational Award in Events (Technical Award)

SAMPLE ASSESSMENT MATERIALS

UNIT 2

For teaching from 2022
For award from 2024

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Unit 2: Planning and running an event

Assignment

SAMPLE ASSESSMENT MATERIALS

14 HOURS

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be **14** hours. You cannot exceed this time. Recommended timings are given for each task.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

In written tasks, it is important that you work independently from other candidates and make sure the work you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is the work of you alone.

You must not discuss or share any details of the brief or tasks.

Planning and running an event

Assignment Brief

Schools host a range of events each year, from parents' information evenings to sporting events, concerts, productions and charity events.

The headteacher of your school has asked you to run an event. The choice of event is up to you. It can be an event which runs annually or a one-off event, this will depend on your school.

You will need to form a group and work together as a team to research, plan, run and evaluate your own event. For an event to run successfully, careful planning must take place.

Group work is permitted to research, plan and run the event. However, when you complete the written tasks, you must work independently.

Your first task is to propose an event that will take place at your school. You must then plan, organise, run and evaluate the event.

To complete this assessment, you will need to draw on your knowledge of the events industry gained in Unit 1 and combine this knowledge with everything you have learned in Unit 2.

You will need to:

- select an event to plan*
- create an event proposal plan
- create a team
- plan and organise the event
- run the event
- evaluate the event.

*you should make sure that your choice allows you to access marks in each of the tasks on pages 5-10; you may discuss your choice of event with your teacher, the size of the event will not affect your performance.

Assignment Tasks

Task 1

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks
2.1	1	WRITING A SUCCESSFUL EVENT PROPOSAL PLAN				10
2.1.1 2.1.2 2.1.3 2.1.4 2.1.5	(a)	Outline a proposal plan for an event in your school.	Typed/written proposal. This must be completed independently.	1 ¼ hours	Supervision: Direct Guidance: Direct Resources: Not permitted Collaboration: Not permitted	AO1 [10]

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Task 2

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.2	2	EVENT PLANNING AND ORGANISATION					26
2.2.1	(a)	Allocate roles within your team You should consider: <ul style="list-style-type: none"> roles responsibilities qualities. 	Typed/written team structure. This must be completed independently.	¾ hour	Supervision: Direct Guidance: Direct Resources: Permitted Collaboration: Not permitted	AO2	[6]
2.2.2	(b)	Produce a written reflection of the planning process for your event. You must keep a record of all documentation and include how to: <ul style="list-style-type: none"> achieve the event objectives follow relevant policies and procedures meet customer needs and expectations. Team meetings should be conducted outside of the assigned assessment hours for this task.	Written report This must be completed independently.	1 hour	Supervision: Direct Guidance: Direct Resources: Permitted Collaboration: Not permitted	AO2	[8]
The 'team' will need to create an action plan for the event. No marks will be awarded for this, but it must be submitted to your teacher prior to the event.							
2.2.3	(c)	Create an action plan for your individual responsibilities to capture the following information for your proposed event. You should consider: <ul style="list-style-type: none"> monitoring sequencing timing 	Typed/written action plan This must be completed independently.	1 ½ hours	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO2	[12]

Task 3

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.3	3	PREPARING AND RUNNING AN EVENT					52
2.3.1	(a)	<p>Plan for your event.</p> <p>You should consider the following factors which may affect customer service before, during and after the event:</p> <ul style="list-style-type: none"> customer types including individuals, groups and families, different ages, and specific needs use of technology use of administration, event information documents and post event feedback. 	<p>Written report, including relevant planning documents (booking feedback, equipment forms).</p> <p>This must be completed independently.</p>	1 ½ hours	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO2	[12]
2.3.2	(b)	<p>Plan for health and safety and staff training at your event.</p> <p>You should include:</p> <ul style="list-style-type: none"> first aid risk assessment emergency procedures staffing and scheduling. 	<p>Risk assessment of the event including first aid and emergency procedures.</p> <p>This must be completed independently.</p>	¾ hour	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>		[6]
2.3.2	(c)	<p>Participate in the event briefing immediately prior to the event.</p> <p>You should include:</p> <ul style="list-style-type: none"> staff briefing: <ul style="list-style-type: none"> induction specific role preparation for customer FAQs full event briefings. 	<p>Teacher observation of staff briefing and induction session.</p> <p>This must be completed as a group activity.</p>	¾ hour	<p>Supervision: Direct</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Permitted</p>		[6]

2.3.3	(d)	<p>Run your event</p> <p>You should demonstrate the following:</p> <p>The principles and features of customer service including:</p> <ul style="list-style-type: none"> • a welcoming and courteous manner at all points of contact • your ability to build strong customer relationships, excellent communication skills, both verbal and non-verbal • your ability to identify customer needs and expectations and meet/exceed these expectations <p>your ability to encourage feedback from customers; respond to feedback and provide services and facilities for customers.</p>	<p>Teacher Observation Record.</p> <p>This must be completed as a group activity.</p>	3 hours	<p>Supervision: Direct</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Permitted</p>	AO2	[28]
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Task 4

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.4	Event evaluation						
	4.					32	
2.4.1	(a)	<p>Assess the success of the event</p> <p>You should provide a review of your event and consider the following:</p> <ul style="list-style-type: none"> • did the event achieve its SMART objectives? • did the event meet budgetary requirements? • how well were customer needs and expectations met? • were the required policies and procedures followed by team members? 	<p>Written report.</p> <p>This must be completed independently.</p>		<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO3	[6]
2.4.2	(b)	<p>Review customer feedback.</p> <p>You should:</p> <ul style="list-style-type: none"> • address areas for improvement for future events • collate, display and analyse results • draw conclusions based on research results. 	<p>Written report.</p> <p>This must be completed independently.</p>	3 ½ hours	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO3	[14]
2.4.3	(c)	<p>Review own performance</p> <p>You should identify:</p> <ul style="list-style-type: none"> • areas of improvement in terms of your role within the team, how you responded to instructions, dealt with customers, and helped to meet the event objectives • your own strengths and weaknesses relating to planning, coordinating and delivering the event. 	<p>Written report or recorded discussion with teacher.</p> <p>This must be completed independently.</p>		<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO3	[6]

2.4.4	(d)	<p>Review performance of others. You should review the strengths and weaknesses of individuals within your teams. Within this, you must:</p> <ul style="list-style-type: none"> • identify the team’s areas for improvement in terms of their roles within the team, how they responded to instructions, dealt with customers and helped to meet the event objectives • identify the team’s strengths and weaknesses relating to planning, coordinating and delivering the event. 	<p>Written report. This must be completed independently.</p>		<p>Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted</p>	AO3	[6]
Total marks:						[120]	

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Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

Supervision

Two levels of supervision feature throughout the Unit 2 Events Controlled Assessment:

Direct	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates are within direct sight of the supervisor throughout the session(s)• display materials which might provide assistance are removed or covered• there is no access to e-mail, the internet or mobile phones• candidates complete their work independently• interaction with other candidates does not occur• no assistance of any description is provided.• candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. <p>Where direct supervision is specified, the centre must ensure that the JCQ</p>
Indirect	<p>Candidates do not need to be directly supervised at all times. The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates participate in the assessment• there is sufficient supervision to ensure that work can be authenticated• the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>

Guidance

Two levels of guidance feature throughout the Unit 2 Events Controlled Assessment:

Category of Advice/Feedback: <i>Teachers can:</i>		Indirect
Review candidates' work and provide oral and written advice at a general level.	x	✓
Evaluate progress to date and propose broad approaches for improvement.	x	x
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x	x
Intervene personally to improve the presentation or content of work.	x	x

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

Resources

In Unit 2, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

Two levels of control for resources feature throughout the Unit 2 Events Controlled Assessment:

Not permitted	<p>The use of resources is not allowed.</p> <p>Access to the Internet is not permitted.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.</p>
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Permitted	<p>Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications or subject-specific guidance.</p>
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Centres should refer to the WJEC guidance Malpractice-a-guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Collaboration

Two levels of guidance feature throughout the Unit 2 Events Controlled Assessment:

Not permitted	Candidates should not collaborate in any way during the task.
Permitted	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 14 hours. Candidates cannot exceed this time. In terms of time controls, Unit 2 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Mark scheme

Guidance

Assessment grids for controlled assessment - Unit 2

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	A01	A02	A03
Excellent	<ul style="list-style-type: none"> • Aware of a wide range of detailed and accurate knowledge. • Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> • Knowledge and understanding is consistently applied to the context of the question/task. • Practical skills are consistently and effectively applied and are of a high standard. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a highly effective way. • Evidence is selected to construct an effective and balanced argument. • Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> • Effective and precise use of terminology. 	<ul style="list-style-type: none"> • Is able to form a fully developed and thorough interpretation that is fully accurate. 	
Good	<ul style="list-style-type: none"> • Has a range of detailed and accurate knowledge. • Demonstrates well developed understanding that is relevant to the demands of the question. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied to the context of the question/task. • Practical skills are effectively applied and are of a high to medium standard. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in an effective way. • Evidence is selected to construct a developed argument, that may not be presented in equal measure.
Good	<ul style="list-style-type: none"> • Precise use of terminology. 	<ul style="list-style-type: none"> • Is able to form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> • Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.

Satisfactory	<ul style="list-style-type: none"> • Includes accurate knowledge. • Demonstrates sound understanding that is relevant to the demands of the question/task • Generally precise use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is mainly applied to the context of the question/task. • Practical skills are appropriately applied and are of a medium standard. • Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in an appropriate and sound way. • Evidence is selected to construct a sound argument OR • Evidence is selected to construct a detailed one-sided argument. • Evaluation that offers some judgements, with some link between conclusions and evidence.
Basic	<ul style="list-style-type: none"> • Shows some accurate knowledge. • Demonstrates partial understanding that is relevant to the demands of the question. • Some use of appropriate terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is partially applied to the context of the question/task. • Practical skills are of a medium to low-level standard. • Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. • Evidence is selected to construct a one-sided argument • Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
Limited	<ul style="list-style-type: none"> • Limited knowledge with some relevance to the topic or question. • Little or no development seen. • Very little or no use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied in a minimal manner to the context of the question/task. • Practical skills are of a low-level standard. • Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used with limited competence. • Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Unit 2 Planning and running an event

Assignment mark scheme

Task 1

Task 1 (a)	<i>Outline a proposal plan for an event in your school.</i>	[10 marks]
Band	AO1: Demonstrate knowledge and understanding from across the specification.	
	9-10 marks	
4	<p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a wide range of detailed and accurate knowledge and understanding of how to write a proposal plan for an event • fully developed understanding that shows relevance to the demands of the task • a detailed and effective proposal plan • full consideration of all aspects of event proposals and planning • effective and precise use of terminology. 	
	6-8 marks	
3	<p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of accurate knowledge and understanding of how to write a proposal plan for an event • developed understanding that is relevant to the demands of the task • a detailed proposal plan • consideration of aspects of event proposals and planning • precise use of terminology. 	
	3-5 marks	
2	<p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some accurate knowledge and understanding of how to write a proposal plan for an event • partial understanding that is relevant to the demands of the task • a proposal plan • some consideration of aspects of event proposals and planning • some appropriate use of terminology. 	
	1-2 marks	
1	<p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited accurate knowledge and understanding of how to write a proposal plan for an event • little understanding that is relevant to the demands of the task • a limited proposal plan • limited consideration of aspects of event proposals and planning • very little or no use of terminology. 	
	0 marks	
	Response not credit worthy or not attempted.	

Task 2

<p>Task 2 (a) <i>Allocate the roles within your team</i></p> <p><i>You should consider:</i></p> <ul style="list-style-type: none"> • <i>roles</i> • <i>responsibilities</i> • <i>qualities.</i> <p style="text-align: right;">[6 marks]</p>	
Band	AO2: <i>Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
3	<p style="text-align: center;">5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • Highly effective application of knowledge and understanding of the roles and responsibilities of individuals within a team • detailed and effective reasoning for the roles and responsibilities of all team members • full consideration of the qualities needed for each member of the team.
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective application of knowledge and understanding of the roles and responsibilities of individuals within a team • detailed reasoning for the roles and responsibilities of all team members. • consideration of the qualities needed for each member of the team.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the roles and responsibilities of individuals within a team • some reasoning for the roles and responsibilities of all team members • some consideration of the qualities needed for each member of the team.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Task 2 (b)	<p><i>Produce a written reflection of the planning process for your event. You must keep a record of all documentation and include how to:</i></p> <ul style="list-style-type: none"> • <i>achieve the event objectives</i> • <i>follow relevant policies and procedures</i> • <i>meet customer needs and expectations.</i> <p style="text-align: right;">[8 marks]</p>
Band	<p>AO2: <i>Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i></p>
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective application of knowledge and understanding of how to organise an event resulting in a detailed and effective record of all documentation • full consideration of how all objectives could be achieved • highly effective knowledge and understanding of policies and procedures relevant to the event • full consideration of how to meet customer needs and expectations.
3	<p style="text-align: center;">5-6 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective application of knowledge and understanding of how to organise an event resulting in a detailed record of all documentation • consideration of how most objectives could be achieved • effective knowledge and understanding of policies and procedures relevant to the event • consideration of how to meet customer needs and expectations.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of how to organise an event resulting in a partial record of all documentation • some consideration of how some objectives could be achieved • some knowledge and understanding of policies and procedures relevant to the event • some consideration of how to meet customer needs and expectations.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • minimal application of knowledge and understanding of how to organise an event resulting in a limited record of all documentation • limited consideration of how objectives could be achieved • minimal knowledge and understanding of policies and procedures relevant to the event • limited consideration of how to meet customer needs and expectations.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 2 (c) Create an action plan for your individual responsibilities to capture the following information for your proposed event.

Candidates should consider:

- monitoring
- sequencing
- timing.

[12 marks]

Band	AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;">10-12 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective application of knowledge and understanding resulting in a detailed and effective action plan • full consideration in terms of monitoring the event • highly effective knowledge and understanding in sequencing and timing which has been fully considered, resulting in a plan which is clear and easy to follow.
3	<p style="text-align: center;">7-9 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective application of knowledge and understanding resulting in a detailed action plan • consideration in terms of monitoring the event • effective application of knowledge and understanding in sequencing and timing which has been considered, resulting in a plan which is easy to follow.
2	<p style="text-align: center;">4--6 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding resulting in an action plan • some consideration in terms of monitoring the event • some application of knowledge and understanding of sequencing and timing which has been partially considered resulting in a partial plan.
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited application of knowledge and understanding resulting in an action plan • minimal consideration in terms of monitoring the event • limited application of knowledge and understanding of sequencing and timing which has been minimally considered resulting in an unfinished plan.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 3 (a)	<p>Plan for your event</p> <p>Candidates should consider the following factors which may affect customer service, before, during and after the event:</p> <ul style="list-style-type: none"> customer types including individuals, groups and families, different ages, and specific needs use of technology use of administration, event information documentation and post event feedback. <p style="text-align: right;">[12 marks]</p>
Band	AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;">10-12 marks</p> <p>An excellent response which demonstrates highly effective:</p> <ul style="list-style-type: none"> application of knowledge and understanding of the factors affecting customer service provided at events including before, during and after the event use of technology application of knowledge and understanding of the use of administration, event information documentation and post event feedback.
3	<p style="text-align: center;">7-9marks</p> <p>A good response which demonstrates effective:</p> <ul style="list-style-type: none"> application of knowledge and understanding of the factors affecting customer service provided at events including before, during and after the event use of technology application of knowledge and understanding of the use of administration, event information documentation and post event feedback.
2	<p style="text-align: center;">4-6 marks</p> <p>A basic response which demonstrates some:</p> <ul style="list-style-type: none"> application of knowledge and understanding of the factors affecting customer service provided at events including before, during and after the event use of technology application of knowledge and understanding of the use of administration, event information documentation and post event feedback.
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates limited:</p> <ul style="list-style-type: none"> application of knowledge and understanding of the factors affecting customer service provided at events including before, during and after the event use of technology application of knowledge and understanding of the use of administration, event information documentation and post event feedback.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 3 (b)	<p><i>Plan for health and safety, and staff training at your event.</i></p> <p><i>Candidates should consider the following:</i></p> <ul style="list-style-type: none"> • <i>first aid</i> • <i>risk assessment</i> • <i>emergency procedures</i> • <i>staffing and scheduling.</i> <p style="text-align: right;">[6 marks]</p>
Band	AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
3	<p style="text-align: center;">5-6 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • detailed and effective application of knowledge and understanding of the health and safety requirements for events resulting in a detailed risk assessment • effective knowledge and understanding of the use of first aid and emergency procedures.
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • detailed application of knowledge and understanding of the health and safety requirements for events resulting in a comprehensive risk assessment • knowledge and understanding of the use of first aid and emergency procedures.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the health and safety requirements for events resulting in a risk assessment • some knowledge and understanding of the use of first aid and emergency procedures.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 3 (c)	<p>Participate in the event briefing immediately prior to the event.</p> <p>You should include:</p> <ul style="list-style-type: none"> • staff briefing: <ul style="list-style-type: none"> • induction • specific role • preparation for customer FAQs • full event briefings. <p style="text-align: right;"><i>[6 marks]</i></p>
Band	AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
3	<p style="text-align: center;">5-6 marks</p> <p>A very good demonstration where the candidate:</p> <ul style="list-style-type: none"> • fully participates and in the staff briefing • effectively briefs staff • fully prepares staff for all FAQs • pays full attention to detail in the full event briefing.
2	<p style="text-align: center;">3-4 marks</p> <p>A good response demonstration where the candidate:</p> <ul style="list-style-type: none"> • participates in the staff briefing • briefs staff • prepares staff for most FAQs • pays attention to detail in the full event briefing.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic demonstration where the candidate:</p> <ul style="list-style-type: none"> • partially participates in staff briefing • partially briefs staff • prepares staff for some FAQs • pays some attention to detail in the full event briefing.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 3 (d) Run your event

Candidates should consider demonstrating the following:

The principles and features of customer service including:

- *a welcoming and courteous manner at all points of contact*
 - *the ability to build strong customer relationships, excellent communication skills, both verbal and non-verbal*
 - *the ability to identify customer needs and expectations and meet/exceed these expectations*
 - *the ability to encourage feedback from customers; respond to feedback and provide services and facilities for customers.*
- [28 marks]**

Band	AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
5	<p style="text-align: center;">24-28 marks</p> <p>The candidate demonstrates an excellent application of knowledge and understanding of the features of customer service by:</p> <ul style="list-style-type: none"> • demonstrating all of the principles of customer service throughout the event • demonstrating a wide range of skills required to run a successful event and fully engages with customers at all times • demonstrating a highly effective courteous manner at all points of contact • demonstrating highly effective ability to build customer relationships • demonstrating highly effective communication skills, both verbal and non-verbal • fully identifying, meeting/exceeding all customer needs and expectations throughout the event • demonstrating the ability to fully encourage and respond to feedback from customers at all times.
4	<p style="text-align: center;">18-23 marks</p> <p>The candidate demonstrates a good application of knowledge and understanding of the features of customer service by:</p> <ul style="list-style-type: none"> • demonstrating most of the principles of customer service throughout the event • demonstrating a range of skills required to run a successful event and engages with customers most of the time • demonstrating an effective courteous manner at all points of contact • demonstrating effective ability to build customer relationships • demonstrating effective communication skills, both verbal and non-verbal • identifying, meeting/exceeding most customer needs and expectations throughout the event • demonstrating the ability to encourage and respond to feedback from customers most of the time.

<p style="text-align: center;">3</p>	<p style="text-align: center;">12-17 marks</p> <p>The candidate demonstrates a satisfactory application of knowledge and understanding of the features of customer service by:</p> <ul style="list-style-type: none"> • demonstrating some of the principles of customer service during the event • demonstrating skills required to run a successful event and engages with customers some of the time • demonstrating a courteous manner at most points of contact • demonstrating the ability to build customer relationships • demonstrating communication skills • identifying and meeting some customer needs and expectations during the event • demonstrating the ability to encourage and/or respond to feedback from customers most of the time.
<p style="text-align: center;">2</p>	<p style="text-align: center;">6-11 marks</p> <p>The candidate demonstrates a basic application of knowledge and understanding of the features of customer service by:</p> <ul style="list-style-type: none"> • demonstrating some of the principles of customer service during some of the event • demonstrating some skills required to run a successful event • demonstrating a partially courteous manner at some points of contact • demonstrating some ability to build customer relationships • demonstrating some communication skills • identifying and meeting some customer needs and expectations during some of the event • demonstrating the ability to encourage or respond to feedback from customers some of the time.
<p style="text-align: center;">1</p>	<p style="text-align: center;">1-5 marks</p> <p>The candidate demonstrates a limited application of knowledge and understanding of the features of customer service by:</p> <ul style="list-style-type: none"> • demonstrating a limited number of principles of customer service during the event • demonstrating limited skills required to run a successful event • demonstrating a minimally courteous manner at few points of contact • demonstrating limited ability to build customer relationships • demonstrating limited communication skills • identifying and/or meeting few basic customer needs during the event • demonstrating the ability to respond to feedback from customers some of the time.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 4 (a) Assess the success of the event

Candidates should provide a review of their event and consider the following:

- did the event achieve its SMART objectives?
- did the event meet budgetary requirements?
- how well were customer needs and expectations met?
- were the required policies and procedures followed by team members?

[6 marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions
3	<p style="text-align: center;">5-6 marks</p> <p>The candidate demonstrates a very good assessment of their event by:</p> <ul style="list-style-type: none"> • effective reasoning with clear and relevant links between set SMART objectives and the achievements of the event • effectively assessing budgetary requirements • fully considering whether customer needs and expectations were met • fully considering the following of required policies and procedures by team members.
2	<p style="text-align: center;">3-4 marks</p> <p>The candidate demonstrates a good assessment of their event by:</p> <ul style="list-style-type: none"> • reasoning with relevant links between set SMART objectives and the achievements of the event • assessing budgetary requirements • considering whether customer needs and expectations were met • considering the following of required policies and procedures by team members.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate demonstrates a basic assessment of their event by:</p> <ul style="list-style-type: none"> • some reasoning with some links between set SMART objectives and the achievements of the event • partially assessing budgetary requirements • partially considering whether customer needs and expectations were met • partially considering the following of required policies and procedures by team members.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 4 (b)	<p><i>Review customer feedback.</i> <i>Candidates should:</i></p> <ul style="list-style-type: none"> • <i>address areas for improvement for future events</i> • <i>collate, display and analyse results</i> • <i>draw conclusions based on research results.</i> <p style="text-align: right;">[14 marks]</p>
Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions
4	<p style="text-align: center;">12-14 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • detailed and effective analysis and evaluation of customer feedback • full consideration of areas for improvement resulting in a wide range of recommendations, demonstrating that the candidate has clearly reflected on feedback • detailed and effective collation, display and analysis of customer feedback • clear judgements with relevant links between customer feedback and drawn conclusions.
3	<p style="text-align: center;">8-11 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • detailed analysis and evaluation of customer feedback • consideration of areas for improvement resulting in a range of recommendations, demonstrating that the candidate has reflected on feedback • detailed collation, display and analysis of customer feedback • judgements with relevant links between customer feedback and drawn conclusions.
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some analysis and evaluation of customer feedback • some consideration of areas for improvement resulting in some recommendations, demonstrating that the candidate has reflected on feedback • partial collation, display and analysis of customer feedback • some judgements with partial links between customer feedback and conclusions.
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited analysis and evaluation of customer feedback • minimal consideration of areas for improvement resulting in few recommendations, demonstrating that the candidate has not reflected on feedback. • minimal collation, display and analysis of customer feedback • minimal judgements with limited links between customer feedback and conclusions.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 4 (c) Review own performance

Candidates should provide a review of their own performance and identify:

- areas of improvement in terms of their role within the team, how they responded to instructions, dealt with customers, helped to meet the event objectives
- their own strengths and weaknesses relating to planning, coordinating and delivering the event.

[6 marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions
3	<p style="text-align: center;">5-6 marks</p> <p>The candidate demonstrates a very good analysis and evaluation by:</p> <ul style="list-style-type: none"> • producing a detailed and effective review of their own performance with a range of different areas identified for improvement detailing how they: <ul style="list-style-type: none"> • responded effectively to instructions • dealt effectively with customers • helped to meet all of the event objectives • fully identifying own strengths and weaknesses related to all aspects of planning, coordinating and delivering the event with detailed and effective understanding.
2	<p style="text-align: center;">3-4 marks</p> <p>The candidate demonstrates a good analysis and evaluation by:</p> <ul style="list-style-type: none"> • producing a detailed review of own performance with some different areas identified for improvement detailing how they: <ul style="list-style-type: none"> • responded to instructions • dealt a with customers • helped to meet most of the event objectives • identifying own strengths and weaknesses related to aspects of planning, coordinating and delivering the event with detailed understanding.
1	<p style="text-align: center;">1-2marks</p> <p>The candidate demonstrates a very good analysis and evaluation by:</p> <ul style="list-style-type: none"> • producing a partial review of own performance detailing how they: <ul style="list-style-type: none"> • responded to some instructions • dealt with some customers • helped to meet some of the event objectives • partially identifying own strengths and weaknesses related to aspects of planning, coordinating and delivering the event with some understanding
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Task 4 (d) Review performance of others
 Candidates should review the strengths and weaknesses of individuals within their teams specifically:

- identify the team's areas for improvement in terms of their roles within the team, how they responded to instructions, dealt with customers and helped to meet the event objectives
- identify the team's strengths and weaknesses relating to planning, coordinating and delivering the event.

[6 marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions
3	<p style="text-align: center;">5-6 marks</p> <p>The candidate demonstrates a very good analysis and evaluation by:</p> <ul style="list-style-type: none"> • producing a detailed and effective review of the performance of individual team members with a range of different areas identified for improvement • fully commenting on how team members: <ul style="list-style-type: none"> • responded to instructions • dealt with customers • helped to meet the event objectives • fully identifying others' strengths and weaknesses related to all aspects of planning, coordinating and delivering the event with detailed and effective understanding.
2	<p style="text-align: center;">3-4 marks</p> <p>The candidate demonstrates a good analysis and evaluation by:</p> <ul style="list-style-type: none"> • producing a detailed review of the performance of individual team members with different areas identified for improvement • commenting on how team members: <ul style="list-style-type: none"> • responded to instructions • dealt with customers • helped to meet the event objectives • identifying others' strengths and weaknesses related to most aspects of planning, coordinating and delivering the event with detailed understanding.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate demonstrates a basic analysis and evaluation by:</p> <ul style="list-style-type: none"> • producing a partial review of the performance of individual team members • partially commenting on how team members: <ul style="list-style-type: none"> • responded to instructions • dealt with customers • helped to meet the event objectives • identifying others' strengths and weaknesses related to some aspects of planning, coordinating and delivering the with some understanding.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Mapping of question to specification and assessment objectives

Unit 2

Tasks	Specification content (main focus)														Mark allocation				
	Topic and Section														Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	2.1					2.2			2.3			2.4							
2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.2.1	2.2.2	2.2.3	2.3.1	2.3.2	2.3.3	2.4.1	2.4.2	2.4.3	2.4.4					
1 a	✓	✓	✓	✓	✓											10	10		
2a						✓										6		6	
2b							✓									8		8	
2c								✓								12		12	
3a									✓							12		12	
3b									✓							6		6	
3c									✓							6		6	
3d										✓						28		28	
4a											✓					6			6
4b												✓				14			14
4c													✓			6			6
4d														✓		6			6
Total marks																120	10	78	32