

**Performance Descriptions for  
Foundation, Advanced and Higher  
Principal Learning Qualifications in  
Environmental and Land-Based Studies**



July 2011

Ofqual/11/4892

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## **Phase 2 Lines of Learning**

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to:

- help awarding organisations in designing mark band statements that reflect agreed standards, thus helping to ensure parity across awarding organisations;
- help awarding organisations in designing principal learning qualifications that are pitched at the right level; and
- contribute towards contextualising the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning.

The performance descriptions describe two levels of performance.

### **Pass**

At the bottom of the acceptable range, this is the minimum level of performance for a learner to pass a principal learning qualification.

### **Top**

At the top of the acceptable range, this is what can reasonably be expected of a high-attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of line of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Specifications are issued as they stand so that awarding organisations can begin using them as soon as possible to develop their principal learning qualifications.

*Please note: the numerical references used for performance descriptions do not bear any relationship to those used for lines of learning criteria or those which may be used in subsequent qualifications.*

## Level 1

<p><b>Pass</b></p> <p><i>A typical learner will carry out basic, routine tasks safely and responsibly to an acceptable standard with significant supervision and guidance.</i></p> <p><i>The typical learner will have a basic awareness of some of the key factors in the environmental and land-based sector.</i></p>	<p><b>Top</b></p> <p><i>The typical learner will carry out basic, routine tasks responsibly, safely and to a high standard with minimal supervision and guidance.</i></p> <p><i>The typical learner will have a greater awareness of some of the key factors in the in the environmental and land-based sector.</i></p>
<p>1.1 Identify the key components of the natural environment and some of the relationships between them.</p>	<p>1.1 Identify and describe a wide range of components of the natural environment and highlight key relationships between them.</p>
<p>1.2 Identify key ways in which land-based production, systems and services use the environment.</p>	<p>1.2 Explain key ways in which land-based production, systems and services use and change different environments.</p>
<p>1.3 Identify the roles, practical and personal skills needed across the sector and follow health and safety guidelines.</p>	<p>1.3 Recognise and describe key roles and apply a range of appropriate practical and personal skills in context, in line with health and safety guidelines.</p>
<p>1.4 Care for plants and animals safely and in line with good practice guidelines, commenting on their actions.</p>	<p>1.4 Care effectively for plants and animals safely in line with good practice, giving appropriate reasons for their actions.</p>
<p>1.5 Identify the links between and value of plants, animals and human activity.</p>	<p>1.5 Identify and explain the links between a wide range of plants, animals and humans and comment on their relative value.</p>
<p>1.6 Identify some key impacts humans have on the environment in different settings and recognise why sustainability is important.</p>	<p>1.6 Identify key impacts humans have on the environment on a local and global scale and explain why sustainability is important.</p>

## Level 2

<p><b>Pass</b></p> <p>The typical learner will carry out routine tasks safely with significant guidance and recall knowledge with some accuracy and understanding.</p>	<p><b>Top</b></p> <p>The typical learner will carry out routine tasks safely and skilfully with minimal guidance, recall knowledge with accuracy, demonstrating comprehensive understanding.</p>
<p>2.1 Describe some of influences of the environment on ecosystems, using some terms correctly.</p>	<p>2.1 Explain the major influences and significance of the environment on ecosystems, using most terms correctly.</p>
<p>2.2 Describe some of the products, services and organisations and demonstrate some of the personal and workplace skills needed.</p>	<p>2.2 Recognise and describe most of the products, services and organisations and the key-related personal and workplace skills.</p>
<p>2.3 Carry out routine plant care tasks safely in line with scientific and technological principles.</p>	<p>2.3 Carry out routine plant care tasks systematically, effectively and safely, in line with scientific and technological principles.</p>
<p>2.4 Carry out routine animal care tasks safely in line with appropriate scientific, technological and welfare principles</p>	<p>2.4 Carry out routine animal care tasks systematically, effectively and safely, in line with scientific technological and welfare principles.</p>
<p>2.5 Identify some of the roles of plants and animals and describe their importance to society.</p>	<p>2.5 Explain the roles and interdependence of plants and animals in relation to society.</p>
<p>2.6 Describe the relevance of sustainability to society.</p>	<p>2.6 Explain the critical importance of sustainability to society.</p>
<p>2.7 Investigate and monitor the environment over time, with limited interpretation.</p>	<p>2.7 Explain the implications of monitoring through carrying out investigation of the environment over time.</p>
<p>2.8 Identify and describe some of the uses and impact of energy sources to production, processing and distribution</p>	<p>2.8 Explain respective/ relative impact and uses of a range of energy sources to production, processing and distribution</p>

## Level 3

<p><b>Pass</b></p> <p>The typical learner will analyse information, apply knowledge and skills and make reasoned judgments. The typical learner will also select or use an appropriate range of techniques/processes with some attention to detail and some degree of independence, where appropriate. The typical learner will use some relevant terminology.</p>	<p><b>Top</b></p> <p>The typical learner will analyse, interpret and evaluate information, applying a range of knowledge and skills and make reasoned judgments. The typical learner will also select, justify and use an appropriate and diverse range of techniques/processes with significant attention to detail and degrees of independence, where appropriate. The typical learner will use relevant terminology extensively and accurately.</p>
<p>3.1 Analyse a range of key ecological principles, characteristics and drivers and their effects on the environment, using correct terms.</p>	<p>3.1 Analyse and evaluate a comprehensive range of ecological principles, characteristics and drivers and their effects on the environment, using correct terms.</p>
<p>3.2 Plan and carry out the management of a range of natural resources in line with good practice with some justification.</p>	<p>3.2 Plan and carry out the systematic management of a range of natural resources in line with industry practice, with detailed justification.</p>
<p>3.3 Identify and explain how an organisation operates in terms of skills, structure, functions, management and responsibilities with some awareness of the national and global context.</p>	<p>3.3 Identify and analyse the key elements of managing a successful organisation in terms of skills, structure, functions, management and responsibilities within a local, national and global context.</p>
<p>3.4 Describe a range of structures, functions, principles and systems that support the management of resources and identify connections between them.</p>	<p>3.4 Explain a comprehensive range of structures, functions, principles, systems that support the management of resources and analyse the interrelationships between them.</p>
<p>3.5 Analyse the relationships and interdependence of plants, animals and people and identify their impact on the</p>	<p>3.5 Evaluate the relationships and interdependence of plants, animals and people and analyse their impact on the</p>

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environment.	environment.
3.6 Explain the main health and safety risks and obligations and recommend appropriate safe working practices, giving reasons.	3.6 Explain the main health and safety risks and obligations recommend and justify how they can be managed on the basis of appropriate evidence.
3.7 Explain the principles and practices of the global sustainable development of resources and plan how they can be managed locally, taking some account of stakeholder interests and relevant policies, ethics and practices.	3.7 Critically evaluate the issues underlying the principles and practices of the global sustainable development of resources and plan how they can be managed locally, taking account of stakeholder interests and effectively addressing relevant policies, ethics and practices
3.8 Identify key issues affecting the future of the sector and analyse the global impact of changing processes and systems at an individual and/or organisational level	3.8 Analyse and evaluate key issues affecting the future of the sector and the global impact of changing processes and systems at an individual and/or organisational level
3.9 Select and use a range of appropriate research and analysis methods and skills in a sector context, with limited interpretation	3.9 Select and use a range of appropriate research and analysis methods and skills systematically in a sector context, with interpretation

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First published by the Office of Qualifications and Examinations Regulation in 2011

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