



# LEVEL 1/2 VOCATIONAL AWARDS (TECHNICAL AWARDS)

## GUIDANCE FOR TEACHING ASSESSMENT GUIDE

VERSION 1



## Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualifications (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

## Aims of the Assessment Guide

The principal aim of the Assessment Guide is to help teachers to understand how we assess our vocational qualifications (Technical Awards). This will support teachers in better understanding how to prepare their learners for the assessment of the different units in each qualification.

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## Getting the most from our specification and sample assessment materials (SAMs)

When we develop new qualifications, we produce two documents that you will find useful:

- **Specification** – this covers all the information and skills that learners are expected to know by the end of their course.
- **Sample Assessment Materials (SAMs)** – these are sample exam papers (and, where appropriate, sample Controlled Assessment tasks) and mark schemes.

This guide builds upon the information in the specification and SAMs to help further your understanding of those documents.

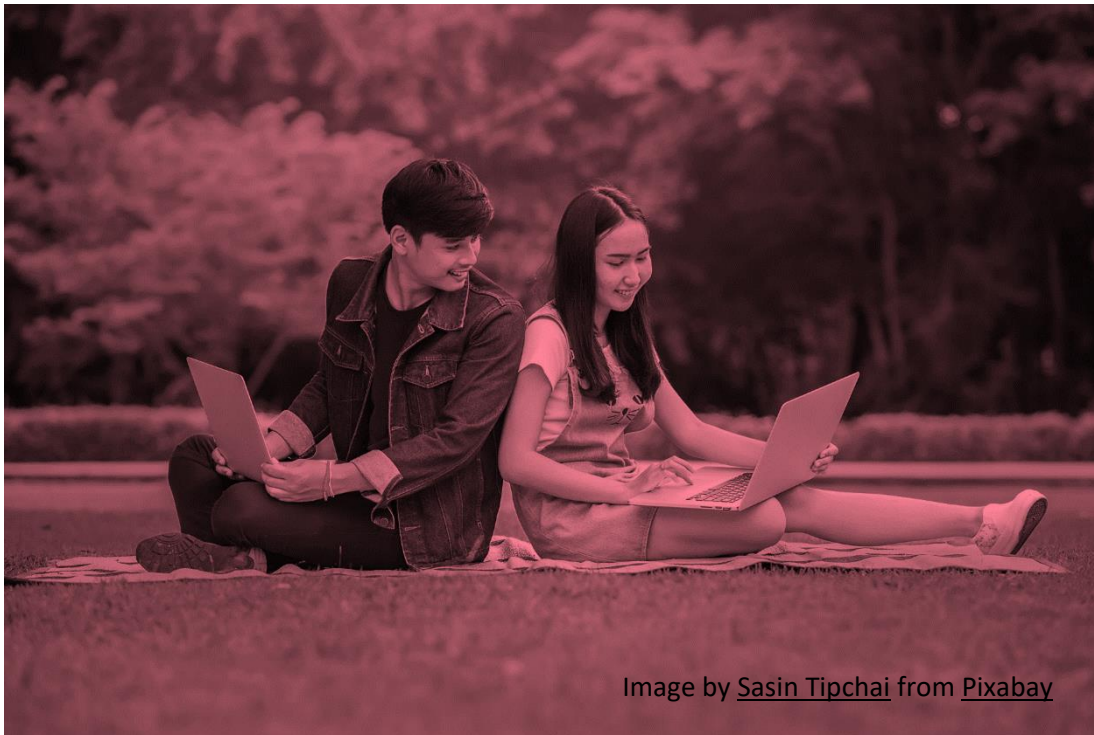


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## How to understand the specification amplification

Learners should be made aware of:

- what specification stems are
- what the specification stems mean.

### Specification Stems

When you look through the specification for our Level 1/2 Vocational Awards, you will notice that in the amplification column, we use a variety of wording before the list of content learners need to know; we call this a stem:

<b>Specification Stem</b>	<div style="background-color: #e91e63; color: white; padding: 2px 5px; font-weight: bold;">Amplification</div> <p>Learners should:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the purpose and function of an operating system</li> <li>• <b>Be able to</b> describe the following features of an operating system</li> </ul>
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Each stem is used for a slightly different reason:

Specification Stem	When it is used
'Learners should know'	This is used for unit content that learners should know.
'Learners should understand'	This is used for unit content where knowledge needs to lead to a sense of understanding.
'Learners should be aware of'	This is used when the volume of content or amplification is quite extensive, and learners do not need to understand all aspects in detail.
'Learners should be able to'	This is used when learners need to apply their knowledge and understanding to a scenario or practical situation.



## How to understand command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

### Command words

Command words are the words and phrases we use in our assessments that tell learners how they should answer the question. These words are linked to the Assessment Objectives which are the skills that learners need to demonstrate in their responses to questions in an examination or tasks in Controlled Assessments.

(a) **State** the most suitable fire extinguisher, in the case of an electrical fire, from the shown below.

**Command word**

The following list is not exhaustive, but will give you a good idea of the command words we typically use for each Assessment Objective (AO):

AO1	Demonstrate knowledge and understanding from across the specification.
Command Word	Requirements of response
Collate	Collect and combine texts, information, or data
Define	State or describe the meaning, exact nature of and/or scope of a term
Describe	Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail
Find	In response to a mathematical problem
Give/import/list/name	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
Identify	Recognise, distinguish and establish what something is
Label	To designate with a name
Match/link	To choose something has the same quality as something
Outline	Set out the main points/provide a brief description or main characteristics A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail
Place	Puts in a particular position
State	Express clearly and briefly

Summarise	Give a shortened version of something, stating its main points without detail
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AO2	Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
Command Word	Requirements of response
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context Use, deploy (skills) appropriately and effectively Put into effect in an appropriate way
Calculate	Work out from given facts, figures or information <b>This command word should only be used in the context of a mathematical question e.g. calculate the value of</b>
Categorise	Arrange into a particular classification or group
Collaborate	Make a contribution to the work of a team, supporting team members as required
Complete	Add necessary items/information
Construct	Create a framework or argument
Demonstrate	Exemplify, describe with reference to examples
Design	Decide upon the look and functioning of something by making or drawing plans
Display	Present information diagrammatically
Draw	Draw a diagram/graph/line/picture
Explain/Clarify	Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail
Illustrate/Show	Use a diagram or words to make clear how a concept or theory works in a particular context Exemplify, describe with reference to examples Refer to a case study or example
Implement/Run	Put (a decision, plan, agreement, etc.) into effect/action
Interrogate	Question formally and systematically
Investigate	Carry out research or study into a subject or problem
Modify	Make changes to give a new orientation to or to serve a new end
Monitor	Observe, check, or keep a continuous record of something
Participate	Play a role in
Place	Put in a particular position
Plan	A detailed proposal for doing or achieving something



<b>Present</b>	Communicate in a way that can be clearly followed and understood
<b>Produce/Create/Make</b>	To create/make/manufacture
<b>Propose</b>	Suggest a course of action based on supported reasons
<b>Record</b>	Obtain and store data and information
<b>Report</b>	To prepare a detailed account or statement about an event or a topic
<b>Select</b>	Make an appropriate choice from a range of options
<b>Suggest</b>	Put forward an idea, reason or course of action
<b>Synthesise</b>	Combine information, objects or ideas
<b>Test</b>	To apply a test as a means of diagnosis
<b>Transform</b>	To change something into a new form
<b>Use</b>	Apply the information provided to a particular theory or concept Employ, take or hold something for a purpose

AO3	AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.
Command Word	Requirements of response
<b>Advise</b>	Suggest a proposal or course of action based on supported reasons
<b>Analyse</b>	Examine an issue in detail/how parts relate to whole, to explain and interpret Examine in detail, break into component parts, examine relationships
<b>Argue</b>	Present a reasoned case
<b>Assess</b>	Make an informed judgement Make a judgement about the quality or value of something
<b>Compare</b>	Identify and comment on/explain similarities and differences
<b>Consider</b>	Look carefully at in order to make a decision
<b>Contrast</b>	Identify and comment on/explain differences
<b>Debate</b>	To argue using opposing viewpoints
<b>Develop</b>	To extend, advance, or elaborate
<b>Discuss</b>	Examine an issue in detail in a structured way, taking into account different ideas
<b>Distinguish</b>	Identify and explain the differences between ideas or topics
<b>Evaluate</b>	Make judgements against criteria, form an idea of the amount, number, or value of something
<b>Examine</b>	Investigate closely, in detail





<b>Judge</b>	To form an opinion/decide upon critically
<b>Justify</b>	Show or prove something to be right or reasonable
<b>Recommend/Improve</b>	To suggest as appropriate
<b>Review</b>	To consider something with the intention making changes if necessary
<b>Support</b>	To maintain or advocate

## How to understand mark schemes

Learners should be made aware of:

- what banded mark schemes are
- how many bands should they expect per question
- what each band means.

### Banded mark schemes

Each question in our assessments will be allocated a number of marks (tariff). How many marks are allocated to a question will determine how many mark bands you will see in the mark scheme (unless the question is points-based – this will feature a mark scheme which lists the points that are acceptable for an answer. These tend to be low-tariff questions):

Mark range for questions and Controlled Assessment criterion per assessment objective	Number of bands
5 to 7*	3
8 to 16	4
More than 17	5

\*may be points based, depending on focus of questions

Each of these bands will use a descriptor. This is an adjective that describes the level of a candidate's performance:

5 bands	
Descriptor / Adjective	
Band 5	Excellent
Band 4	Good
Band 3	Satisfactory
Band 2	Basic
Band 1	Limited

4 bands	
Descriptor / Adjective	
Band 4	Excellent
Band 3	Good
Band 2	Basic
Band 1	Limited

3 bands	
Descriptor / Adjective	
Band 3	Very good
Band 2	Good
Band 1	Basic

It is important to remember that these descriptors are used to describe the range of achievement at Level 1/2 and therefore need to be interpreted in the context of the requirements of a Level 1/2 qualification.

