LEVEL 3 APPLIED QUALIFICATIONS IN BUSINESS

GUIDANCE FOR TEACHING

ASSESSMENT GUIDE



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 3 Applied Qualifications in 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. This will support teachers in better understanding how to prepare their learners for the different assessments 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 undertand 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 3 Applied Qualifications, 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:

Specification Stem

Amplification
Learners should: • **understand** the importance of the effective • use of different resources in support of business enterprise, operations and achievement of aims/objectives. • **be able to** recommend and justify an appropriate type of business ownership for specific businesses.

Each stem is used for a slightly different reason:

Specification Stem	When it is used
'Learners should know'	This is used when learners are required to use direct recall.
'Learners should understand'	This is used when learners are required to demonstrate greater depth than straight identification or recall, for example they can apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate information for a given purpose.
'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 practical situation or demonstrate application of practical skills and techniques.

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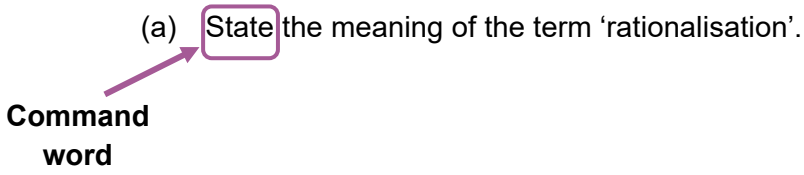
How to understand command words

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.



Not all subjects will use all of the following Assessment Objectives. Check the specification for each individual subject for the relevant Assessment Objectives.

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

AO1	Demonstration of knowledge of content 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.

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Place	Puts in a particular position.
State	Express clearly and briefly.
Summarise	Give a shortened version of something, stating its main points without detail.

AO2	**Application of knowledge and understanding.**
Command Word	**Requirements of response**
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
Calculate	Work out from given facts, figures or information. **This command word will only be used in the context of a mathematical question e.g. calculate the value of.**
Categorise	Arrange into a particular classification or group.
Clarify	Give reasons, make (an idea or situation) clear by describing it in more detail.
Collaborate	Make a contribution to the work of a team, supporting team members as required.
Communicate, write and speak	Share information by speaking or writing.
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	Provide details and reasons for how and why something is the way it is.
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.
Make/Produce/ Create	To create/make/manufacture.
Modify	Make changes to give a new orientation to or to serve a new end.

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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.
Present	Communicate in a way that can be clearly followed and understood.
Propose	Suggest a course of action based on supported reasons.
Record	Obtain and store data and information.
Report	To prepare a detailed account or statement about an event or a topic.
Select	Make an appropriate choice from a range of options.
Suggest	Put forward an idea, reason or course of action.
Test	To apply a test as a means of diagnosis.
Transform	To change something into a new form.
Translate	Change words into a different language.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.

AO3	**Synthesis and evaluation.**
Command Word	**Requirements of response**
Advise	Suggest a proposal or course of action based on supported reasons.
Analyse	Examine an issue in detail/how parts relate to whole, to explain and interpret. Examine in detail, break into component parts, examine relationships.
Argue	Present a reasoned case.
Assess	Make an informed judgement. Make a judgement about the quality or value of something.
Compare	Identify and comment on/explain similarities and differences.
Consider	Take (something) into account when making a judgement or drawing a conclusion.
Contrast	Identify and comment on/explain differences.
Debate	To argue using opposing viewpoints.
Develop	To extend, advance, or elaborate.
Discuss	Examine an issue in detail in a structured way, taking into account different ideas.
Distinguish	Identify and explain the differences between ideas or topics.

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Evaluate	Make judgements against criteria, form an idea of the amount, number, or value of something.
Examine	Investigate closely, in detail.
Judge	To form an opinion/decide upon critically.
Justify	Show or prove something to be right or reasonable.
Recommend/Improve	To suggest as appropriate.
Review	To consider something with the intention making changes if necessary.
Support	To maintain or advocate.
Synthesise	Combine information, objects or ideas.

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
- what points-based mark schemes are.

Our assessments use a mix of banded and points-based mark schemes.

Banded mark schemes

Each question 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 a banded mark scheme.

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

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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 3 and therefore need to be interpreted in the context of the requirements of a Level 3 qualification.

POINTS-BASED MARK SCHEMES

Point-based mark schemes contain key words, statements, or ideas, with a mark awarded for the response the candidate makes that matches the mark scheme.

These can be used:

- when allocating marks per correct answer:

Question		Answer	AO1	AO2	AO3	Total Mark
2. (c)	State the purpose of a statement of financial position.					
	7.1	Award **1 mark** for a valid purpose. **Indicative content** • a statement of financial position provides a snapshot of the financial situation/value of a business at a moment in time • a statement of financial position assesses the position of a business in terms of financial stability and potential risk • a statement of financial position presents information about the assets, liabilities, and equity of a business on a particular date. Credit any other valid response.	1			1

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- for the quality of answers/tasks:

Question		Answer	AO1	AO2	AO3	Total Mark
3. (f)	Explain how Best Look Fashion (BLF) is experiencing barriers to technological change.					
	4.3	Award **1 mark** for a basic explanation, for example: • the proposal is not fully supported by employees or managers Award **2 marks** for a developed explanation, for example: • the proposal is not fully supported by employees because of concerns about the impact of online trading on existing stores/a possible move from high street trading to trading online • the proposal is not supported by the workforce because they struggled with the previous changes to the computer network • the proposal may suffer from leadership inertia/resistance to change because managers are unwilling to rely on the use of even more technology Credit any other valid response.		2		2

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This second type of points-based mark scheme for quality of answers uses the same band descriptors as our banded mark schemes.

Task 1 (b) Select and justify an appropriate form of ownership for your business.			
AO3			
4 marks available			
1 mark	**2 marks**	**3 marks**	**4 marks**
Selection and justification of the business ownership is limited. The form of business ownership may not appropriate for the business proposal. Unsupported selection of ownership. Limited justification of the choice of ownership. Judgements are stated and superficial.	Selection and justification of the business ownership is basic. The form of business ownership may not be appropriate for the business proposal. Some relevant justification is given on the selection of ownership. Generalised judgements are given on the choice of ownership.	Selection and justification of the business ownership is good. The form of business ownership is appropriate for the business proposal. Justification is given to support the form of ownership selected. Detailed judgements on the choice of ownership.	Selection and justification of the business ownership is excellent. The form of business ownership is appropriate for the business proposal. Reasoned justification is given in detail to support the form of ownership selected. Detailed and developed judgements on the choice of ownership.

Task 1 (b) Select and justify an appropriate form of ownership for your business.			
AO3			
4 marks available			
1 mark	**2 marks**	**3 marks**	**4 marks**
Selection and justification of the business ownership is limited. The form of business ownership may not appropriate for the business proposal. Unsupported selection of ownership. Limited justification of the choice of ownership. Judgements are stated and superficial.	Selection and justification of the business ownership is basic. The form of business ownership may not be appropriate for the business proposal. Some relevant justification is given on the selection of ownership. Generalised judgements are given on the choice of ownership.	Selection and justification of the business ownership is good. The form of business ownership is appropriate for the business proposal. Justification is given to support the form of ownership selected. Detailed judgements on the choice of ownership.	Selection and justification of the business ownership is excellent. The form of business ownership is appropriate for the business proposal. Reasoned justification is given in detail to support the form of ownership selected. Detailed and developed judgements on the choice of ownership.

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