

Level 3 Applied Qualifications in Tourism

GUIDANCE FOR TEACHING **ASSESSMENT GUIDE**

Version 2: October 2023



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 assessment of the different units in each qualification.



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Aims of the Guidance for Teaching removed.	2

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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.



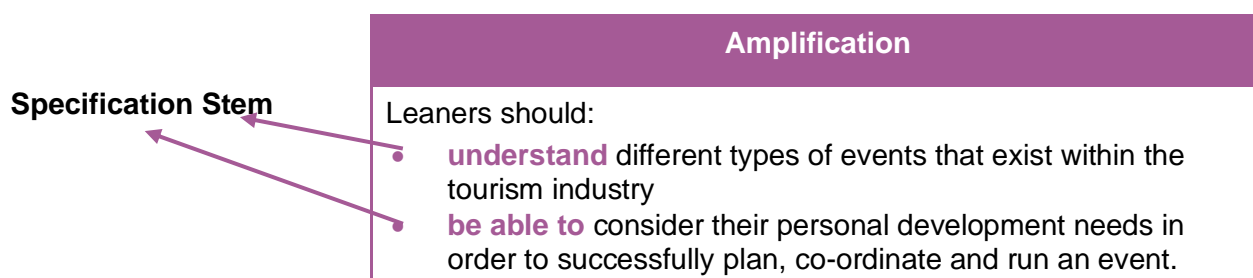
How to understand the specification amplification

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 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:



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.

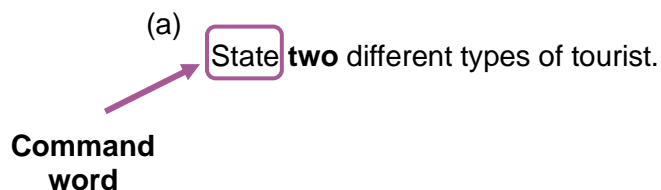
How to understand command words

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.
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.
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.
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

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

Points-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
1.	(a) <i>There are many different sectors within the tourism industry. One of these is attractions. Name four other sectors.</i>	4			4
	<p>Award one mark for each sector, up to a maximum of four marks:</p> <ul style="list-style-type: none"> accommodation providers ancillary organisations events hospitality and entertainment providers supporting organisations: regulatory, trade associations and government tour operators transport providers travel agencies. <p>Credit any other valid response.</p>				

- for the quality of answers/tasks:

Question	Answer	AO1	AO2	AO3	Total Mark
6.	<i>Define what is meant by 'experience seekers' and 'culture buffs'.</i>	2			2
	<p>Award one mark for a basic definition of 'experience seeker', for example:</p> <ul style="list-style-type: none"> inbound target market for the United Kingdom free spirited spontaneous interested in new tourism trends. <p>Award two marks for a more developed definition of 'experience seekers', for example:</p> <ul style="list-style-type: none"> they like holidays full of action and excitement that appeal to their spontaneous and free spirited nature willing to spend on travel and spontaneous experiences they enjoy immersive experiences that allow them to discover unique activities, places, and people and follow new trends spend more and stay longer than other visitors at well-known safe destinations. <p>Credit any other valid response.</p>				

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

Task 4(b)

Investigate the mobile phone and internet/broadband coverage for your chosen location and explain their importance for tourism in that area.

AO2

Marks available

1 mark	2 marks	3 marks	4 marks
A limited investigation into the communication networks. This may seem more description than explanation and may be more generic than specific to the location. Only one communication network may be covered.	A basic investigation into the communication networks of the chosen location. Mobile phone and internet/broadband coverage are both covered but one will be in more detail.	A good, detailed investigation into the communication networks of the chosen location. Mobile phone and internet/broadband coverage are both detailed.	An excellent, highly detailed investigation into the communication networks of the chosen location. Mobile phone and internet/broadband coverage are both highly detailed.

Total: /4

