



Level 3 Alternative Academic Qualification in Food Science and Nutrition



**GUIDANCE FOR
TEACHING**

ASSESSMENT GUIDE

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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 Alternative Academic Qualifications 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 assessment of the different units in each qualification.



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:

	Amplification
Specification Stem	Learners should: • know the chemical terms and models for nutrients and water. • understand the main and secondary sources of all nutrients and be able to classify nutrients.

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.

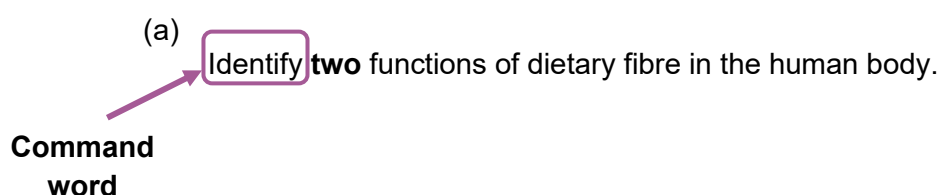
How to understand command words

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

AO4	Selection, use and application of practical skills and techniques
Command Word	Requirements of response
Calculate	Work out from given facts, figures or information. <i>This command word will only be used in the context of a mathematical question e.g. calculate the value of.</i>
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.
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.
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.
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.
Perform/Carry out/Deliver	Carry out, conduct.
Present	Communicate in a way that can be clearly followed and understood.
Record	Obtain and store data and information.
Test	To apply a test as a means of diagnosis.
Transform	To change something into a new form.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.

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		*may be points based, depending on focus of questions
8 to 16	4		
More than 17	5		

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

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

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
9.	(a) <i>Describe the role of the stomach in protein digestion.</i>		3		3
	Award one mark for descriptive statement. The stomach plays a crucial role in protein digestion by secreting gastric juices, including hydrochloric acid (1). Hydrochloric acid lowers the pH, which disrupts the proteins (denaturing), this unfolds the protein structure making them easier for enzymes such as pepsin, to break down (1). This enables the process of breaking down protein molecules into smaller peptides (1). Accept any other suitable response.				

- for the quality of answers/tasks.

