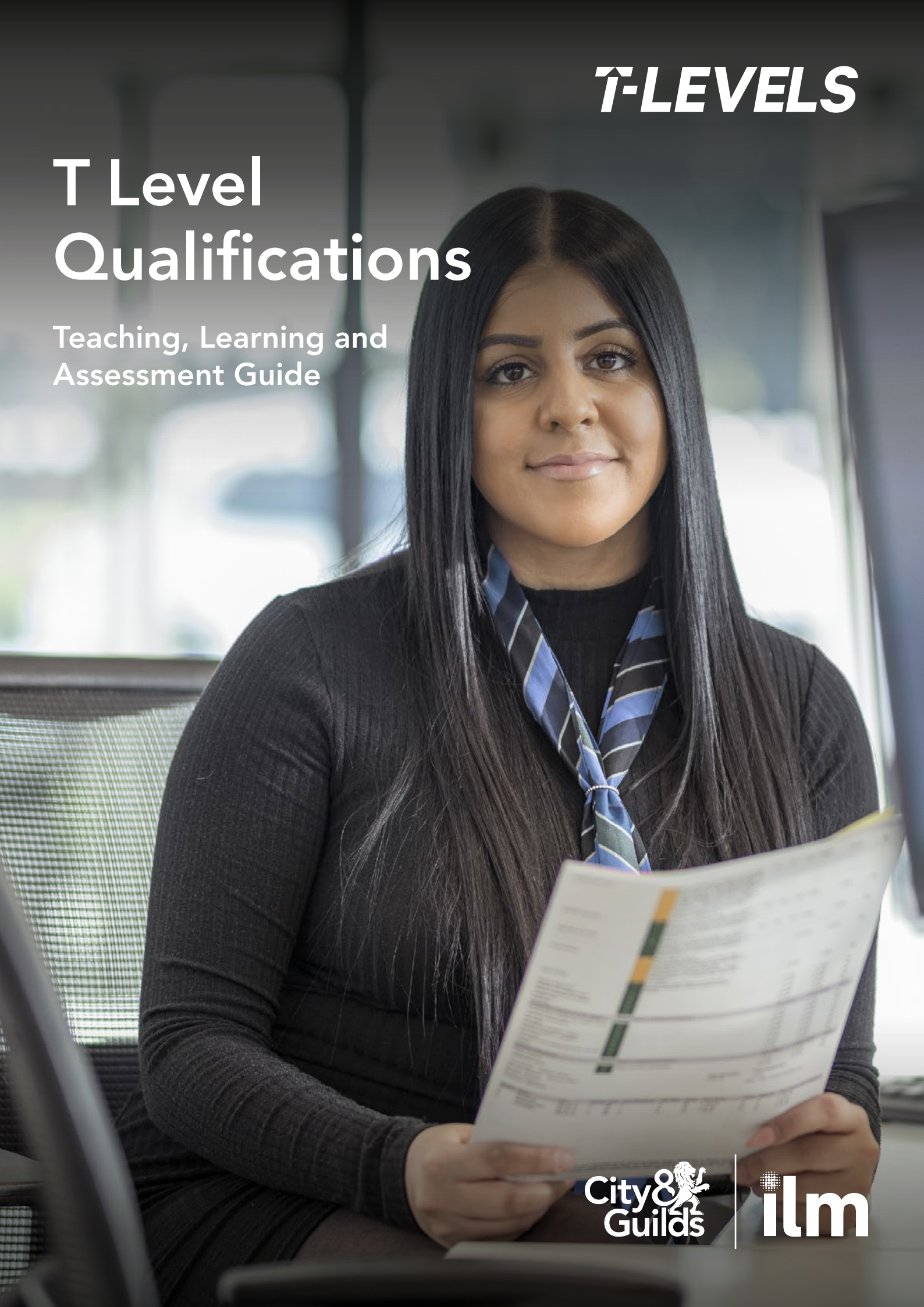
T-LEVELS

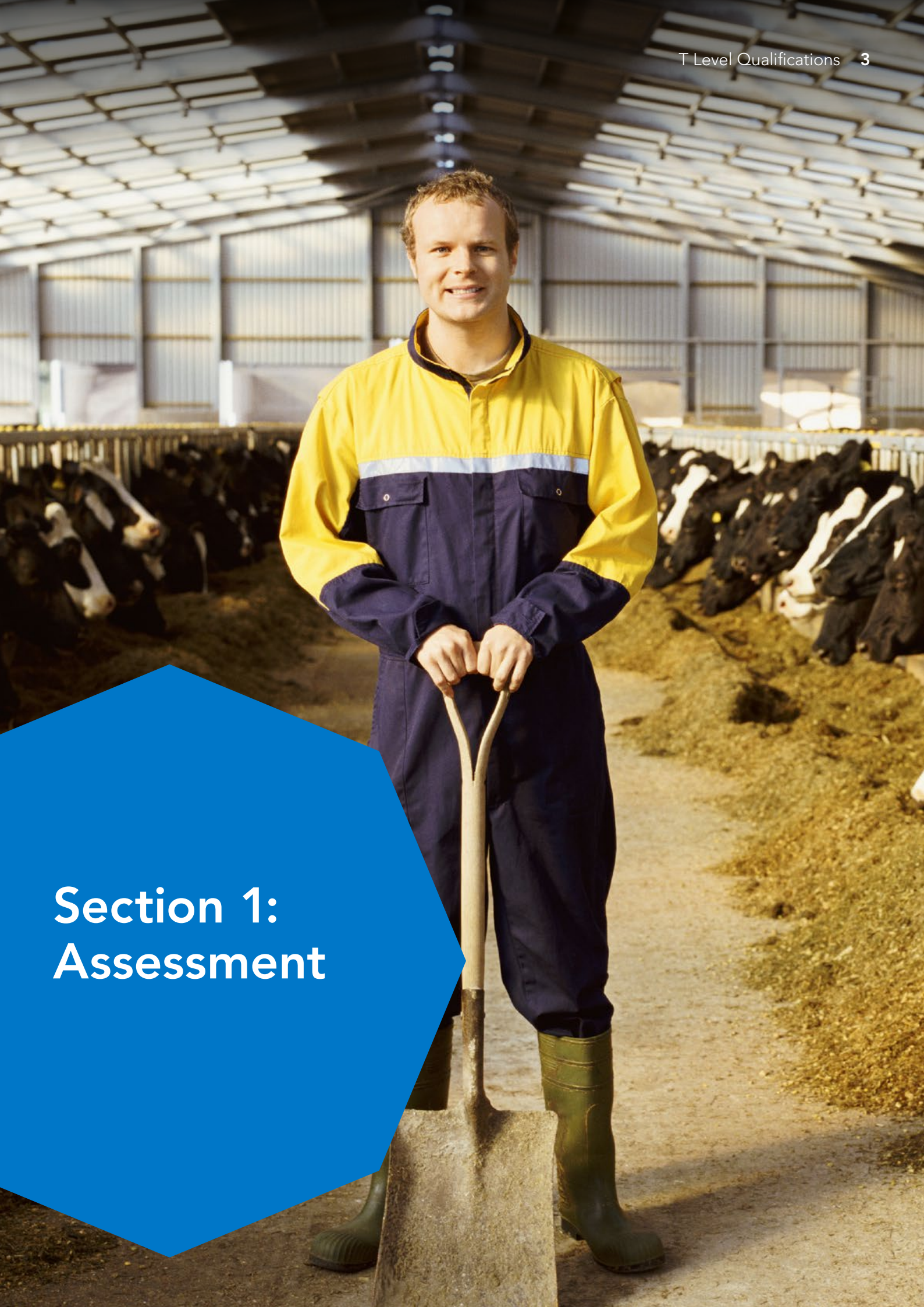
T Level Qualifications

Teaching, Learning and Assessment Guide



City & Guilds | ilm

Contents



Section 1: Assessment

Introduction

Designed in partnership with stakeholders, including employers, T Levels are a two-year programme choice that follows GCSEs and prepares learners for work, further training or higher-level study.

T Level programmes include the following compulsory elements:

- a Technical Qualification (TQ), which includes:
  - A core component covering the core theory, concepts and skills for an industry area
  - An occupational specialism component covering the specialist skills and knowledge for an occupation or career
- an industry placement with an employer

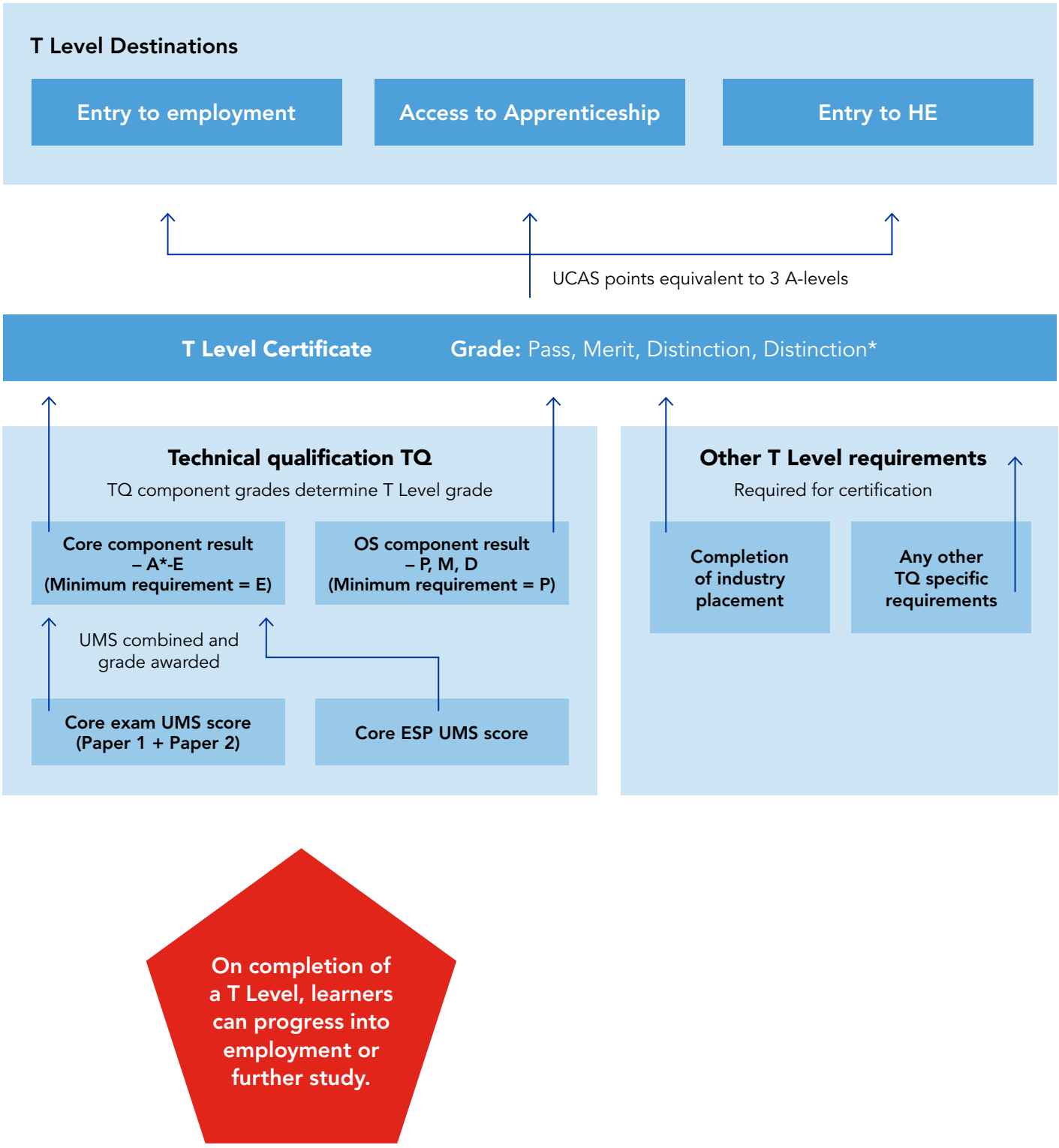
Learners will also be required to work towards the attainment of Level 2 maths and English if they have not already achieved grade 4 at GCSE, as they do on other 16 to 19 programmes. Attainment of maths and English up to Level 2 will be referenced on the T Level Certificate.

Although all T Levels follow the same high-level structure, there are some variations depending on the nature of the content, size and approach of the different assessments.

To achieve a T Level, learners will need to complete the two assessed components from the technical qualification: the Core Component and the Occupational Specialism. The results from these components determine the overall T Level grade achieved.

In addition to the technical qualification, learners must also complete other requirements to be eligible for certification (see figure 1).

Figure 1



The Technical Qualification (TQ) – Assessment Facts

The TQ generates two separate grades for its components, which contribute to the overall T Level grade

Core component: A*-E

Occupational Specialism component (OS): Pass, Merit, Distinction (with Pass attesting to Threshold Competence)

Once any other requirements have been met, these TQ component grades go forward separately to be aggregated to the overall T Level grade by the Institute for Apprenticeships and Technical Education (IfATE) who issue the T Level Certificates (see Figure 1).

The **T Level grades are Pass, Merit, Distinction, Distinction***

Each component is assessed at the end of the relevant learning period to allow focus on in-depth teaching and learning, rather than multiple unit-based assessments.

City & Guilds issues results through the walled garden for the individual assessments to support candidate feedback and inform decisions to retake where necessary.

Learners may retake assessments

Candidates who fail to achieve a grade E or above for the Core component, or who wish to improve their grade, can retake the required assessment(s) in a later series.

Where a candidate fails to achieve a Pass or above for any OS component, they must retake the entire assessment. They cannot amend their work after it has been marked, in order to get a higher grade. The retake of the Core and/or OS may fall outside of the expected two-year T Level programme.

The overall T Level attracts UCAS points equivalent to 3 A-Levels

UCAS Tariff points	T Level overall grade	A Level
168	Distinction* (A* on the core and distinction in the occupational specialism)	A*A*A*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on the core)	CCC
72	Pass (D or E on the core)	DDD

The Technical Qualification (TQ) – Assessment Facts

The Core Component comprises two sub-components with different styles of assessment:

The assessments for the core sub-components are externally set and marked, with an exam sub-component contributing between 60-75% of the weight towards the core. An employer-set project (ESP) makes up the remaining contribution. The core sub-components are most likely to be sat in the first year of the T Level, although can also be sat in the second.

T Level learners can take the core sub-components, i.e., the core exams and Employer-Set Project in different assessment series. This can be done for the first assessment occasion and any retakes, however, exam papers 1 and 2 must always be sat in the same series. To facilitate this, the raw marks on the sub-components (exam and ESP) are standardised by conversion to a uniform mark scale (UMS) to account for any variation in demand of individual assessments. On retakes, the learner's best UMS score is used.

The Core Exam

The core exam sub-component assesses the core knowledge of the TQ and is usually made up of two (but may be one in some TQs) dated exam papers. TQs with pathways may have separate exams per pathway to accommodate the additional pathway core content, or to allow relevant contextualisation. Where there is more than one paper, these must always be taken in the same series (on resit, both papers must be retaken).

Each paper targets the core content as described in the *Core component scheme of assessment – Assessment overview section* in the TQ specification, together with the exam's assessment objectives, and the questions are set in the context of the TQ.

Each paper is usually split into two sections:

- the first section comprising short answer and structured questions, sampling from the breadth of the core content
- the second section assessing the level of security and complexity of the candidate's understanding, and their analytical and evaluative skills through more challenging, extended-response questions.

The Technical Qualification (TQ) – Assessment Facts

The Employer Set Project (ESP)

The core employer set project (ESP) sub-component assesses the skills and application of core knowledge of the TQ. There may be more than one ESP per TQ core to accommodate different pathways or to allow relevant contextualisation.

The ESP targets the core content as described in the *Core component scheme of assessment – Assessment overview section* in the TQ specification, together with the core skills and the ESP's assessment objectives. It is developed with employers so as to be relevant in the industry.

The ESP takes the form of a realistic brief to be achieved through completion of ***research, plan, do, present, review*** tasks, designed to elicit appropriate evidence for assessment under specified assessment conditions.

The majority of the tasks are classroom-based tasks plus a presentation, and small practical element where appropriate.

A new brief and tasks will be set each series, covering different topics.

The ESP is administered during assessment windows in April - May, as detailed in the TQ specification. The ESP is a controlled assessment comprising a series of tasks which are all dated and time-managed. Specific dates will be released annually through the key date schedule for the following academic year.

The ESP is externally marked to standardised mark schemes, used across series to support comparability, supported by series specific indicative content. These mark schemes can inform teaching, learning and formative assessment approaches.

The Occupational Specialism (OS) assesses threshold competence

The occupational specialism (OS) assessment is a substantial, externally set assignment sampling the application of specialist knowledge and technical skills of the OS.

The tasks are practical and usually need to be carried out independently by the candidate, but sometimes include a small group-work element, where relevant. The content assessed has been selected by the Route Panel from Occupational Standards, to align with apprenticeships.

Depending on the nature of the evidence, the OS may be internally or externally marked to standardised mark schemes, which are used across series for comparability and supported by series specific indicative content. The pass (threshold competence) and distinction standards are exemplified through Grade Standard Exemplification Materials (GSEMs).

T Level features relating to assessment

T Level content – structure and layout

Delivery of the TQ content across the core and specialisms, as well as integration with other T Level requirements, is supported through curriculum planning guidance, which exemplifies how this may be achieved over the two-year programme. Suggested schemes of work, sample questions and teaching materials are all available to help providers develop engaging learning programmes.

Core:

The content for the TQ core is grouped by outcome and the criteria indicate the areas of knowledge that will be assessed. The '*what do learners need to learn?*' section gives an indication of the aspects of the outcome that are to be learned. In the exam, any part of the core knowledge can be targeted by any one of the assessment objectives (AOs). The focus on teaching, therefore, needs to be on ensuring the security of learners' factual knowledge, the ability of learners to demonstrate how the knowledge may be used across the broad occupational area, and providing opportunities for learners to practise applying it confidently in a range of contexts at the different levels of demand.

The groupings of content into outcomes are not intended to represent a particular approach or order to teaching, and therefore linking knowledge from different topics is encouraged. The assessments are contextualised to the occupational area or industry, and teaching should include familiarisation of how knowledge is used in context.

Although the core concentrates mainly on knowledge criteria and core skills in the first year of the programme, it will be valuable from an engagement and preparation for the OS perspective to introduce occupationally specific practical elements. This serves to build any relevant basic technical skills prior to the Level 3 skills of the OS. This may be particularly the case in TQs with a high technical craft element requiring the building up of hand skills, and dexterity and precision in the use of tools over time. Linking the knowledge teaching with the physical manipulation of the materials and tools will help build relevant links for assessment.

The Occupational Specialisms:

The content for the OS is grouped by performance outcome and sub-divided by performance criteria, again supported by a '*what do learners need to learn?*' section. The assessment for the OS is in the form of a substantial practical assignment sampling the performance criteria across all of the Performance Objectives for the OS. The practical element must be supported by strong knowledge and understanding, and evidence of this is drawn out in the assignment. To support teaching, the elements of knowledge are grouped together as they will need to be explicitly taught alongside the practical elements.

Industry Placement

Learners should be well prepared to undertake the industry placement, where they will have the opportunity to embed their knowledge and skills and experience by being part of a team in a workplace environment. The industry placement is more substantial than work experience, as learners must complete at least 315 hours, or 45 days, representing at least 20% of their T Level course. This is in contrast to apprenticeships, where apprentices spend 80% of their time learning on-the-job. There is not one fixed model for delivery and placements can take place over a block, day release or a mix of both and with two different employers.

Maths, English and Digital

Learners must be working towards Level 2 maths and English (in either Functional Skills or GCSE at grade 4 or above) if they have not already achieved grade 4 or above in GCSE. In addition, there is an expectation of evidence of maths, English and digital skills at level 3 being shown across assessments for both components, where it is appropriate for the TQ.

The approach to embedding these applied skills into assessments may vary, but it should be considered when designing and implementing teaching of the TQ content. The TQ content in the specification is mapped to the general maths, English and digital competencies, showing where opportunities for embedding delivery may exist. Assessment of maths, English and digital skills are linked to AO4 in the ESP. The weightings table in the TQ Specification shows the weight of marks attributed to this AO.

Core Skills

A set of core skills, assessed through the ESP, are developed by route panels as part of the TQ outline content. Opportunities for the development of these skills are mapped to relevant areas of the TQ content. They typically include desirable general workplace skills such as communication, working collaboratively, using a logical approach, research, and commercial awareness. In some cases, they are more explicitly tied to the skills necessary for the completion of the project. Assessment of the core skills is linked to AO2 of the ESP. The weightings table in the TQ Specification shows the weight of marks attributed to this AO.

Assessment Objectives (AOs)

Assessment objectives (AOs) for the exam and ESP have been developed by Ofqual and IfATE for application across all TQ core assessments. These aim to support comparability across TQs and, for the exam, some comparison with academic qualifications such as AS and A Levels. The AOs for the examination sub-component and the ESP sub-component are different, reflecting the differing nature of the assessments.

The TQ specification contains information on the weighting of marks given to each of the AOs, and the sample assessment materials (SAMS) show how the AOs have been targeted in each of the assessments.

Exam assessment objectives:	
A01a	Demonstrate knowledge of the content.
A01b	Demonstrate understanding of the content.
A02	Apply knowledge and understanding of the content to different situations and contexts.
A03	Analyse and evaluate information and issues related to the content.

See appendix 1 (on page 38) for more information about the exam AOs and, in appendix 2, the command words that may be associated with them in exam questions.

These AOs can be thought of as the increasingly complex thinking that the learner can carry out as they become more knowledgeable in their subject area, making connections and links between separate facts and concepts. These relationships become stronger and more connected through explicit teaching, and implicitly through experience.

In preparation for learners to be able to achieve the more demanding questions, the main teaching focus is likely to be firstly ensuring security of the underlying knowledge, and then demonstrating and giving opportunity to experience the relationships between facts and concepts in relevant contexts.

The relationship between AOs and exam questions

The AOs may target any part of the content. Exam questions may require:

- facts and concepts to be recalled in a simple short answer question
- explanation demonstrating application to a given situation or problem
- analysis, reasoning and evaluation required by more complex extended response questions.

The questions in all papers are, as far as possible, set within the context of the occupational area.

Section A questions will begin with the earlier questions focusing on the demonstration of recall and understanding (AO1) as a settling start to the assessment. The papers then broadly build in demand to include questions requiring learners to apply their knowledge and understanding (AO2) to a given situation or problem set in context.

Section B includes extended response, which allows learners to show clarity, depth of argument, and coherently expressed rationales in their answers. Section B provides learners with the opportunity to express themselves clearly, using a sustained line of reasoning which is relevant, substantiated, and which demonstrates a depth of understanding of their subject in order to access the higher grades. Some marks will be available to reward a high standard of applied English skills. Learners will need to be well prepared to approach the extended answer responses, for example, managing their time effectively and understanding how to structure a more detailed response that fully meets the demands of command verbs (eg. analyse or evaluate).

ESP assessment objectives:	
A01	Plan their approach to meeting the brief.
A02	Apply knowledge and skills to the context of the project.
A03	Select relevant techniques and resources to meet the brief.
A04	Use maths, English and digital skills.
A05	Realise a project outcome and review how well the outcome meets the brief.

The AOs for the ESP allow more focus on the application of knowledge in a substantial project style assessment as, well as important project related skills such as planning, decision-making, completion and evaluation of the final project. A focus on maths, English and digital skills emphasises their importance in the workplace.

Marking approaches for ESP and OS

The marking for the ESP and for OS for some TQs will be carried out externally by City & Guilds. However, the nature of the performance to be assessed for some OS makes internal marking more appropriate, with external moderation to ensure standards are aligned across centres.

For marking to take place (or moderation for internally marked OS) candidate evidence will need to be uploaded to the required assessment portal as specified for the relevant TQ.

Both the ESP and OS assignment are mark-based. The range of assessment evidence is considered in relation to the marking grids, for example, planning documents, reports, artefacts. Marking grids are similar to levels of demand mark schemes, with the marks available divided into 3 – 4 bands of performance descriptors relating to increasing performance standards (not linked to grades). Each band typically offers 3 – 5 marks for allocation (although this can vary) depending on the marker's judgement of performance within the band, guided by marking instructions.

There are a number of grids to be used in each ESP/OS, focussing on different aspects of assessment. These may be directly linked to the performance objectives (for the OS) or assessment themes (derived for assessment purposes, see below), depending on the approach taken for each TQ. The approach taken is demonstrated by the sample assessment materials (SAMs). The cluster of evidence to be assessed using each grid is specified in the marking grid, grouped by relevance for assessment and not necessarily by task. A piece of evidence may be included in more than one cluster if it contains evidence relevant for more than one aspect of assessment.

Assessment themes are used in some TQs to describe aspects of performance that naturally seem to go together for assessment. Considering a group of features or characteristics together, rather than narrow individual criteria, gives a more substantial basis for differentiating between similar levels of performance. At the same time, a single piece of evidence may give information on characteristics that are quite different, and which do not go together. These are then separated into different assessment themes. This aims to make the assessment easier than trying to incorporate the range of different characteristics into a single holistic judgement.

The marking grids are designed to remain the same over time, providing stability for teaching and learning. The grids may be used to inform formative assessment, ensuring alignment between learning and assessment. For each new assessment, the markers (internal or external) are supported by 'indicative content' specific to that assessment, showing the parameters within which the grids should be applied. Where internal marking occurs, this is supported by detailed marking and moderation guidance, and standardisation materials and events.

Threshold Competence and Grade Standard Exemplification Materials (GSEMs)

Threshold Competence is the term given to the level of occupational competence that can be achieved within the education setting. Threshold Competence and Distinction level performance is indicated by Grade Standard Exemplification Materials (GSEMs), which are examples of anonymised candidate work that have achieved the grade (Pass or Distinction) in the past. For first assessments, simulated 'Guide' material is provided to indicate performance levels at these grades. These aim to provide a useful guide to the performance standards expected for these grades to be achieved.

Relationship between grades for T Levels and the assessments

The overall T Level grade is generated after all the requirements of the TQ have been met. For example: both components of the TQ have been achieved at E/pass or above; the industry placement has been completed; and any additional requirements specific to the particular T Level.

The qualification grade is based on the combination of whole grades for the two components – core and OS. Different T Level qualifications have different balance of sizes between the core and OS. For instance, a combination of A* plus Distinction will always give a Distinction*, and a combination of A* plus Merit will most likely give a Distinction, however due to differences in weight of the core and OS, an A* and Pass may also give a Merit or Distinction overall, depending on the specific T Level.

For all T Levels, there will always only be one combination giving Distinction*, six giving Distinction, seven giving Merit and four Pass.

Agriculture, Land Management and Production (30/70 look up table)

Core	Occupational Specialism		
	Distinction	Merit	Pass
A*	Distinction*	Distinction	Merit
A	Distinction	Distinction	Merit
B	Distinction	Merit	Merit
C	Distinction	Merit	Pass
D	Distinction	Merit	Pass
E	Merit	Pass	Pass

Onsite Construction (40/60 look up table)

Core	Occupational Specialism		
	Distinction	Merit	Pass
A*	Distinction*	Distinction	Distinction
A	Distinction	Distinction	Merit
B	Distinction	Merit	Merit
C	Distinction	Merit	Pass
D	Merit	Merit	Pass
E	Merit	Pass	Pass

The core component grade is generated by combining the raw mark for each paper of the core exam, and converting this to a uniform mark for the exam sub-component. This is added to the uniform mark for the ESP sub-component of the Core. The conversion to a uniform mark scale (UMS) is based on the judgement of the raw mark for E and A on the combined papers of the exam and similarly of the core ESP. This is carried out through an awarding process supported by grade descriptors and statistical evidence.

Intermediate grades for each core component are calculated arithmetically for the purposes of calculating the appropriate UMS conversions and to provide feedback for learners. The grades for the whole core component are set on the resulting combined UMS at fixed, 10% intervals – A* 90%, A 80%, B 70%, C 60%, D 50% E 40%.

The weighting of contribution towards the overall core grade from each core component is managed through the length of each uniform mark scale. The raw mark scales are designed to give a roughly similar weighting, but the UMS accounts for any irregularities.

The grade for the OS comes from the judgement of pass and distinction grades, based on raw marks using the GSEMs as part of the information informing the judgement, along with the grade descriptors and statistical evidence. The boundary marks for pass and distinction grades are determined by City & Guilds through an awarding process with merit at the mid-point. Although the pass grade attests to Threshold Competence, the assessment is fully compensatory; there are no internal minimum requirements for any aspect of a task, only the minimum overall marks for each of the grades. This means it is important for learners to perform as highly as possible in each task to achieve higher grades. Even if they feel they haven't done well in an earlier task, they may, to some extent, make up for this through better performance in a later task.

The assessments for each T Level have been developed with the requirements of that T Level in mind, and while there are similarities across some T Levels, the detail of how some aspects are developed and used may vary, for example the marking criteria. It is therefore important to make use of the sample assessment materials provided to understand the approach for each T Level.

Section 2: Supporting excellent quality of education

Supporting learners on their T Level journey provides tutors with a valuable opportunity to reflect on and review how they intend to plan and implement all the different components of the learning programme. This careful planning will help to ensure that studying a T Level has a positive impact on all learners, supporting their progression goals and preparing them well to take their next steps into employment or further study.

The structure of T Levels can appear complex at first. Curriculum teams will need to carefully plan how all the different components work together to ensure learners develop the knowledge, skills and behaviours they need. When first approaching the delivery of a new T Level qualification, it may be helpful to consider three key stages:

1

The '**Intent Stage**' provides an opportunity for curriculum teams to think deeply about the T Level programme, how it will be taught and implemented, the order and sequence of delivery for each of the different aspects of the learning programme, and how each individual aspect is purposefully integrated to ensure learners benefit from a high standard of education that helps them to achieve and succeed.

2

The '**Implementation Stage**' explores how the core, occupational specialism and personal development curricula will be delivered in the most effective way, ensuring that all learners make excellent progress over time. Effective implementation will help to ensure all learners develop secure knowledge, understanding and practical skills in their chosen subject area, as well as developing their employability skills.

3

The '**Impact Stage**' is about ensuring that all learners know more, can remember more and are able to do more. A well implemented programme will ensure all learners are well prepared to demonstrate their knowledge, understanding and skills through the different summative assessments they will need to complete. This includes examinations, the employer-set project, occupational assignments and successful completion of the industry placement. On completion, learners will achieve the T Level grade that best reflects their progression and achievements, helping them to progress into the world of work or onto higher level study.

We have prepared a wide range of support materials and guides to help you at each of the three stages, to ensure the T Level is effectively planned, delivered and assessed.

Stage 1
Meeting the intentions behind T Levels

What is the primary purpose of a T Level learning programme? The aim of a T Level is to provide learners with entry to skilled employment within a specific occupation or sector, and to support further higher level training and progression to university. Learners will develop occupationally focused skills and knowledge that are valued by employers as essential for employment. The industry placement will help learners to apply and refine their technical and practical skills, knowledge and behaviours, to ensure they ready for the world of work.

Having chosen the T Level to deliver in your centre, it's now time to think carefully about how the key aims and purposes of the programme will be planned and implemented over two years of study, to ensure this intent is fully realised. With a range of different components and assessments, delivery of the T Level is flexible to meet the needs of your centre and your learners.

Curriculum planning

We have produced a range of curriculum delivery planners to explore how you might plan and sequence the delivery of each of the different aspects of the T Level programme over two academic years, to ensure its core aims and intent are met. For example, it would make sense to deliver the core component early on in the programme of learning to ensure learners quickly develop a secure foundation of knowledge and understanding of the key contexts, concepts, theories and principles of their chosen vocational area. Learners will be able to draw on this foundation in order to build on, extend and apply their knowledge and skills throughout the rest of their course.

It would also be useful to introduce learners to some of the practical skills required for their chosen occupational specialism component early on in the programme. This will help to engage learners and demonstrate how their core skills are useful in helping them to develop and apply more specialist skills.

When planning the teaching of the core and occupational specialism components, tutors should again consider the main aims and intent of this curriculum. It should provide learners with a secure knowledge of key aspects of the specific vocational sector. This knowledge acts as key building blocks on which learners can begin to make connections and develop understanding and meaning, which they can apply and use in different vocational contexts and scenarios.

Tutors will need to carefully consider the order and sequencing of the underpinning knowledge outcomes that form the core component content to ensure learners can build on their prior knowledge and learn the required information. Tutors will need to use their pedagogical knowledge, combined with their technical and vocational expertise, to plan effective teaching and learning strategies that will help learners to make a change in their long-term memory. This will ensure learners learn the knowledge they need and are able to remember and recall their learning over the long term, for example, in an unseen examination or when asked to complete tasks in the workplace.

Rather than teaching each criterion or principle as they are presented in the technical qualification specification, it may be more impactful to consider teaching the curriculum through work-based scenarios and case studies focusing on real-world experience in a given vocational sector. This will help learners to see the relevance of the knowledge they are learning and how theory links to practice in the workplace.

Tutors may wish to explore the value of interleaving the teaching of different topics, so learners have to think hard about remembering and retrieving key information over time. Research studies have shown that the interleaving of different but related knowledge, rather than teaching content in discreet blocks, can help learners to retain more knowledge over the longer term. Whilst this approach may be initially more difficult for learners, studies have demonstrated that when tested on the knowledge over the longer term, many learners are often able to recall more information.

Tutors should also carefully consider building in opportunities to meaningfully develop learners' applied English, mathematics and digital skills. Plan to embed relevant activities in context, using tasks, materials and resources that learners will find useful and relevant. This could be achieved in the choice of learning activity, the method of evidence creation, or careful selection of a case study or scenario. It is important that learners see how the development of these applied skills are given a high priority on the T Level programme. They should understand how essential they are to their long-term success in their chosen vocational area.

Case study 1:

Kieran and Reena are Tutors on the T Level Technical Qualification in Onsite Construction. This is the first time they have delivered the qualification and are meeting regularly to plan the implementation of the different aspects of the learning programme, to be ready for starting in the coming September. They have downloaded the **curriculum delivery planner** example from the City & Guilds website and this provides them with a really useful example of how the programme could be structured over the two years.

They agree with the sample plan, that the core component should form a major part of the first year of the course. They have decided to cover health and safety in construction very early on in the programme as this is a fundamental starting point for anyone wishing to work in the sector. Learners need to learn the risks and hazards when working in the construction sector, and how to stay safe.

They download the sample **scheme of work** from the City & Guilds website as a starting point for planning each of the lessons, including emergency procedures, types of PPE and developing safe working practices. Rather than simply covering the content as listed in the specification, Kieran and Reena plan to introduce the knowledge through a range of real-world scenarios and case study activities, which reflect the construction industry. This will help learners to see the relevance of what they are learning and make links between policy, guidance and theory, and real workplace practice.

Reena suggests to Kieran that by the time learners sit their theory exam in June, they may struggle to confidently recall what they learned at the start of the academic year. To help learners remember key information over time, she suggests it would be helpful to plan a 'spiral curriculum', where key knowledge around health and safety is returned to regularly throughout the whole of the first year of the programme. Kieran agrees and suggests this could be an approach taken with other aspects of the technical qualification specification.

They use the example **schemes of work** from the City & Guilds website, and start to plan how different key knowledge could be introduced and returned to across the rest of the academic year, interleaving content covering science, design, sustainability, measurement, data, and business principles where relevant.

At the start of the course, Kieran and Reena introduce their spiral curriculum to learners during the course induction. They share some of the science on interleaving and spacing and how this approach is designed to help learners remember information more effectively. They explain how this approach, and the use of case studies and workplace scenarios, aides in learning and retaining knowledge over the long term. In turn, this will help learners to achieve well in their examinations and give them a firm foundation of core knowledge, which they use in their Employer-Set Project assessments, and whilst out on industry placements.

Employer Set Project

Tutors should also consider the purpose and intent of the Employer Set Project (ESP), which is designed to provide learners with an opportunity to draw on and apply their core knowledge and skills. This can be achieved by independently selecting the correct processes and approaches to take to provide a solution and the evidence specified in a given project brief. They will also need to develop core employability skills in order to complete the project well. For example, tutors should ensure learners are developing their problem solving, research, communication, and collaboration skills throughout their T Level programme.

When planning the learning programme, it will be essential to build in opportunities for learners to develop these core employability skills to fulfil the specific assessment objectives of the project. Tutors should plan collaborative formative tasks and assessments which help learners to draw information together from across the Core, combined with opportunities to practise their employability skills. To ensure they are familiar with the demands and format of the Employer Set Project assessment.

Learners will need to have developed a secure foundation of knowledge first, which they can apply and use in a specific given context. They should not be entered for the set assessment window until they have covered all the knowledge in the Core content of the qualification, so they are in a position to complete the project assessment successfully. Tutors can make use of **sample project assessments** and **project briefs** available on the City & Guilds website to use as practise assessments, and build this into the curriculum plan to ensure learners are well prepared for their project assessment. Tutors can then enter learners for the next set assessment window.

Meeting the objectives of the industry placement

The industry placement is intended to provide learners with meaningful workplace opportunities to put their learning into practice, developing the technical knowledge and skills that employers in the sector need. The placement will also help learners to develop their confidence and other key employability skills that will help them to progress into the world of work.

When considering the key purpose and intent of the placement, providers must plan the curriculum to ensure learners are suitably prepared to enter the workplace. Tutors must ensure learners have a good understanding of the professional standards of behaviour and attitude they need to demonstrate whilst on their placement – for example, the importance of following company policies and procedures.

Case study 2:

Paula is a tutor on the T Level in Management and Administration. She is teaching the qualification for the first time and is taking a lead role in ensuring learners benefit from high quality industry placements. Paula has considered a number of different factors when planning how to ensure the key principles and intent of the placements are met.

For example, Paula has used her strong relationships with local employers to set up an employer advisory group. The group meet online once each term to explore how they can best support T Level learners to prepare for and participate in meaningful industry placements that really help them to apply their developing knowledge and skills.

Paula has put together a pre-placement learning plan which helps learners to develop the wider employability skills they need to secure and prepare for their placement. This includes expert workshops and masterclasses from her colleagues in the Learner Services department. These experts provide specialist advice and guidance on how to construct a professional CV, how to write letters of application, the importance of personal presentation and image, and how to communicate with confidence.

Paula uses her contacts in the employer advisory group to set up three workplace taster activities, which help learners to better understand management and administration roles in different business functions and contexts – for example, business improvement, team leadership, and business support.

When learners have a clear understanding of the placement they would like to undertake, Paula has arranged for some members of the advisory group to support learners. They undertake mock interviews, asking some of the likely questions learners may need to answer when securing their placement.

Paula uses the Department of Education placement guidance resources **(www.aoc.co.uk/ip-guidance-resources)**, as well as her own resources, to put together a pre-placement resource booklet on the virtual learning environment, which signposts learners to useful online resources to develop their employability skills. She feels these will be especially useful for learners who have not had a part time job and may need more support to get placement reading. The resources include links to the Barclay's LifeSkills site, the Skills Builder online tool, and the Skills to Succeed Academy from Accenture.

Stage 2

Effective implementation of the T Level curriculum

Having carefully planned how all the different components of the T Level will be delivered across the learning programme, tutors should now consider how best to implement the curriculum to ensure all learners develop the technical, vocational and wider employability skills they need to succeed.

Much of the technical qualification content may well be very new to most learners, unless they have undertaken related subjects at Level 2 or Key Stage 4. Tutors should quickly establish learners' starting points to ensure that lessons, lectures, workshops, seminars, workplace and online learning all help learners to build on their prior knowledge and make progress in their learning.

Implementation is likely to be most effective when learners, tutors and employers come together to ensure all aspects of the T Level are effectively and purposefully integrated. For example, when learners have developed a secure foundation of technical and specialist knowledge, and an awareness of professional employability skills, they can move into their industrial placements to apply their knowledge in the real world of work.

2 Stage

Key teaching and learning considerations

Identify the important core knowledge and concepts that learners need to know, using explicit instructional methods to present new materials in small steps and chunks. Use the example **PowerPoint presentations** for the core component as a starting point for presenting key information. Care needs to be taken to ensure learners are not overloaded with too much new information at once.

Explicitly model how key principles, systems, processes and techniques work in practice to guide learners' understanding. Clearly explain what actions and steps you are taking and why you are taking them. Share your own vocational experiences to help learners develop their own understanding.

As learners begin to develop their understanding, phase in part completed tasks and activities that require learners to apply their knowledge. As learners' competence and confidence develop, introduce more independent activities, such as the **example worksheets**, to ensure learners are able to fully apply, retain and use their knowledge independently as they being to master new learning. The use of relevant work-based problems, scenarios and case studies can help learners to methodically build up their understanding and skills with less guidance over time.

Consider using a range of generative learning activities that require learners to think hard, selecting, organising and integrating what they know about a particular topic or concept. Learners could be tasked with generating a mind or concept map, writing a concise summary, drawing a visual representation of a principle or concept, or teaching a key aspect of the curriculum to a study partner or peer.

Identify and embed valuable opportunities for developing learners' applied English, mathematics and digital skills in context. For example, reinforce key terminology, provide opportunities for carrying out calculations, support learners to identify valid and reliable online sources, and encourage learners to develop their proof-reading skills by checking the work of a study partner.

Key teaching and learning considerations (cont)

Use a range of questioning techniques to check learning frequently. Where learners do not demonstrate confidence and security of knowledge, tutors should provide opportunities for further learning, consolidation and practise. Ensure all learners are engaged, using techniques such as 'Think - Pair - Share' to ensure all learners have the opportunity to formulate a response. Pose questions before nominating individual learners to provide an answer, to ensure all learners are engaged and thinking. Where learners don't know the answer, consider providing cues or prompts to elicit a response, or return to the learner later in the session to check if they have remembered a given answer.

Classroom learning can be supplemented with physical or virtual guest speaker sessions, visits to the workplace, and expert master classes to help learners make the links between theory and workplace practice in different contexts.

Industry placements should have a clear set of learning goals for learners to work towards. Tutors, learners and employers should work together in partnership to agree a coherent placement that ensures learner develop the professional behaviours and attitudes required – for example, communicating appropriately, working well as part of a team, producing results, and displaying professionalism. The Department for Education (**www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance**) have developed example industry placement objective templates, which provide some typical activities and learning goals that learners could complete whilst on placement.

Incorporate frequent opportunities for learners to recall and remember key knowledge, perhaps at the start of a lesson. The use of low-stakes quizzes and retrieval practice activities can help learners to remember key knowledge over the long term, testing information from the previous lesson, the previous week, the previous term, and further back.

Include regular formative assessments to check learners' knowledge and understanding of key content throughout the programme. Use the example **multiple choice questions** to carry out spot checks on knowledge retention and recall.

Consider adaptive teaching approaches where the most skilled learners have opportunities to be challenged further to extend their learning, whilst less skilled learners have the scaffolding and support they need to develop their knowledge and understanding.

Key teaching and learning considerations (cont)

Use teaching and learning strategies which embed opportunities for wider skills development, such as activities that promote collaboration and critical debate, tasks which challenge learners to move beyond their comfort zones to enhance their confidence and independent learning skills. Project work and collaborative learning activities can help learners to plan, manage and evaluate their approach to learning.

Set directed learning tasks which develop learners' digital literacies and research skills. For example, learners could be tasked with working collaboratively online with other learners to apply knowledge developed in the classroom to the world of work, researching examples of sector organisations where theoretical principles are well applied.

Use practise tests and mock assessments to check learners' knowledge, understanding and skills over the longer term. Make use of the **sample assessments materials** provided on the City & Guilds website to provide spot checks on knowledge which is remembered and recalled. Use the example **mark schemes** to put learners in the role of the examiner, carrying out peer assessment marking and providing feedback to consolidate their own knowledge of what is required in the summative assessments, and to identify knowledge gaps to be closed.

Use the **Grade Standard Exemplification Materials (GSEMs)** to help learners understand what threshold competency at Pass and Distinction standard looks like. These materials include photographic evidence examples, along with a written commentary, which provide a clear rationale for why a given standard was or was not practically demonstrated. These employer-validated materials will really help learners to understand what they need to demonstrate to meet threshold competency.

Case study 3:

Steve is a tutor on the T Level in Management and Administration. A core skill that learners need to master is how to conduct a PESTLE analysis to identify drivers for organisational change and strategy development. Following an initial assessment, Steve provides learners with key information relating to the purpose and objectives of a PESTLE analysis tool and the different political, economic, social, technological, legal, and environmental factors that can impact a business and their plans.

Steve highlights examples of information and documentation that can be gathered and analysed. He shares some examples of different PESTLE analysis outcomes related to different types of small, medium and large businesses. Learners are encouraged to discuss their thoughts and ask questions for clarification.

Steve then uses a visualiser and a template to model specifically how a PESTLE analysis can be carried out and presented for a chosen organisation. He makes use of research examples to rank the potential risks and impact of different factors on the business. He explains aloud his thinking process to the learners, providing a clear rationale for each decision.

He asks learners lots of questions to check for understanding throughout the session. When learners are clear and confident, he then introduces a part-completed analysis for learners to take on and finish. Steve moves around the class to provide real-time feedback, guiding, correcting and clarifying where needed.

Learners are then set a larger independent learning activity to complete a PESTLE analysis on their own, based on a small organisation of their choice. Learners need to extend their learning and explain how the results of a PESTLE analysis can be used by the business to make informed decisions regarding strategic direction and change.

Terri's Quick Test!

Without looking at your notes, please try and answer each question.

Set 1

1. State one environmental technology system that generates electricity
2. State one way to make a development socially sustainable
3. What is a smart meter?
4. Describe what is meant by modular construction

This week (1 point)

Set 2

1. Explain two principles of lean construction
2. Identify a type of insulation material used for ductwork
3. Describe the purpose of the Environmental Protection Act
4. Describe what is meant by the 'Internet of Things' (IoT)

This term (2 points)

Set 3

1. Give three features of a risk assessment
2. Name a statutory document that regulates the use of power tools on site
3. Identify the difference between an incident and an accident
4. What is a COSHH assessment?

This year (3 points)

Case study 4:

Terri is a tutor on the T Level in Building Services Engineering for Construction. Terri is responsible for ensuring her learners learn the knowledge and skills of the Technical Qualification and achieve well in their core component examinations. To ensure her learners know more and remember more over the long term, Terri implements regular retrieval practice exercises at the start of most lessons.

Terri creates a retrieval practice grid (Terri's Quick Test) which allocates points to 12 questions in each grid. One point is awarded for questions which test recall of knowledge covered in the previous lesson, two points are given to learners who remember information covered in lessons that term, and three points are awarded for information remembered from further back in the course.

Terri finds this gamification approach is really motivational for her learners. They enjoy trying to beat their previous scores and obtain a personal best. At first, learners really wanted to look back in their notes, but Terri explained that the process of trying to recall the knowledge is what helps them to remember the information in the long term. This is important to be able to pass their exams, but also so they develop the vocational and technical expertise they need to progress and gain employment.

Most of Terri's learners have a smartphone, and as the exam date approaches, she introduces her learners to different mobile apps that can help with their information retrieval and revision. She creates question banks that learners can download to test and check their own knowledge and to identify specific areas they may need to focus on more.

Stage 3
Maximising the impact

A well-planned and implemented T Level programme should ensure that all learners develop the knowledge, skills and behaviours they need to gain employment in the sector, or to move on to higher level study – for example, an integrated degree programme or accelerated higher-level apprenticeship. T Levels include a blend of summative assessment methods, and learners should be well prepared to demonstrate the impact of their learning programme in examinations, the Employer-Set Project, specialist practical assessments, and successful completion of the industrial placement.

Tutors should use the technical qualification specification documents, sample assessment materials and assessor packs to fully understand the assessment objectives and weighting, the format and style of assessment, and the timescales and relevant assessment windows.

Top five tips for helping learners prepare well for T Level exam success

Tip 1

Encourage learners to use a range of different revision strategies that best meet their learning needs. Simply re-reading their notes is unlikely to be an effective strategy for most learners at this level. Introduce learners to a range of revision approaches – for example, different memory techniques such as the 'memory palace' or story method, the use of mnemonics, and graphic organisers. Learners may benefit from creating cue or flash cards to help them remember key factual knowledge. Learners could make use of mobile learning apps to prepare their own revision flash cards to help develop a secure understanding of key terminology, concepts and frameworks – for example, Quizlet or Quizizz.

Tip 2

Include activities which develop learners' understanding of how to deal with different command verbs – for example, the differences between responses which describe, explain, compare, analyse or evaluate (see Appendix 2). Tutors could use a selection of different responses and ask learners to select the most appropriate command verb, and demonstrate, using think-aloud techniques to model how to approach more difficult questions.

Tip 3

Ensure learners have developed their note taking skills and are able to capture, organise, summarise and synthesise the key learning points. These notes will be invaluable when they are preparing for their summative examinations. A range of different note-taking systems can be useful – for example, the 'Cornell Notes' method. A range of resources are freely available on the internet and in most study guides.

Tip 4

Use sample exam papers to develop learners' confidence with the style and format of the examinations. Focus learners' attention on the overall number of marks available, the key command verb used in the question and what this means for the response, how many factors need to be explained or discussed, any other specific requirements of the question stem. Activities which ask learners to take on the role of the examiner can be helpful in developing their understanding of what is expected from more challenging, longer response questions. Learners can be encouraged to use and apply the mark schemes to review and mark their own, or a peer's responses, and identify areas for improvement.

Tip 5

Learners should be well prepared to manage their time effectively as independent learners. Creating revision timetables or planners is a useful exercise to help learners prioritise their learning activities, focusing on less secure areas of knowledge, or where there might be gaps in their understanding. Learners should be confident to manage their time in exams, planning how they will work their way through the paper so they don't run out of time and lose marks at the end.

Case study 5:

Chris is a tutor on T Level in Maintenance, Installation and Repair for Engineering and Manufacturing. He makes use of the **sample assessments** on the City & Guilds website to set individual learners practice questions that help them to prepare for their exams. He helps them understand how the papers are structured, moving from easier responses which require recall of factual knowledge, to longer questions which require application of knowledge and higher order thinking skills to analyse, discuss or evaluate information provided in a given case study or scenario.

Some of Chris's learners are struggling with the extended response questions. In lessons, he builds in time to explore and model explicitly what a well-structured, good quality response may look like, showing learners how to use their knowledge and understanding to demonstrate how they can analyse and discuss the case study information provided, and achieve the full 12 marks.

Chris then encourages learners to independently complete another sample question. They swap papers with their study partner and use the mark scheme to review and grade the response. As a class, they go through the key points and identify gaps in their knowledge and how these can be closed.

Supporting you at every stage

We offer a broad range of free resources to support tutors to plan and implement a high quality T Level learning programme.

These include:

- Learner leaflets
- Curriculum delivery planners
- Schemes of work
- Teaching materials, PowerPoint presentations, worksheets and multiple-choice question assessments
- Sample assessment materials, marking grids and mark schemes
- Grade Standard Exemplification Materials (GSEMs).

Core learner textbooks featuring industry tips, case studies, and knowledge-based practice questions, are paid-for resources available from Hodder Education (www.hoddereducation.co.uk).

For a list of resources available for your sector, please check the qualification handbook or the website for more details.

As well as examinations, learners will also need to be well prepared to demonstrate the impact of their studies in their Employer-Set Project and practical assessments as part of their chosen occupational specialism. Tutors should thoroughly familiarise themselves with the style, format and expectations of each practical assessment, making use of the **sample assessment materials** and **project briefs**.

For example, it's important that learners understand the purpose and type of tasks they are likely to face in the Employer-Set Project, and have the effective skills required to complete the different activities. This will help them to fully demonstrate the impact of their learning programme and achieve the grades they deserve.

For example:

- Are learners well prepared to undertake methodical and systematic research using their digital skills to explore different information sources and record their findings?
- Are learners well prepared to write a clearly and logically structured report in relation to a given project brief, making use of their research to justify their choices and decisions?
- Are learners well prepared to put together a detailed, logical and well-structured presentation, demonstrating highly effective communication skills appropriate to their audience?
- Are learners able to work collaboratively to discuss and solve problems, asking relevant, probing questions?

All aspects of the T Level programme should combine to help to prepare learners to perform well in their assessment for the occupational specialism component of the Technical Qualification. Well planned, integrated and implemented on- and off-the-job training will help learners to develop the occupational skills and competencies they need to fully meet the performance outcomes of their practical assessments.

Learners should be well prepared to apply and display their breadth of knowledge and practical skills in a given scenario and context. They may need to use specialist tools, equipment and materials, follow guidelines and instructions, work to time and a plan, and demonstrate safe working practices. Tutors will have provided multiple opportunities for learners to hone and practise their technical and vocational skills in preparation for formal assessment. Tutors should also make sure that learners fully understand the different grading descriptors and the standards they need to meet to achieve a high grade.

Case study 6:

Malik is a tutor on the T Level in Building Services Engineering for Construction (Electrotechnical Engineering). In order to best prepare his learners for their practical assessment, Malik completes a number of practise assessments in controlled conditions. He ensures that the level of support and guidance he provides is gradually faded away as learners approach the end of their learning programme and need to demonstrate independence and initiative.

Malik shows video recordings of practical assessment performance to his current learners and asks them to critique the skills demonstrated. Learners use the marking grids and grading descriptors to develop a clear understanding of the requirements of a Distinction grade. This helps his learners understand the standard they need to demonstrate to achieve the highest marks.

For example:

- Demonstrate exemplary performance that fully meets the requirements of the brief
- Apply exemplary technical skills in line with industry standards
- Demonstrate relevant and comprehensive knowledge and understanding of principles and processes
- Ability to work safely, competently and independently

- Appropriately use tools, materials and equipment
- Confidently attempt complex tasks, producing an excellent quality of work that meets acceptable tolerances, regulations and standards
- Consistently use accurate industry terminology in both written and verbal contexts

Appendix 1

Assessment objectives for T Level Technical Qualification examinations

The intention of a program of learning is to supply the learner with the necessary information and experience to be able to operate knowledgeably and skilfully in the occupational area. The learner must learn the relevant information across the breadth of the content and over time. Learners will need to increasingly practice the application of knowledge in a range of situations in order to commit the learning to long term memory. This will also help to strengthen the links and connections between information to ensure learners are able to confidently apply their knowledge and understanding to the full range of potential situations they may come across in future practice.

The aim of the assessment is to ensure that the learner has covered the required content in sufficient depth, and is sufficiently secure and confident in applying their knowledge, so that they can operate independently and make effective decisions in complex familiar and unfamiliar occupational situations.

The examination paper can only assess a selection of the content in any single assessment. It must also provide information about the extent to which the learner has been successful in learning the content to the required depth and their ability to apply their knowledge.

In order to do this, the exam is developed to assess some content in depth to allow the learners the opportunity to demonstrate the complex links and relationships they are able to bring to the problem. The exam also assesses, in increasing levels of complexity of application and understanding, a further range of content allowing varying levels of performance to be distinguished.

Assessment Objectives (AOs) are used to describe the varying levels of cognitive demand targeted by the examination and their weighting across the paper. These are informed by Bloom's Taxonomy (original and revised) which differentiates a continuum of complexity of thinking ability (referred to as demand) into defined categories for ease of communication within the assessment and educational field.

The AOs used for T Level Technical Qualifications are described below with some clarification on how they may be applied in an examination situation.

The tables below define the:

- sorts of thinking that are intended by the AO
- sorts of evidence that would indicate the type of thinking for the AO has been demonstrated
- characteristics of questions or examination tasks that might elicit this sort of evidence
- typical command words used in exam questions to direct the learner to provide the required evidence that will allow a judgement of whether the learner has been able to demonstrate their knowledge in the required way

AO1a | Demonstrate knowledge of the content		
Recall or recognition of specific elements of knowledge which must be committed to long term memory in order to underpin success in the role. All AOs require the ability to recall knowledge. AO1a) refers to instances where the learner is simply required to demonstrate basic recall. In the test, this helps to give confidence in sufficiency of coverage of the content, and recognises that not all knowledge requires further understanding, e.g. terminology, number facts etc.		
A learner can: • name or recognise technical terms, principles, theories, based on a description/use or vice versa • distinguish between correct and incorrect definitions/ descriptions • correctly use terminology/terms • locate a part on a diagram.	Simple questions that require knowledge that could be learned by rote (facts), with no requirement to go beyond recall and statement of fact: • labelling a diagram with names/locations • definitions, facts, recall of purpose of something • description of physical appearance of something.	• List • Label • Identify • State • Name • Select • Define • Describe a • Describe the process

AO1b | Demonstrate understanding of the content

The ability to explain principles and concepts beyond recall of definitions in order to be able to transfer these principles and concepts between contexts. Learners have built connections between related pieces of knowledge. AO1b) focuses on the ability of the learners to show understanding by summarising or explaining concepts in their own words, exemplifying or comparing and making inferences in general terms that show, e.g. cause and effect.

A learner can: • explain a concept in their own words • explain what it means in practice • give relevant examples • say what the impact/implication may be in general terms.	Straightforward questions requiring demonstration of understanding about something, beyond recall. Response is in general terms, or a concrete exemplification: • why is…? • what does… mean? • explain the use of… • explanation of how something works • explanation of the benefits/weaknesses	• Compare (and contrast) • Differentiate between • Give examples • Summarise • Explain

AO2 | Apply knowledge and understanding of the content to different situations and contexts

Using and applying knowledge and understanding of processes, procedures, generalisations, principles and theories to specified, concrete situations. AO2 is about being able to take the understanding of generalities (AO1b) and apply them to specific novel situations. It is more granular in nature than an analysis (AO3a) of a more holistic complex situation/brief.

A learner can: • differentiate relevant from irrelevant information in a given narrow situation • select appropriate procedures/ principles from memory • implement these procedures and principles appropriately for the given situation.	Given a clear, straightforward/narrow situation, the question requires selection and application of relevant principles and procedures in a way that is specific to the situation (rather than in general terms): • what is the best approach to… in this situation? • explain the process/procedure to take when… • what are the implications of …(specific rather than general situation).	Given information/ a narrow situation: • What is the best… • Explain the process when… • Use • Apply • Calculate • Work out • Estimate

AO3a | Analyse information and issues related to the content

Complex thinking that distinguishes patterns and relationships, breaking material into constituent parts, and determining how the parts are related to one another, and holistically inferring underlying assumptions / conditions/relevance/causation.

A03a can be seen an extension of understanding (AO1b), or a prelude to evaluation (AO3b) and to the creation of a response to, e.g. a complex brief or situation (more fully assessed in the project).

A learner can: • break down a complex problem into parts • consider the relationships between the parts • manipulate knowledge and experience to determine a range of solutions/proposals • balance competing priorities to suggest the best outcome.	Given a relatively complex, realistic occupationally-relevant scenario, stating a situation that implies (but does not directly state) the need for application of a number of different (possibly competing) principles/ approaches/procedures; and a requirement to respond/propose solutions: • analyse the situation, recommending an approach to be taken to… • analyse how the situation can be managed in order to… • analyse the consequences of…	Given a complex situation/context/ information: • Determine • Analyse

AO3b | Evaluate information and issues related to the content

Ability to make judgements about the value, for some purpose, of one's own or others' work/ideas/ solutions/methods, using internal or external criteria or standards relevant for the occupational area. These criteria may include, e.g. quality, accuracy, effectiveness, efficiency, coherence, consistency, and may be quantitative or qualitative.

A learner can: • judge the quality of actions, proposals, and outcomes • use their own internal quality standards • use external standards/criteria • justify their judgements of quality.	Must have something either given or supplied to be evaluated - often following, or part of, an analysis and the proposal of an approach (i.e. AO3a above): • …justify your decisions/approach • evaluate how well … meets … standards • evaluate how effective/efficient…	Given a complex proposal/piece of work: • Evaluate • Justify

Appendix 2

Command words in TQ Exams

In examinations, certain words – often called command words – are commonly used as prompts to give an indication to learners of the sort of response that is expected by the question. These words commonly include 'state', 'describe', 'explain' 'discuss', etc.

The table below lists command words used in examinations. Meanings are provided to give an indication of the sorts of response expected, and an indication of the qualities that will be looked for during marking is also provided. Prompts that elicit longer or more involved pieces of work give the opportunity for evidence for a number of different AOs to be picked up.

While this provides of what is expected when these words are used in exam questions, it is important to be clear that these words do not stand on their own. In preparation for assessment, learners should not focus on learning simply the meanings of these words in isolation of the rest of the question, but should be supported in interpreting the full question, including marks available, e.g. using the sample assessments and any other materials available.

For example:

- describe a ___
- describe the process for ___
- describe the effect of___ on ___

Even though the use of 'describe' expresses a similarity in that which is required – for example, to give a representation of something in words; a 'picture in words' – all require different sorts of answers:

- how they look
- a sequence of events
- the changes following some sort of impact.

The candidate is not being asked to give reasons, or suggest causes, which would be expected from an 'explain' question.

The meanings given here, therefore, come with a word of caution; the command words do give an indication of what is wanted, but can only go so far, and the rest of the words in the question and marks available should make the full meaning clear.

An 'analyse or 'evaluate' question will usually be marked using level of response marking (i.e., marks based on level of quality of answer, rather than for individual points). The candidate will be required to compose a response which considers the topic of the question in detail, comparing and contrasting, or considering pros and cons; providing a discussion or argument which is justified and supported. Quality of written response will be considered when marking these questions as indicated on the question paper.

In examinations, the numbers of marks available for the question can give an indication of the depth of response expected. Half marks are never used, and as a general rule:

- Short, low-tariff, 'state, list'-type, recall questions typically require a separate point per mark.
- Medium-tariff, 'explain-type' questions may
  - require a point or limited explanation for 1 mark, with a further mark available for more depth or explanation, or
  - require a continuous explanation with a number of developed/ linked points up to the maximum mark for the question.
- Longer, 6-12 mark, 'discuss-type' questions expect a higher quality of response for higher marks, and these are usually marked using level of response marking.

Command word	Definition	Likely AO(s)	Typical indicators of quality – mark scheme
Identify	recognise something, usually from an image, and state what it is	AO1a	Correctness, completeness, relevance
Label	add names or descriptions, indicating their positions on, eg, an image/drawing	AO1a	
List	give as many answers/examples as the question indicates	AO1a	
State	give the answer, clearly and carefully	AO1a	
Name	give the (technical) name of something	AO1a	
Select	choose (eg, the correct material/tool for the job) by making careful decisions	AO1a	
Define	give the meaning of something, usually of a technical term	AO1a	
Describe a…	write what something is like – usually what it looks, tastes, feels, sounds like etc	AO1a	
Describe the process for…	give the steps in a process	AO1a	Correctness, order, completeness, relevance
Compare (…and contrast) (or **describe** the similarities/ differences)	look for and describe the similarities (and differences) between two or more things/circumstances	AO1b	Accuracy, relevance, completeness, comprehension
Differentiate between	show or find the characteristic differences between two or more similar things/concepts	AO1b	
Distinguish between	describe the characteristic differences between two things, or make one thing seem different from another	AO1b	
Annotate	add explanatory notes and comments	AO1b	
Give example(s)/ Illustrate	use examples or images to support, clarify or demonstrate eg an explanation	AO1b	
Calculate	work out the answer to a problem using mathematical operators and concepts	AO1b	
Summarise	give the main/key points, which give a broad overview of something	AO1b	Completeness, relevance, range, efficiency, clarity
Explain the…	make clear or easy to understand by giving details and linked reasoning	AO1b	Comprehension, depth of knowledge, grasp, logic
Explain why / consequences of/ reasons for…	give the causes of/rational for something	AO1b, AO2	Reasoning, plausibility, relevance
Explain how…	give the steps in; eg, a process, clarifying causal relationships	AO1b, AO2	Order, logic, reasoning, appropriateness of relationships
Discuss	talk/write about a topic in detail, considering the different issues, ideas, opinions related to it	AO3	Making links, cause and effect, drawing information together for a purpose, coherence, logic
Analyse	study or examine a complex issue in detail to identify essential elements, causes, characteristics, etc	AO3	
Give a rationale	explain why you have taken particular actions/decisions	AO3	
Justify your decisions	make a case for the decisions/actions taken explaining why they particularly meet the particular circumstances/context	AO3	
Describe the effect of (eg, an event)…. on….	write about what has changed/happened because of the; eg, event	AO3	
Evaluate	make an analysis about the success/quality of; eg, end product/ outcome – systematic, proposing improvements	AO3	

Contact us

Please refer to the relevant qualification page and Technical Qualification specification for further information relating to T Level TQs.

Contact our Centre Support for registrations and booking entry:

Monday - Friday | 08:00 - 18:00 GMT

T: 01924 930 800

E: customersupport@cityandguilds.com

Contact our Technical Quality Team

T: 0300 303 5352

E: Technicals.Quality@cityandguilds.com

W: cityandguilds.com/tlevels

Get your learners involved

Please encourage your learners to share their T Level experiences with us.

They can hashtag us on their social channels using: **#CGTLevels** and **#ILMTLevels**

T-LEVELS

City & Guilds is delivering the following eight T Level contracts awarded by the Institute for Apprenticeships and Technical Education (IfATE).

Route	Pathway	First delivery year
Construction	Onsite Construction	2021
	Building Services Engineering for Construction	2021
Engineering and Manufacturing	Design and Development for Engineering and Manufacturing	2022
	Maintenance, Installation and Repair for Engineering and Manufacturing	2022
	Engineering, Manufacturing, Processing and Control	2022
Business and Administration	Management and Administration	2022
Agriculture, Environmental and Animal Care	Agriculture, Land Management and Production	2023
	Animal Care and Management	2024

The T Level is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

City & Guilds | ilm