Generic assessment objectives

Clarification on the differences between assessment objectives is given below by describing precisely the characteristics that marking of that AO should focus on:

AO1 **Recalls knowledge from across the breadth of the qualification.**

Security of factual knowledge base that is available to the candidate when presented with a problem. The candidate's ability to recall the specific knowledge that is important in relation to the context is what is being assessed – the breadth of knowledge seen may be limited by the context so should be viewed in this light – ie have they recalled the breadth you expect given the context – gaps in knowledge may still be apparent and should be taken into account. External examination will test this further.

Focus on:

- relevant breadth and depth
- accuracy/ correctness of content.

AO2 **Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.**

Security of understanding of the theories, concepts and processes that underpin the qualification – the ability of the candidate to correctly apply or explain understanding in the specific context or make plausible adjustments to thinking that demonstrates understanding rather than recall or mimicry.

This is about quality of understanding of individual concepts rather than recall of facts or ability to draw information together.

Focus on:

- security of understanding
- accuracy, confidence in application
- willingness to question/formulate new ideas in response to the brief.

AO3 **Demonstrates technical skills from across the breadth of the qualification.**

Ability in carrying out the practical and technical skills required by the qualification – for some areas this is typically ease of the hand eye coordination when using tools etc, but could also relate to confidence in other skills eg interpersonal skills for other areas.

Hand eye coordination, or ease of use and evidence of experience and familiarity with skills is the focus here.

Focus on:

- quality of skill, dexterity, familiarity, fluidity
- ability to draw on practical experience to adjust practice to avoid or deal with complexity or problems.

AO4 **Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.**

Recognition of the subject as a whole, interconnected body of knowledge and skills – the ability to use and integrate knowledge from across the qualification rather than compartmentalising learning within topic or unit.

This is about the use of theory to assist implementation of skills, the combination of theory and concepts to address the context or to solve problems.

Focus on:

- integration, interplay of theories, concepts, skills etc having an impact on implementation.

AO5 **Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.**

Use of feedback eg sensory (looking, listening, feeling, tasting, smelling), measurements, tests or other feedback mechanisms to check quality in order to improve the outcome. This should include ensuring their actions support quality in the wider picture (eg meeting time commitments, ensuring their actions will enhance rather than have a detrimental impact on the work of others) - this might typically be seen as care and attention, focus, engagement, with the aim to improve quality. In some areas might occur as much or more in the preparation as finishing. This is in part attitudinal relating to the persistence required to achieve high standards – 'I think it's nearly there' rather than 'it's good enough' or 'that'll do'.

Focus on:

- evidence of repeated checking eg to get right first time or to revise
- precision, care, quality.

Cognitive Domain (taken from Revised Blooms*)	Common command words used in questions/tasks	Observed feature	Examples of qualifiers and quantifiers used in mark schemes to describe quality of answer*		
			Band 1	Band 2	Band 3
1 Remember – *Retrieve relevant knowledge from long-term memory.*					OOOOO
1.1 **Recognising** (identifying)	Identify; Draw; Label; Locate; Select the correct; Find; Name;	Completeness; Correctness; Relevance;	A **few**, **correct/obvious** facts **Brief** description **Limited** relevance	A **reasonable** number of **relevant** **Detailed** description **Some** relevance	The **majority** **Thorough/extensive** description **Highly** relevant
1.2 **Recalling** (retrieving)	State; List; Describe; Tell; Give a definition;				
2 Understand – *Construct meaning from instructional messages, including oral, written, and graphic communication.*					OOOOO
2.1 **Interpreting** (clarifying, paraphrasing, representing, translating)	Discuss; Put into your own words; Translate; Relate; Convert; Estimate	Accuracy; Relevance; Completeness; Comprehension	A **few correctly** grouped/categorised **Limited** relevance/accuracy	A **reasonable** number **correctly** categorised **Reasonable** accuracy	The **majority correctly** categorised **Mostly**; **Largely** accurate
2.2 **Classifying** (categorising, subsuming)	Sort; Group; Put into categories;				
2.3 **Comparing** (contrasting, mapping, matching)	Distinguish between…; Compare and contrast; Map; Match;				
2.4 **Exemplifying** (illustrating, instantiating)	Illustrate; Give examples;	Appropriateness; Relevance; Range	**Limited**; **Minimal** appropriateness A **few obvious** examples	**Generally**; **Largely**; **Mostly** appropriate **Some** relevant examples	**Thoroughly**; **Very**; **Extremely** appropriate **Well chosen** examples
2.5 **Summarising** (abstracting, generalising)	Outline; Summarise; Give the main points	Completeness; Efficiency; Economy of words; Clarity	A **few basic** points **Limited** coherence	**Most** of **main** points **Generally**; **Mostly** coherent	**Clear** with **careful** selection of **relevant** points **Very** coherent
2.6 **Inferring** (concluding, extrapolating, interpolating, predicting)	Predict; Explain the consequences…;	Reasoning; Plausibility; Relevance	**Minimal attempt** at prediction Reasoning shows **limited** relevance/plausibility	**Reasonable attempt** at prediction **Developed** reasoning, but may not be sustained Reasoning shows **some** relevance/ plausibility	**Credible** prediction **Fully developed** reasoning **clear** relevance /plausibility
2.7 **Explaining** (constructing causal models)	Explain; Discuss; Produce a report; Give reasons	Comprehension; Depth of knowledge; Grasp; logic	**Basic**; **generalised**; **simplistic** explanation	**Developed**; **detailed** explanation	**Fully developed**; **Comprehensive**; thorough explanation
3 Apply – *Carry out or use a procedure in a given situation.*					OOOOO
3.1 **Executing** (carrying out a procedure with a familiar task)	Carry out; Perform; Operate; Administer; [Voc specific: Cut; Chop; Prepare; Weld; Bake; Greet… etc]	**Mastery**; **Skill**; **Proficiency**; **Appropriateness**; **Effectiveness**; **Degree of success**; **Reliability**; **Use of technical terms**; **Impact**	To an **adequate** standard Skill is **somewhat underdeveloped** **Foundations** of skill are established Skills carried out with **some awkwardness** **Limited** success	To a **good** standard Skill is **reasonably well developed** **Some** dexterity/fluidity is apparent **Some** success	To a **high** standard Skill **shows accomplishment** dexterity/ease of movement is **second nature** **very** successful
3.2 **Implementing** (using a procedure with an unfamiliar task)	Solve; Calculate; Apply; Translate; Find out; Work out; Estimate				
4. Analyse – *Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.*					OOOOO
4.1 **Differentiating** (discriminating, selecting, distinguishing, focusing)	Select the best; Determine; Distinguish between; Compare and contrast;	Coherence; Logic; Degree of analysis; Relevance; Plausibility; Appropriateness of relationships; Amount of detail	**Simplistic**; **Brief** analysis **Limited** use of data **limited** range/number of sources **little/limited** coherence	**Sound/balanced/developed/detailed** analysis A **range** of **different types** of source **Reasonable** coherence	**Fully developed/Thorough/Effective** analysis A **broad range** of **relevant/well chosen** sources **Very/thoroughly** coherent
4.2 **Organising** (finding coherence, integrating, outlining, parsing, structuring)	Analyse; Explain; Rank; Order; Categorise; Classify; Plan				
4.3 **Attributing** (deconstructing)	Examine; Research; Investigate; Analyse;				
5. Evaluate – *Make judgments based on criteria and standards.*					OOOOO
5.1 **Checking** (coordinating, detecting, monitoring, testing)	Evaluate the success; Monitor; Inspect;	Compared against standards; Evidenced; Systematic	Evaluated with **little/limited** evidence of method A **few appropriate** quality points identified/checked	Evaluated in **detail/methodical** **Some appropriate** quality points checked/measured	Evaluated against **appropriate** standards with **clear methodology/systematically** **Comprehensive** evaluation against **thoroughly relevant** quality points
5.2 **Critiquing** (judging)	Evaluate the quality; Justify; Recommend; Rate; Prioritise; Judge	Validity; Appropriateness; Relevance; Justification; Unbiased	Takes **limited** account of data **Some** justification Shows **limited** relevance	Takes **some** account of data **Clear** justification **Some/reasonable** relevance	Makes **good** use of data justification is **clear** and well argued **Very/thoroughly** relevant
6. Create – *Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure.*					OOOOO
6.1 **Generating** (hypothesising)	Propose; Formulate; Hypothesise; Give/record an original idea;	Argumentation; Insight; Plausibility; Convincing	**Basic** argument/design contains **some ambiguity** **limited** plausibility **some** ideas clearly **improbable**	Argument/design is **coherent** and explains mostly **straightforward/conventional** ideas **Mostly** plausible	Argument/design **coherently** explains **complex** ideas Is **convincing**
6.2 **Designing** (planning)	Plan; Design; Compose; Sketch; Invent;	Achievability; Creativity; Originality; Detailed; Practicability; Viability			
6.3 **Producing** (constructing)	Produce; Make; Create; [Voc specific: Create a new product; Perform; Build; Construct; Manufacture, Write a story;	Complexity; Mastery; Skill; Flair; Precision; Quality of finish; Within required time	Finish is **minimally adequate** Quality of end product is **adequate** Produced within **tolerated** leeway	Finish is **satisfactory** Quality of end product demonstrates **competence** Produced **within time limits**	Finish shows **precision/creativity/ complexity** Quality shows **outstanding flair**/is **accomplished** **Good use** of time **throughout**

Theory verb	definition
Identify	to recognise someone or something and say or prove who or what they are
Select	to choose a small number of things, or to choose by making careful decisions
List	to make a list
State	to say or write something, especially clearly and carefully
Name	to say what something or someone's name is
Describe	to say or write what someone or something is like
Explain	1 to make clear or easy to understand by giving details; 2 to justify or give reasons for
Illustrate	to show the meaning or truth of something more clearly, especially by giving examples
Define	to say what the meaning of something, especially a word, is (eg defining a particular term)
Compare	1 to judge, suggest or consider that something is similar or of equal quality to something else 2 to examine or look for the difference between two or more things
Interpret	to decide what the intended meaning of something is
Differentiate	to show or find the difference between things which are compared
Distinguish	to notice or understand the difference between two things, or to make one person or thing seem different from another
Calculate	to judge the number or amount of something by using the information that you already have, and adding, multiplying, subtracting or dividing numbers
Solve	to find an answer to a problem
Investigate	to examine a problem, statement, etc. carefully, especially to discover the truth
Discuss	to talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Manipulate	to control something using the hands
Analyse	to study or examine something in detail, in order to discover more about it
Predict	to say that an event or action will happen in the future, especially as a result of knowledge or experience
Propose	to offer or state a possible plan or action (for other people to consider)
Assess	to judge or decide the amount, value, quality or importance of something
Justify	to give or to be a good reason for
Research	a detailed study of a subject, esp in order to discover (new) information or reach a (new) understanding
Review	To examine, survey or reconsider a subject or thing
Evaluate	to judge or calculate the quality, importance, amount or value of something
Practical verb	**definitions:**
Demonstrate	1 - to show; to make clear; 2 - to show something and explain how it works
Maintain	to keep a road, machine, building, etc. in good condition
Produce	to make something or bring something into existence
Support	to help someone emotionally or in a practical way
Prepare	to make or get something or someone ready for something that will happen in the future
Handle	1 to pick something up and touch, hold or move it with your hands; 2 to operate or control something which could be difficult or dangerous; 3 to deal with, have responsibility for, or be in charge of
Operate	to work, be in action or have an effect
Use	to put something such as a tool, skill or building to a particular purpose
Replicate	to make or do something again in exactly the same way
Conduct	to organize and perform a particular activity
Comply	to act according to an order, set of rules or request
Produce	to make something or bring something into existence
Measure	to discover the exact size or amount of something, or to be of a particular size
Check	to make certain that something or someone is correct, safe or suitable by examining it or them quickly
Adjust	to change something slightly, especially to make it more correct, effective, or suitable
Inspect	1 to look at something or someone carefully in order to discover information, especially about their quality or condition; 2 to officially visit a place or a group of people in order to check that everything is correct and legal
Manipulate	to control something using the hands
Construct	to build something or put together different parts to form something whole
Apply	1 to make use of something or use it for a practical purpose 2 to spread or rub a substance such as cream or paint on a surface
Sketch	to make a sketch of something
Design	to make or draw plans for something, for example clothes or buildings
Install	to put furniture, a machine or a piece of equipment into position and make it ready to use
Create	to make something new, especially to invent something
Perform	1 to do an action or piece of work; 2 to perform well/badly to operate/not operate satisfactorily
Organise	to make arrangements for something to happen
Observe	to watch carefully the way something happens or the way someone does something, especially in order to learn more about it
Assess	to judge or decide the amount, value, quality or importance of something

Glossaries of modifiers used in level of response marking and command words used in questions

Modifiers

When allowing choice of mark from a range within a mark scheme, it is important that the mark scheme uses words that indicate some flexibility to the marker, but which still give an indication of the quality looked for within the range. The following table helps support a standard interpretation of these words. At all times judgements are made within the expectations for the level.

Modifier	Meaning
A few	A small number of
Accomplished	Highly skilled - expert
Adequate	Barely sufficient
Ambiguity	Uncertainty of meaning or intention
Appropriate	Suitable for a particular condition, occasion, context
Basic	A foundation; starting point; basis (not developed)
Brief	Using a few words; scanty
Clear	Easily understood; without ambiguity
Coherent	Logically connected; consistent
Complex	Characterised by a very complicated or involved arrangement of parts/techniques etc; intricate
Comprehensive	Of large scope; inclusive; covering the entire field of study
Conventional	Ordinary rather than different or original
Convincing	Persuading or assuring by argument or evidence; believable; plausible
Correct	Free from error; in accordance with the accepted standard
Creativity	To create meaningful new ideas interpretations; originality
Credible	Worthy of belief or confidence
Detailed	Having many details; through in the treatment of details
Developed	Brought to a more advanced or effective state
Effective	Having an intended effect; producing a strong impression
Extensive	Great in amount; far-reaching; comprehensive
Extremely	Extending far beyond the norm; attaining the highest degree
Flair	Distinctive elegance or style
Fully developed	Refined to the highest degree; tending towards mastery
Generalised	Inferred from a few facts; general rather than specific
Generally	For the most part
Good	Satisfactory in quality, quantity or degree; having qualities that are desirable
High	Exceeding the common degree or measure
Highly	More than adequately
Improbable	Unlikely to be true or to happen
Largely	To a great extent; in great quantity
Limited	Lacking in imagination or scope; narrow
Little	I only a small amount or degree; not much
Majority	The greater part or number
Methodical	Acting in a systematic way; orderly
Minimal	Barely adequate; the least possible
Mostly	For the most part; in the main
Obvious	Readily apparent to a person of ordinary skill
Outstanding	Marked by superiority or distinction; excellent
Precision	Accuracy; exactness
Range	An amount or extent of variation
Reasonable	In accordance with sound thinking; of an appropriate degree
Relevant	Pertinent; connected with the matter in hand
Second nature	Habit that is so deeply engrained as to appear automatic
Simplistic	Over simplified; ignoring complexities or complications
Some	Of an unspecified number or quantity
Straightforward	Direct; not including complexity
Systematically	Having, showing, or involving a system, method or plan
Thorough	Extremely attentive to accuracy and detail; without negligence or omissions
Underdeveloped	Less developed than is required
Very	In a high degree, exceedingly
Well chosen	Chosen with care as to suitability or preciseness
Wide/broad range	Embracing a great number or variety
Within time limits	Meeting set time constraints
Within tolerance	Missing set constraints, but within a permissible variation for the task

From Dictionary.com

Test specification

AO weightings per test

AO	Test weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	28
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	49
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	23

The way the test covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written test*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

Test	Duration: 1 hour and 30 minutes		
Unit number	**Unit title**	**Number of marks**	**%**
301	Legal and social responsibilities in the professional kitchen	7	10
302	Financial control in the professional kitchen		
304	Fruit and vegetables	9	13
308	Farinaceous dishes		
303	Stock, soups and sauces	20	28
305	Meat and offal		
306	Poultry		
307	Fish and shellfish		
309	Desserts and puddings	18	26
310	Paste products		
311	Biscuits, cakes and sponges		
312	Fermented dough products		
313	Chocolate products		
N/A	Integration across the units	16	23
	Total	**70**	**100**

No	Unit	Learning outcome	Topic	A O1 Knowledge (recall)		A O2 Understanding		Integration across units		By unit/section		A O1 Knowledge (recall)	A O2 Understanding	Integration across units	A O1 Knowledge (recall)	A O2 Understanding	Integration across units
301	Working in the film, TV and theatre industry	1. Understand the factors that need to be considered when progressing into the makeup industry	Topic 1.1: Further progression routes	3	5%	4	7%	12	20%	13	##	1 (Q1)					
			Topic 1.2: Types of employment, businesses and jobs									2 (Q1)					
			Topic 1.3: Legal requirements and insurance												2 (Q1)		
			Topic 1.4: Requirements of becoming a freelance makeup artist												1 (Q1)		
			Topic 1.5: Communication and team work													2 (Q5)	
		2. Understand the expectations of working within the makeup industry	Topic 2.1: Working with others within the make-up industry													2 (Q5)	
			Topic 2.2: Production types										2 (Q7)				
			Topic 2.3: Production demands										2 (Q7)				4 (Q10)
			Topic 2.4: skills and attributes of a make-up artist														
			Topic 2.5: Benefits of social media														2 (Q10)
		3. Understand the factors to consider when preparing a make-up and hair application	Topic 3.1: Briefing techniques			6	10%										
			Topic 3.2: Environmental and sustainable working practices														
			Topic 3.3: Contra-indications										3 (Q8)			4 (Q6)	
			Topic 3.4: Health and Safety working practices										3 (Q8)				
			Topic 3.5: Prepare themselves, work area and model													2 (Q5)	
302	The Creation and Presentation of an industry	1. Understand how to research and prepare for design ideas	Topic 1.1: Primary research	2	3%	4	7%			6	##	1 (Q2)			2 (Q2)	2 (Q2)	
			Topic 1.2: Secondary research									1 (Q2)					
		2. Create an industry portfolio	Topic 2.1: reasons for using an industry portfolio										4 (Q4)			2 (Q2)	
303	Fashion and Photographic Make-up	1. Understand factors affecting the application of facial contouring	Topic 1.1: Face shapes	2	3%	4	7%			6	##						
			Topic 1.2: Eye, nose and lips shapes														
			Topic 1.3: Skin types and conditions										4 (Q8)				
			Topic 1.4: Colour theory and correction												2 (Q3)	4 (Q3)	
		2. Apply fashion and photographic make-up	Topic 2.1: Application techniques														
			Topic 2.2: Products, tools and equipment									2 (Q3)					
			Topic 2.3: Themes and context											6 (Q10)			
		3. Capture a photographic image	Topic 3.1: Effects of different lighting														
			Topic 3.2: Types of backdrops														
304	Creative hair design skills	1. Understand how to achieve creative hair design	Topic 1.1: Influencing factors for creative hair design	3	5%	4	7%			7	##		4 (Q9)				2 (Q10)
			Topic 1.2: Products, tools and equipment														
			Topic 1.3: Unconventional styling methods and tools for creative hair														4 (Q10)
305	Create historical hair and make-up looks	1. Understand how historical make-up, hairstyles and fashion trends have changed through the ages	Topic 1.1: Looking through the eras													2 (Q7)	
			Topic 1.2: Social and cultural status													2 (Q7)	
		2. Understand the range of products used to create historical hair and make-up	Topic 2.1: Make-up products, tools and equipment												3 (Q4)		
			Topic 2.2: Hair products, tools and equipment									3 (Q3)					
306	Apply body art	1. Understand historical and cultural influences of body art	Topic 1.1: Influences of body art: Historical and Cultural	3	5%	6	10%			9	##	3 (Q5)	6 (Q5)			3 (Q9)	
			Topic 1.2: The use of body art														
		2. Apply face and body art design	Topic 2.1: Products, tools, equipment												3 (Q4)		
			Topic 2.2: Themes and concepts											6 (Q10)		3 (Q9)	
			Topic 2.3: Airbrush and body art techniques														
			Topic 2.5: Cleaning and maintenance of airbrush														
307	Camouflage make- up	1. Understand the history of camouflage make-up and its uses	Topic 1.1: Origins of camouflage make up and its present day position	3	5%	4	7%			7	##	3 (Q6)			3 (Q8)		
			Topic 1.2: Why camouflage is used including influencing factors										4 (Q6)				
		2. Carry out the application of camouflage make-up	Topic 2.1: Camouflage techniques													2 (Q8)	
			Topic 2.2: Products, tools and equipment													2 (Q8)	
			Sub totals	16	27%	32	53%	12	20%	48	##						
			Total marks	60													

Question and mark scheme alignment (extract from *Marking and Mark schemes – guidance*)

Question type	Answer style	Marking approaches	Mark scheme style (use template format*)	*Ref
• Name the… • Identify … on the diagram • Give the definition of…	• Single word or List • Short answer containing the key word(s)	Matching	**List** – a list of all correct answers showing all the forms the correct answer can take (eg 0/ zero/ none) **Marking guidance** – usually none is required if the complete outcome space is covered by the list, and indeed, if unnecessary is adding unnecessary complexity	**1**
Give an example of…	Short answers, but are wide ranging making complete listing of correct answers impractical.	Scanning Matching Evaluating	**List with clarification** – A rule for deciding whether an answer is 'correct enough' to receive a mark *plus* a list showing probable correct answers **Marking guidance** - guidance showing probable incorrect answers, with additional guidance to define the boundary between what is worthy of the mark and what is not, as necessary.	**1+**
• Explain how… • Describe the impact of… on…	minimally extended – containing a number of points developed into more complex statements/ explanations showing understanding (eg may be AO1 extending to AO2, or low level AO2, extending to more advanced AO2)	Scanning Evaluating	**Points with rules** – clarification of the maximum marks that can be achieved for undeveloped points (ie capping) and how marks for development of the answer can be achieved. A clear expression (may be list of statements) of the essence of the answer required that will receive a mark – eg a point (1), plus development (1) **Marking guidance** – Guidance defining the boundary between what is worthy of the mark and what is not, as necessary.	**2-5**
			Mini levels of response – Level 1 – Description of quality of simple statement (1-# marks) Level 2 – Description of quality of extended response (#-# marks) **Marking guidance** – Guidance defining the boundary between what is worthy of the mark and what is not, as necessary.	**6**
Discuss…	extended – demonstrating the quality of their thinking/understanding given in a discursive style	Scanning Evaluating	**Levels of response** – separate levels of quality of response are described and assigned a range of marks. Examiner judgement is required to choose the best level and the best mark within the level, guided by some form of guidance. **Marking guidance** – Indicative content plus examples as appropriate (not model/text book examples)	**7**

Marking approaches

The format of the mark scheme can help improve the efficiency and reliability of marking.

By looking at the strategies that markers use when marking different types of responses, it is possible to identify ways in which eg too much unnecessary wording in the mark scheme could inhibit marking or where additional guidance might help, including the form it should take.

The strategies used by examiners can be grouped as follows; some are (or become after some initial experience in applying the mark scheme) automatic, and some require some degree of conscious processing or reflection:

Matching – the marker is comparing a short, simple response with the written mark scheme or, once marking is underway, an internalised mark scheme. Here, to avoid adding unnecessary conscious processing, it is important for the words that are to be matched to be easily seen on the mark scheme without any surrounding, carrier language that may or may not be used by the candidate. This should be presented as a bulleted list so clearly separate answers worth a separate mark are identified. Also any variations in the way the answer can be expressed should be expressed as alternatives within the same bullet, separated by a slash (eg 0 / zero / none). In this way matching can occur automatically without the marker resorting to an evaluating (or scrutinising strategy regarding the mark scheme).

Scanning – for more complex responses, where the candidate has simply used more carrier language or where the answer seems incomplete. The marker must scan the response to find the key detail(s) or check for continuation sheets/scroll to the end of the response box, adding processing time. They then then move to one of the other strategies to determine the mark – ie matching may occur as above, or the marker may have to interpret or paraphrase the candidate's response to evaluate how closely it matches the mark scheme. The degree to which the mark scheme is able to include alternative answers to support automisation here and make it more of a matching exercise, will depend on practicalities/ feasibility eg the quantity of detail it would add, slowing down matching, versus the ability to provide a rule that will support efficient evaluation once internalised.

Evaluating – used where the response is more complex and uses language that the mark scheme is unable to capture directly, but follows a fairly expected pattern supported by the mark scheme. The marker must bring a range of understanding to making the judgement to determine the meaning and quality of the response. This may include reference to the aim of the question, exemplar information and rules described in the mark scheme and/or discussed during standardisation. Also, prior experience, personal subject knowledge, and knowledge of candidates will be used. Here, although the process may be less automatic than matching, it can become quicker through experience with the mark scheme. Where the mark scheme is able to give clear rules as to the boundary between right and wrong, the marker will be able to carry out the evaluation more efficiently and reliably without resorting to scrutinising.

Scrutinising – The response is unexpected or wrong, or the mark scheme doesn't clearly help in evaluating the response. This is arguably the most time consuming strategy. Here the marker must work harder to get to the bottom of what the candidate has intended and, if the mark scheme is inadequate, what the question has intended in order to try to make a fair decision. Ideally of course the mark scheme *will* be able to support the marker, and this strategy will mostly be used in understanding the candidate's intention and not the question setter's. Where unexpected reactions to a question are not covered by the mark scheme or where the mark scheme is found to be unclear, there is scope, particularly during standardisation, to make amendments to the mark scheme used by all markers, making further marking more efficient and reliable.

No response – There appears to be no answer. The marker can award 0 marks without thought, after a check that the response space is indeed empty ie scrolling to the end of the response box and checking for continuation sheets.

The Mark Scheme template

Qual title & version

Underline essential technical terms to be seen in the answer

Embolden **and, not** or **or** within the answer to clarify requirements for the mark,

Use brackets to indicate text that is extraneous for the mark (but supports examiner understanding)

Use slash to separate alternative/equivalent acceptable terms within an answer

Standard wording:

*Do **not** accept..... (Expected responses that are incorrect but close)*

*Answer must focus on..... and **not**..... (Clarification of the required focus/ clarifies boundary between acceptable and unacceptable – word 'focus' can be replaced as appropriate – capture, explain, elicit, highlight etc)*

Allow..... (Answers that may be on the boundary of acceptable – elaborate to clarify if necessary – usually added at standardisation)

Q	Acceptable answer(s)	Guidance	Max mks	Ref

Conventions for wording and layout to be used where possible – wording should be kept minimal and consistent so the answers looked for are clear during marking in the acceptable answer column, but sufficient description in guidance to clarify the boundary between giving the mark or not giving it.

1	**1 mark each, up to 3 marks:** • **Bulleted/alternative term** • **Bulleted** • **etc**	**Do not accept.....**	**3**	**xxx-xx** **AO#**
2	1 mark each [eg activity/ point] up to 2 marks, plus 1 further mark each related [eg effect/ expansion etc], up to total 4 marks: • Description of <u>activity</u> (1) description of related <u>effect</u> (1) • Description of another <u>activity/alternative</u> (1) description of related part effect and other part of effect (1)	Answer must focus on..... and not.....	4	xxx-xx AO#
3	1 mark for each point, up to 3 marks: First point (1), (leads to) 2nd point (1), (leads onto another) consequence (1) (and there are other) consequences too (1)		3	xxx-xx AO#
	Alternative statement to cap for incomplete answer: 1 mark for each point, up to 3 marks. Limit to 2 marks where… (intention eg mechanism) not explained.	Intention: demonstration of/ understanding of …. [eg the mechanism of action not simply steps in the process] [Note: the intention must be clear in the wording of the question]		
4	1 mark for each point, up to 3 marks: First point (1), (leads to) 2nd point (1), (leads onto another) consequence (1) (and there are other) consequences too (1)		3	xxx-xx AO#
5	Up to 3 marks: 1 mark for idea/concept of... (*description of the concept*) 1 mark for valid use of data to support..... 1 mark for elaboration / justification	Answer must focus on..... and not..... Allow.....	3	xxx-xx AO#
6	*'Mini' levels of response (for lower tariff questions requiring qualitative marking)* Level 1 (1-2 marks) Eg Basic – some relevant content – explanation and/or linking is insufficient. Level 2 (3-4 marks) Eg Good – clear logical explanation linking relevant content.	Indicative content: [Note: there is still likely to be a need for an explanation of the aspects of knowledge that are to be covered, however the indicative content may not need to be as detailed – as necessary]	4	
7	*Levels of response marking (for longer, higher tariff discussion type questions)* Intention:	Indicative content: Examples of the types of connections expected to be made,	12	xxx-xx AO#

	Statement about the aim of the question – the target understanding anticipated. Level 1 (1-3 marks) Statement about expected performance – in terms of unistructural type answer in response to the question. Further details in context of the question Level 2 (4-6 marks) Statement about expected performance – in terms of multi-structural type answer in response to the question. Further details in context of the question. Level 3 (7-9 marks) Statement about expected performance – in terms of relational type answer in response to the question. Further details in context of the question.	topics to be covered and the understanding to be demonstrated – expect the marker to be knowledgeable, so aim to ***clarify areas of focus*** to ensure standard interpretation and to keep focus on the aim of the question. **NOT** model examples *For no awardable content, award 0 marks.*		

Writing questions for Technicals

Briefing

Introduction

City & Guilds normally uses short or structured questions with very tightly specified mark schemes to maximise reliability of marking.

This is appropriate for much vocational assessment, if what is being tested is the presence or absence of relatively isolated pieces of essential knowledge for the subject.

For Technicals however, as in GCSEs and A-Levels, we wish to discriminate between candidates on the basis of their ability to use the full range of knowledge and understanding in more integrated and stretching ways e.g. to make clear arguments, to demonstrate more complex thinking skills and problem solving in the subject area, and to grade candidates on the basis of this complexity. Therefore we need to widen the range of question types we use to include more stretching questions in order to access candidate's higher order thinking.

The term *stretch and challenge* has been widely used to describe the aim of challenging candidates to demonstrate the upper extent of their ability and the nature of the questions used to do so. For Technicals, we also use the term *Integration (AO4[1])* to highlight the fact that in demonstrating the upper levels of cognitive demand, candidates will need to use their knowledge and understanding from across the whole qualification in an integrated way. This simply focuses on the aspect of synopticity which is an important requirement of Technicals, and the terms *stretch and challenge* and *integration* are effectively used interchangeably.

Overview

This briefing supports existing guidance for writing short answer and structured questions. It provides additional guidance on the production of stretch and challenge style questions, and their supporting mark schemes.

Note:
The balance of content and levels of demands in the test specification is an expression of the ***construct*** that is being tested.

Construct: an understanding/model of what being good in a particular domain/subject looks like. It connects the observed evidence to inferences of ability in that domain.

Test design and the test specification

The test design must anticipate the awarding decisions that are going to be made in order that the test elicits the evidence that awarders are looking for.

For instance; if the awarders for a high grade are guided to look for evidence of 'analysis' and ''evaluation,' then the questions must prompt candidates in such a way that they give evidence of these attributes and, crucially, the mark scheme must have marks available to be awarded by markers when it is seen.

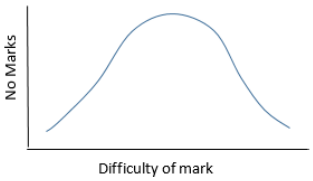
The test specification holds the information that allows each test to be designed in such a way that it elicits the same breadth and depth of knowledge and understanding, and the intended range of cognitive demands on each occasion.

In order to ensure an equivalent number of marks is available for each type of knowledge is repeated series on series, the specification includes information on

[1] AO4 – one of eight Assessment Objectives used in the assessment of technicals: *AO4 - Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.*

the balance of marks which are attributed to knowledge recall (AO1), understanding (AO2) and integration/stretch and challenge (AO4).

For Technicals, it is expected that the test will contain at least 60 – 80 marks and of these, about 15-20% of marks will be assessed using unconstrained question types. The unconstrained questions are likely to be used to assess higher order integration (AO4). The test as a whole should however be thought of as providing marks for the full range of difficulty as a smooth curve, rather than as separate groups of easier and harder questions. In other words, if each mark was plotted on a graph based on its difficulty there would be a smooth distribution of difficulty rather than peaks at low and high difficulty.



As the specification describes the level of demand for each available mark, it is useful to think of the test specification as relating more to the mark scheme that what we often think of as 'the test' ie the questions; of course the test is actually both the questions ***and*** the mark scheme.

From this way of thinking it is often useful, during test development, to think of what answers we want to get first, and whether the levels of demands of those meet the test specification, before we craft the question in such a way that it makes the candidate think the way we want them to, in order to give the answers we are expecting to give marks for…

Tests must be designed with the expectations of awarders in mind:

- **The questions must ask for the attributes that reflect good performance in the subject, which awarders will be looking for when setting grade boundaries**
- **…and marks must be available to be given when evidence of these attributes is seen by markers.**

Tests must contain 60-80 marks of which 15-20% must be targeted at AO4, integration.

KEY POINT

The style of questions for Technicals

The styles of questions used are:

- multiple choice
- short answer
- structured questions
- unconstrained questions / extended answer, including formats such as case studies and more open-ended questions.

For technicals, a full range of question types is used as appropriate for the content and the level of cognitive demands being assessed, and to allow the test to target the full range of performance.

The tests for Technicals are offered on the evolve platform which allows the full range of question types to be used, and has the added benefit of being able to carry out marking of some forms of items (e.g. MC) automatically, while the remaining, more complex answers are marked on-line by examiners.

Scaffolding

Sometimes the question format itself can help guide the candidate during a stressful exam situation. For example where the question asks for a separate point for each mark, it can be a helpful reminder for some candidates if the answer space is designed to prompt the candidates for the correct number of

points. This is often done through providing e.g. three numbered lines for the answer where three points have been asked for. (The example question papers provided in the taking it further section give examples of scaffolding of questions).

This sort of support is only relevant for short answer questions and some structured answer questions.

Where candidate independence and freedom to respond is an important feature of the question (i.e. for AO4, integration type questions) constraints such as scaffolding and guidance should be avoided, and sufficient free space in which to complete the question should be provided.

Question formats for stretch & challenge/integration

MC and short answer formats are very good at precisely targeting areas of content and levels of demand, and ensuring the precise awarding of marks for these attributes through the use of objective mark schemes, i.e. where the mark scheme can describe precisely what the marker must observe in order to give each available mark. This also allows tests to be purposefully designed to meet the test specification.

However, for higher order skills e.g. argumentation, analysis and problem solving, providing too much constraint in the question will limit the candidate's ability to demonstrate their full ability, and in addition candidates may approach the question in different but equally valid ways. This means the candidate needs to have more freedom in how they answer the question and the marker in how they attribute the marks.

Warning:
If the question paper does not ask for the attributes the awarders are looking for, they may not be able to award any higher grades. This disadvantages the most able candidates.

For integration (AO4), the questions should have a high number of marks available in order to reward candidates for showing a developed piece of independent reasoning. These questions should be no fewer than 9 marks.

Structured Questions allow some scope for development of a topic, and can be useful in developing towards some stretch and challenge.

The term *structured questions* refers more to the format of the question than the demand of the question – which will depend on what the question actually asks. Structured questions ask a number of related questions as separate parts e.g. question 10a, 10b, 10c.Typically these will begin with a less challenging and constrained short answer questions targeting less demanding knowledge and concepts, leading into related but more challenging and less constrained questions that could stretch candidates depending on the question asked. These may target the middle and/or higher levels of demand.

Only any parts of questions which are targeted at the integration skills will be classified as AO4 on the test specification and contribute to the 20% mentioned above e.g. 10c might be AO4 and 10a & b AO2.

When writing structured questions it is important that the question is structured in such a way as to allow candidates to attempt all parts of the question without relying on the answers to previous sections. Also the mark scheme must allow fair marks to be awarded for evidence of skills that *are* demonstrated, e.g. if the candidate takes forward a wrongly calculated answer from earlier calculations but then uses it correctly (this is most likely to happen in mathematical calculations).

Reference materials:
Providing an unfamiliar resource for the candidates to use to answer the question helps to prevent the simple recall of a classroom example, forcing the intended higher level cognitive skills to be used.

Also it supports the marker in making a judgement as to the relevance and plausibility of the answer.

Unconstrained / extended answer questions. Using the structured question format can provide too much scaffolding to fully challenge the higher ability candidates (i.e. those who didn't need the developmental nature of the question to access the higher marks). For this reason it is necessary to offer those candidates the chance to show what they can do without such support and scaffolding. There should therefore be at least 9 – 15 marks available for an unconstrained, unstructured, open ended question requiring an extended response.

Case studies and reference material may however be used to provide a suitably complex context (i.e. providing the 'well-defined, but complex and non-routine' as per the level descriptor for L3) within which the candidate must demonstrate their higher level skills.

In unconstrained questions it is not appropriate to give guidance on what the candidate should include, or how to structure their answer (as this constrains their answer). The question will elicit the correct response from those candidate that are able to answer it.

Command words In order to ensure that the candidates are clear about what is required of them, we use commonly understood command words in questions. These aim to elicit the level of detail and the type of cognitive demand in the candidate answers that marks are available for in the marks scheme.

Having said this, what the question elicits will depend on the whole question asked and not just the particular command word used, which is why some command words would appear in more than one column below depending on how they are used e.g. 'explain how…' and 'explain why…' elicit different cognitive demands as does 'describe the features of a…' and 'describe the impact of… on…'.

The table below reflects typical usage of words as seen on many 'Blooms' based resources. When deciding what level of demand (e.g. Blooms or AO) a question targets, you must consider the question as a whole and not just the command word.

Common command words:

Less suited to integration			More suited to integration		
Recall	**Understanding**	**Application**	**Analysis**	**Evaluation**	**Creation**
state	describe	carry out	analyse	evaluate	design
list	outline	work out	select	justify	plan
label	compare	calculate	distinguish	predict	create
locate	give examples	draw	calculate	discuss	theorise
select	summarise	solve	discuss	assess	propose
describe	explain		compare & contrast		

Command words from the first three (shaded) columns above are likely to target lower and middle order demands.

The use of command words from the unshaded, 'analysis', 'evaluation' and 'creation' categories, demand the use of higher order cognitive skills and require the candidate to have more freedom in their answers. These are therefore a feature of stretch and challenge questions.

Structured questions, unconstrained questions and complex contexts allow candidates to demonstrate a wider range of skills and abilities, and provide opportunity for stretch & challenge and integration of knowledge.

Integration questions should be unconstrained and have a minimum of 9 marks available.

Command words such as discuss, analyse, justify and evaluate prompt candidates to give the more in depth answers that are required.

KEY POINT

Mark schemes for Technicals

'The function of a mark scheme is to facilitate reliable and fair marking of student responses. This means to give instructions, advice and support so that markers can award marks appropriately. It is essential that markers know how to deal with the wide range of responses that they might see, and make consistent decisions when faced with unexpected responses.'

Ahmed & Pollitt 2011

This is the aim of all mark schemes, but the format they take varies depending on the type of question.

Where a question is framed in a very constrained way so as to elicit a specific (range of) answer(s) those answers can be specified explicitly on the mark scheme and how the marks are assigned easily made clear in the instructions (e.g. 1 mark for any from: [complete list of possible correct answers] to a maximum of ….marks). This is described as 'objective' and the most objective test is a MC test where all items are framed in an extremely constrained format that allows only one very precise answer often represented as a letter (a, b, c or d), tick, or a line on an OMR sheet.

Where the candidate is able to provide free text, there is less control over the precise words the candidate may use, so the mark scheme should consider both the potential right and wrong answers and support the marker in differentiating what is acceptable and what is not. A model answer, i.e. which shows one example of a good answer, is never a good instruction for a marker for any form of question (other than MC) as it does not give guidance on what to do with any other answer the candidate may give.

The more freedom the candidate has to answer, i.e. the less constrained the question, and the more the answer is dependent on the quality of ***how*** the candidate ***uses*** their knowledge and understanding, rather than a demonstration of the ***quantity*** of the candidate's knowledge, the more difficult it is to provide very explicit guidance, and the marking become more subjective (i.e. subject to/dependant on the marker's own individual judgement).

The format of the marking guidance depends on the type anticipated answers the marker may be faced with, and the most appropriate format for the expected range of answers the candidate may give should be chosen.

The mark scheme for unconstrained questions has to provide as much ***guidance*** as possible to support their judgement the marker without putting too many constraints on what is expected and acceptable.

Level of response mark schemes tend to be the best format for these extended response type questions. Here markers are given the freedom to award from a range of marks for a prescribed ***quality*** of answer:

Example of level of response mark scheme:

Level 1 - Basic - Largely descriptive response. Some attempt at evaluation to move to upper end of level. **1-3** marks

Level 2 - Clear - More detailed response describes event and explains consequences for industry. Specific detail, examples or data will access upper end. **4-6** marks

Level 3 - Detailed - Specific detail, examples or data to show evaluation of impact of the chosen external pressure. Awareness of the relative effect of the impact will characterise candidates at the top of this level. **7-9** marks

No answer worthy of credit **0** marks

As well as giving a description of the quality of the answer – which can be quite generic, as above, there needs to be specific guidance on the expected content for the specific question. (See Appendix: Example 2 Q5c mark scheme).

Features of levels of response mark schemes

The following are features of good levels of response mark schemes:

- As many levels as can be differentiated should be used, although in practice this is often no more than three.
- The number of marks available within each mark range is dependent on the ability to discriminate between levels of performance and on the intended weight of the item.
- The number of marks available in each level should be the same e.g. 1-2 & 3-4, not 1-2 & 3-5.
- A mark should never appear in more than one band e.g. NOT 4-**5**, **5**-6. The top of one band should not be seen as equivalent in value to the bottom of the next.
- The opportunity for the marker to give 0 marks if no creditworthy answer is given should be clear.
- It should be clear that all marks are equally available and there should not be anything in the mark scheme to cause markers to favour or ignore a particular mark e.g. if a separate description is given for the top of a band in one level and not in another those marks with the description may be more likely to be given than those that don't.
- The description for each level should clearly specify what is important about the response in the context of the question.

Mark schemes which recognise the range of abilities and higher level skills, must give the marker the freedom to use their experience and judgement to allocate from a range of marks available, but must clearly indicate the attributes that are being assessed.

KEY POINT

Checklist for level of response mark schemes

Note:
The checklist should be used to ensure that the level of response bands include statements that allow candidates to be placed in a band based on the extent to which their response covers the headings in the checklist.

The statements in the bands should enable the marker to differentiate based on the quality of the response.

It is not necessary to have a statement that covers every bullet point.

Thoroughness of response

- How well did they cover the focus/topic of the question (detail)?
- Were the main issues/ideas/concepts/opinions discussed?
- Was the response clear and coherent or isolated points?

Relevance

- How appropriate was the discussion/debate/argument/opinion?
- Were the points made relevant?

Accuracy

- How well was the focus/topic of the question understood?
- How accurate (and relevant) where the points and linkages made?
- Was their analysis accurate?

Considered

- Did they compare and contrast in their response?
- Did they consider benefits/limitations, advantages/disadvantages, causes/effects/impacts/consequences, pros/cons?

Supported

- Were their explanations supported with examples?
- Did they justify/substantiate their opinions/recommendations/conclusions?

Summary of key points

- Structured questions, open-ended questions and wider question types allow candidates to demonstrate a wider range of skills and abilities, and provide opportunity for stretch and challenge.
- Command words such as discuss, analyse, justify and evaluate prompt candidates to give the more in depth answers that are required.
- Tests should be designed with the expectations of awarders in mind. The questions must ask for the attributes they will be looking for.
- Tests should be between 60 and 80 marks, with 15- 20% allocated to AO4 integration.
- Unconstrained questions should carry at least 9 marks.
- Level of response mark schemes are best used for unconstrained questions.

Taking it further

Ayesha Ahmed & Alistair Pollitt (2011): Improving the quality of marking through a taxonomy of mark schemes, Assessment in Education: Principles, Policy and Practice, 18:3, 259-278

Appendix

1 Example questions and mark schemes:

Examples of scaffolding:

0 1 . 8 Give **two** reasons why tropical storms eventually lose their energy.

[2 marks]

Reason 1: _____

_____

Reason 2: _____

_____

http://filestore.aqa.org.uk/resources/geography/AQA-80351-SQP.PDF

0 2 . 3 Use the results shown in **Figure 3** to place metals **X**, **Y** and **Z** in order of reactivity.

[1 mark]

Most reactive _____

↕ _____

Least reactive _____

http://filestore.aqa.org.uk/resources/chemistry/AQA-84621F-SQP.PDF

0 5 . 4 Use your graph in **Figure 3** to estimate the concentration of the solution inside the potato cells.

[1 mark]

Concentration = _____ mol dm^{-3}

http://filestore.aqa.org.uk/resources/biology/AQA-84611H-SQP.PDF

2 Example extended response question and level of response mark scheme

Taken from OCR Specimen assessment materials and mark schemes:
GCSE Design and Technology: Industrial technology (A542)

18 (d) Machine tooling can wear after repeated use in manufacturing products. Discuss ways that wear can be minimised. (7 marks)

Q No	Answer	Mk
18 (d)	**Machine tooling can wear after repeated use in manufacturing products.** **Discuss ways that wear can be minimised.** o Lubrication o Planned maintenance o Adjustments o Appropriately hardened surfaces o Appropriate use/abuse o Correct choice of stock material Level 1 (0-2 marks) Basic discussion, showing some understanding of the ways tools can wear. Can provide a basic understanding why this is the case. There will be little or no use of specialist terms. Answers may be ambiguous or disorganised. Errors of grammar, punctuation and spelling may be intrusive. Level 2 (3-5 marks) Adequate discussion, showing an understanding of the ways tools can wear. Can provide an adequate understanding why this is the case. There will be some use of specialist terms, although these may not always be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, grammar and punctuation Level 3 (6-7 marks) Thorough discussion, showing a clear understanding of the ways tools can wear. Can provide a thorough understanding why this is the case. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.	**[7]**

Notes:
City & Guilds does not include spelling punctuation and grammar in the levels of demand mark scheme.
Unequal bands as seen here should NOT be used.
0 should NOT be included in a range of marks, but noted separately.

3 Example extended response question and level of response mark scheme

Taken from City & Guilds sample assessment materials and mark schemes:

Animal Welfare

Q10

Consider types of technology used in the Animal health and welfare industry and evaluate their impact on

- production
- competitiveness
- sustainability, and
- the environment.

Band 1: 1 – 3 marks

Basic description related to limited range of technologies with limited justification for use; limited understanding of commercial awareness relating to the animal health and welfare industry; general reference made to how technology increases production and competitiveness; minimal understanding of how technology maintains sustainability and limited considerations made for impacts on the environment

Band 2: 4 – 6 marks

Description related to range of technologies with some justification for use; good understanding of commercial awareness relating to the animal health and welfare industry; relevant reference made to how technology increases production and competitiveness; good understanding of how technology maintains sustainability and some considerations made for impacts on the environment

Band 3: 7 – 9 marks

Specific detail related to a wide range of relevant technology with well-argued and clear justification for use; sound understanding of commercial awareness relating to the animal health and welfare industry; specific reference made to how technology increases production and competitiveness; clear understanding of how technology maintains sustainability and considerations made for impacts on the environment

Note:
This question could perhaps be better worded – it is not clear that all bullet points are expected to be covered, and by giving the range of areas that should be covered it may be prompting the candidate too much – a question to ask is: are these all areas that the candidate has been taught to consider? Perhaps not, but if so, part of their thinking might be coming up with these areas… is there a more generic term that encompasses these that could be used in the question?

4 Example extended response question and level of response mark scheme

Taken from: Pearson BTEC Level 3 Nationals in Business Sample Assessment Materials: Unit 3: Personal and Business Finance

Over the last 5 years interest rates have been at a consistently low level. More savers are looking to alternative methods of saving.

5. Assess the use of Premium Bonds as a method of saving. **10 marks**

Question number	Answer	Mark
5	Points candidates may use are: **Advantages:** • premium bonds are a tax free method of saving • don't lose initial investment • no risk • withdraw money at any time • entered into a monthly lottery to win cash prizes ranging from £25 to £1 million • can invest £100 up to £40,000 • buy these online or through the Post Office **Disadvantages:** • not guaranteed to win • no interest paid • initial investment loses value with inflation • no updates/regular statements may mean the owner forgets about them	**(10)**

Level	Mark	Descriptor – Assess. This question targets AO1-4
	0	No rewardable material.
1	1-3	Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.
2	4-6	Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7-10	Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.

Notes:
Unequal bands as seen here should NOT be used, mark ranges should be equal for each level

5 Assessing depth of knowledge and understanding

Initial question and mark scheme:

Q1 Explain the importance of using food preparation surfaces that are smooth, non-porous and hard wearing.

(3 marks)

1 mark for a correct explanation per property:
Smooth:

- easy to keep clean *(how)*
- less chance of dirt being trapped on the work surface *(why)*

Non-porous:

- easy to disinfect and keep safe *(how)*
- helps to prevent bacterial contamination *(why)*

Hard wearing:

- resistant to cracking and chipping *(how)*
- less chance of physical contamination *(why)*

Note:
The question provides the candidate with the properties so it is not assessing the depth of knowledge and understanding that it could potentially assess.

The candidate is not being awarded a mark for providing a full explanation. They can get a mark for just stating the 'how' and not the 'why'.

Revised question as a structured question with mark scheme:

Q1a) State the properties that are important for food preparation surfaces.

(3 marks)

1 mark for each of the following:
Smooth, non-porous, hard wearing

Q1b) For each property, explain why it is important. (6 marks)

Mark scheme as for initial question but 2 marks for each property

Note:
Both versions of the revised question assesses depth of knowledge and understanding.

The question should differentiate between candidates that can only recall properties, candidates that can explain the property, and candidates that can explain and say why the property is important.

The initial question may state the properties as there may be other properties, so if this the case either ask for 'main properties' or 'three properties'. If the latter then all properties and the reasons why they are important should be included in the mark scheme.

Revised question as a short answer question with mark scheme:

Q1 Explain the properties that are important for food preparation surfaces.

(9 marks)

Up to 3 marks for a correct explanation per property:

- Smooth (1 mark) which makes them easy to keep clean (1 mark), so there is less chance of dirt being trapped on the work surface (1 mark)
- Non-porous (1 mark) which makes them easy to disinfect and keep safe (1 mark), which helps to prevent bacterial contamination (1 mark)
- Hard wearing (1 mark) which makes them resistant to cracking and chipping (1 mark), so there is less chance of physical contamination (1 mark)