



Management & Administration T Level Theory Exam Support

For City & Guilds

T-LEVELS

Agenda

Agenda


1	Overview of the core theory exams
2	Assessment objectives
3	Command verbs
4	Question types
5	Hints and tips



- Overview of the core theory exams
- Assessment objectives-relating to question types
- Use of command verbs in questions
- Question types using sample assessments
- Deconstructing an exam question
- Hints and tips



- Occupational specialism assessments
- ESP
- Delivery and curriculum planning outside of the Technical Qualification

A top-down view of a white desk with various study items: a silver laptop in the top left, a pair of clear-rimmed glasses in the top center, an open notebook with a yellow pencil in the bottom left, a black smartphone in the bottom center, and two books (one teal, one dark blue) in the bottom right.

Technical Qualification – Core Theory Examination

Overview of the Core Assessment for Management & Administration

Learners must complete:

- Learners must complete:
- Two externally set exams covering knowledge from the Management and Administration core (component 300)
- One employer-set project covering knowledge and skills from the Management and Administration core (component 300)

Technical qualification scheme of assessment overview

Core Component – Learners must complete all assessment components

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1 (031)	Externally set exam	2.5 hours	100	30%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2 (032)	Externally set exam	2.5 hours	100	30%	Externally marked	
Employer-set project (033)	Externally set project	25 hours	100	40%	Externally marked	

Management and Administration Core Theory Papers

The two exam papers have each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

Both core exams will follow the same structure but each core exam covers different technical content. In both papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

Paper 1 - 3 Elements (2hrs 30mins)

Part A (55%) is made up of 55 marks and includes 17 **Short** and **medium answer questions of a low tariff and medium tariff value**.

Part B (45%) is made up of 45 marks and includes 4 extended response questions.

Underpinning Knowledge Outcomes for paper 1

Content overview:

1. Business Context
2. People
7. Business Behaviours

* The numbers highlighted in yellow refer to the UPK title and do not relate to the number of questions in a topic.

Management and Administration Core Theory Papers

As in paper 1 the exam paper has each been split into two sections which will be made up of different question types including short answer questions, structured questions, and extended response questions.

Both core exams will follow the same structure but each core exam covers different technical content. In both papers the level of difficulty will increase through the papers with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

Paper 2 – 4 Elements (2hrs 30mins)

Part A (55%) outcomes for paper 2 made up of 55 marks with 17 short and medium questions of a low tariff and medium tariff value. These short answer questions which target recall of knowledge, demonstration of understanding and application of knowledge and understanding.

Part B (45%) made up of 45 marks and includes 4 extended response questions which target application of knowledge and understanding and analysis and evaluation of information and issues.

Underpinning knowledge (UPK) content for paper 2

Content overview:

- 3.** Quality and Compliance.
- 4.** Finance Principles.
- 5.** Policies and Procedures.
- 6.** Project and Change Management.

* The numbers highlighted in yellow refer to the UPK title and do not relate to the number of questions in a topic

Timelines for Core Exam assessments windows

Core Theory Papers	Date
Core exam 1	26.11.25 (Autumn 25 series)
Core exam 2	03.12.25 (Autumn 25 series)
Core exam 1	02.06.26 (Summer 26 series)
Core exam 2	09.06.26 (Summer 26 series)

All exams will last for 2.5 hours and will start at 9.30am and finish at 12pm

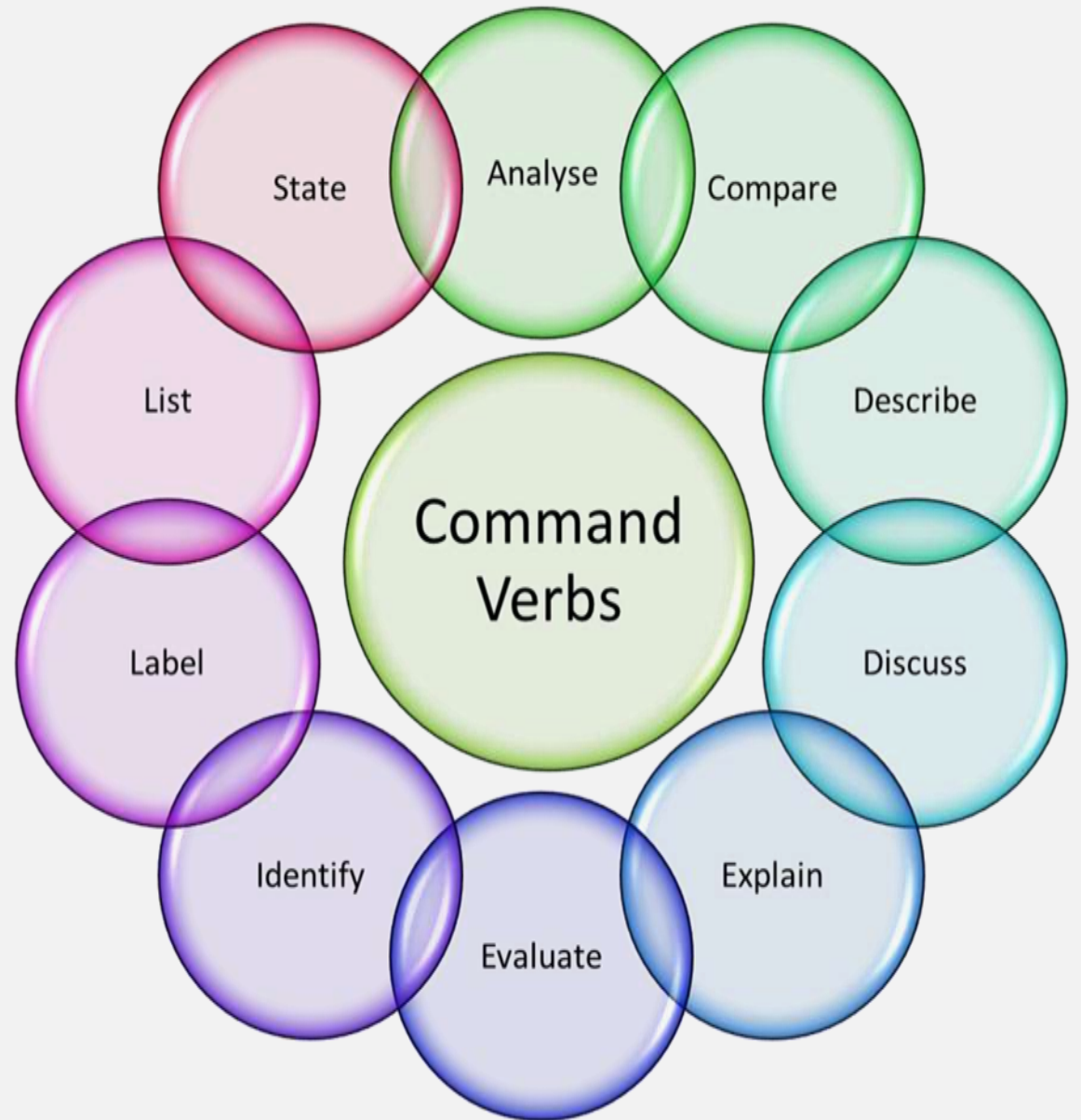
A high-angle, top-down photograph of a group of seven people (four men and three women) gathered around a large, dark wooden rectangular table in a modern office setting. They are all focused on their work, with several laptops and tablets open on the table. One man in a white shirt is leaning over the table, pointing at a laptop screen. Another man in a yellow jacket is looking at a tablet. A woman in a white shirt is pointing at a laptop screen. The table is cluttered with various items including laptops, tablets, notebooks, pens, and coffee cups. The background is a plain, light-colored floor.

The use of command verbs and understanding assessment objectives

Exam Preparation

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

Command verbs in exam papers are the words your learners need to understand. They tell you what level of /depth of response the examiner is looking for.



Core exam

Assessment objective	Description
AO1 a Demonstrate knowledge	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.
AO1 b Demonstrate understanding	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.
AO2 Apply knowledge and understanding to different situations and context	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

(page 26/27 specification)

Assessment objective	Description
	(AO1b) and apply them to specific novel situations. It is more granular than the more extended synthesis/creation that may respond to an analysis (AO3a) of a more holistic complex situation/brief.
AO3 Analyse and evaluate information and issues	Complex thinking that distinguishes patterns & relationships, breaking material into constituent parts, and determining how the parts are related to one another and holistically, inferring underlying assumptions / conditions /relevance / causation. The ability to analyse the interrelated issues arising from a complex scenario and to evaluate these to propose a best solution or predict impacts etc (e.g., considering response to a work-related problem or issue, such as those related to income generation, performance management).
Maths and English skills	Maths and English skills will be assessed within the Core exam element. Maths skills will be specifically targeted through specific questions in Paper 2. English skills will be assessed through the quality of written response in Section B of both Papers 1 and 2.

Assessment objective	Description	Weighting for theory exam
AO1 a Demonstrate knowledge	The ability to demonstrate basic recall of relevant knowledge in response to straightforward questioning, and recognise that not all knowledge requires further understanding e.g., terminology, number facts etc..	10%
AO1 b Demonstrate understanding	The ability to explain principles and concepts beyond recall of definitions. 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.	20%
AO2 Apply knowledge and understanding to different situations and contexts	Using and applying knowledge and understanding , of processes, procedures, generalisations principles and theories to specified, concrete situations	40%
AO3 Analyse and evaluate information and issues	The ability to analyse the interrelated issues arising from a complex scenario and to evaluate these to propose a best solution or predict impacts etc (e.g., considering response to a work-related problem or issue, such as those related to income generation, performance management)	30%
Maths English	Maths skills will be specifically targeted through specific questions in Paper 2 . English skills will be assessed through the quality of written response in Section B of both Papers 1 and 2 .	

Assessment Weightings (more detailed explanations available in QHB)

Assessment Objective (AO)	Description The learner is required to..	Weightings	Typical Tariffs (marks)	Questions/ examination tasks that might prompt this sort of evidence	Typical command words used
Note: All AOs require the ability to recall knowledge.					
AO1 a Demonstrate knowledge	demonstrate basic recall	10%	Short, lower-tariff (marks) question types, typically require a separate point per mark	Simple questions that require knowledge that could be learned by rote (facts) with no requirement to go beyond recall & statement of fact: Labelling a diagram with names/locations definitions, facts, recall of purpose of something description of physical appearance of something.	<ul style="list-style-type: none"> • List • Label • Identify • State • Name • Select • Define • Describe a • Describe the process
AO1 b Demonstrate understanding	explain principles and concepts beyond recall	20%	Low to Medium-tariff (marks), may require a point or limited explanation for 1 mark with a further mark available for more depth or explanation	Straightforward questions requiring demonstration, beyond recall, of understanding about something. Response is in general terms, why is what does ... mean? explain the use of... explanation of how something works explanation of the benefits/weaknesses of..	<ul style="list-style-type: none"> • Compare (and contrast) • Differentiate between • Give examples • Summarise • Explain

Assessment Weightings (more detailed explanations available in QHB)

Assessment Objective (AO)	Description The learner is required to..	OSC Weightings	Typical Tariffs (marks)	Questions/ examination tasks that might prompt this sort of evidence	Typical command words used
AO2 Apply knowledge and understanding to different situations and contexts	Using and applying knowledge and understanding taking the understanding of generalities and applying them to specific situations	40%	Medium to high tariff (marks), will require the candidate to take their knowledge and understanding and apply it to the context/scenario given within the question	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: <ul style="list-style-type: none">• What is the best...• Explain the process when...• Use• Apply• Calculate• Work out• Estimate

Assessment Weightings (more detailed explanations available in QHB)

[illegible]

Command word	Definition	Likely AO(s)
Identify	recognise something, usually from an image, and state what it is	AO1a
Label	add names or descriptions, indicating their positions, on e.g. 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 (e.g. 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
Compare (...and contrast) (or <i>describe</i> the similarities/differences)	look for and describe the similarities (and differences) between two or more things/ circumstances	AO1b
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)	use examples or images to support, clarify or demonstrate e.g. an explanation	AO1b
Illustrate/		
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
Explain the...	make clear or easy to understand by giving details and linked reasoning	AO1b

Command word	Definition	Likely AO(s)
Explain why /consequences of/ reasons for...	give the causes of/ rational for something	AO1b, AO2
Explain how...	Give the steps in e.g. a process, clarifying causal relationships	AO2/AO3
Discuss	talk/write about a topic in detail, considering the different issues, ideas, opinions related to it	AO3
Analyse	study or examine usually 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 (e.g. an event).... Describe the effect on	write about what has changed/happened because of the e.g. event	AO2/AO3
Evaluate	Make an analysis about the success/ quality of e.g. end product/outcome – usually systematic, proposing improvements	AO3



Assessment objectives in relation to command verbs and question types



Examples of question types

Core exam

Paper 1

Paper 2

Extended response questions

Questions and Layout

Section B - ERQs and the quality of extended responses will be assessed in all questions in this section and so learners should pay particular attention to their English language and writing skills when responding to the questions in section B.

Many questions cover various Assessment Objectives (AOs in the same question.

	Guidance			Max marks	Test Spec ref & AO
	<u>Band 1 1-3 marks</u>	<u>Band 2 4-6 marks</u>	<u>Band 3 7-9 marks</u>	9	4.2 AO2 3 AO3 6
	<p><i>For no awardable content, award 0 marks</i></p> <p>Applies basic understanding of the importance of financial reporting within the context of the scenario, with risks identified in limited detail.</p> <p>Demonstrates a basic level of analysis of financial reporting and the impacts of risks that would arise from failing to undertake structured financial reporting.</p> <p>The response lacks clarity and is generally poorly structured.</p>	<p>Applies a good understanding of the importance of financial reporting within the context of the scenario, with risks identified in some detail.</p> <p>Demonstrates a good use of analysis of financial reporting use and the impacts of the risks that would arise from failing to undertake structured financial reporting, offering some chains of reasoning.</p> <p>The response is generally clearly expressed, with some consideration to structure of response.</p>	<p>Applies a comprehensive understanding of the importance of financial reporting within the context of the scenario, with a comprehensive overview of risks.</p> <p>Demonstrates comprehensive use of analysis of financial reporting and the impact of the risks that would arise from failing to undertake structured financial reporting and offering detailed and accurate chains of reasoning.</p> <p>The response is fully coherent and is articulated using an optimal structure.</p>		
KO	KO4 Finance				
Paper	27 lines				

Section A

Q3	Identify one project management tool that can be used to help visualise the different stages of a project.			
	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
	<ul style="list-style-type: none">• GANTT chart• Flowchart• Critical flow analysis• PERT	<p>Award 1 mark for any acceptable answer.</p> <p>Accept any other alternative answer that reflects a project management tool that visualises a project.</p> <p>Do not accept Pareto</p>	1	6.5 AO1a
KO	KO6 Project and change management			
Paper	2 lines			

Command verb is **identify**-recognise something and state what it is

Section A

Q9	<p>An organisation that undertakes a significant amount of international trade is carrying out a PESTLE analysis.</p> <p>Explain the potential impacts of two political factors that could be identified from this analysis.</p>
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Command verb is **explain**- make clear or easy to understand by giving details and linked reasoning
(AO1b)

Section A

Q12	Soft furnishing company Silky Homes Furnishings Ltd has had their best year ever in terms of sales. Their annual accounts show sales revenues to be £650,000. They have made £510,000 in gross profit.			
	Calculate the gross profit margin for the management board. Express your answer as a percentage.			
	Show your workings.			
	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
	Formula: (Gross Profit/Sales Revenues) *100= GP Margin (1) (£510,000/£650,000) *100 = 78% (1)	Award 1 mark for use of correct formula or demonstration of correct methodology Award 1 mark for correct calculation. <i>The marks available in this question (2) target Maths competencies.</i>	2	4.1 AO1b (1) AO2 (1)
KO	KO4 Finance			
Paper	6 lines			

Command verb is **calculate** - work out the answer to a problem using mathematical operators and concepts (AO1b)

Section B (ERQ)

Q19

An accountancy organisation was recently visited by external auditors. The organisation had recently replaced a number of staff, and several key staff were unavailable during the audit. A large amount of information was found to be inaccurate, with a lack of processes evident and a lack of understanding of regulatory requirements. Following the audit, the organisation was judged to be non-compliant with regulatory requirements.

Evaluate the potential improvements that the organisation can make, making a justified recommendation for those that the organisation should adopt to reduce the main risks associated with non-compliance.

What is the key information?

Evaluate the potential **improvements** that the organisation can make, making a justified **recommendation** for those that the organisation should adopt to reduce the main risks associated with non-compliance

This question has 3 key areas to consider

What are the risks of non compliance?

What are the potential improvements the organisation can make?

What is the justification for the above?

For less able learners you may need to break these types of questions down during formative assessments to support learners in accessing marks

These type of questions are designed for stretch and challenge and provide opportunity for differentiation of learners. (AO2 & AO3)

Section B (ERQ)

Q19	<p>A small manufacturing company has reported record sales to its Board of Directors, following an unexpected increase in demand for its products. Production staff are working to full capacity to meet the demand. The company has a single salesperson, and their limited insight suggests demand for products developed by the organisation is likely to continue to increase.</p> <p>The Board is exploring a range of different short and long-term approaches that they could use in order to respond to this situation.</p> <p>Evaluate the different short and long-term approaches that are available to the Board, recommending a course of action for the organisation to take.</p>
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What is the key information?

Evaluate the different **short** and **long-term approaches** that are available to the Board, **recommending** a course of action for the organisation to take.

This question has 3 key areas to consider

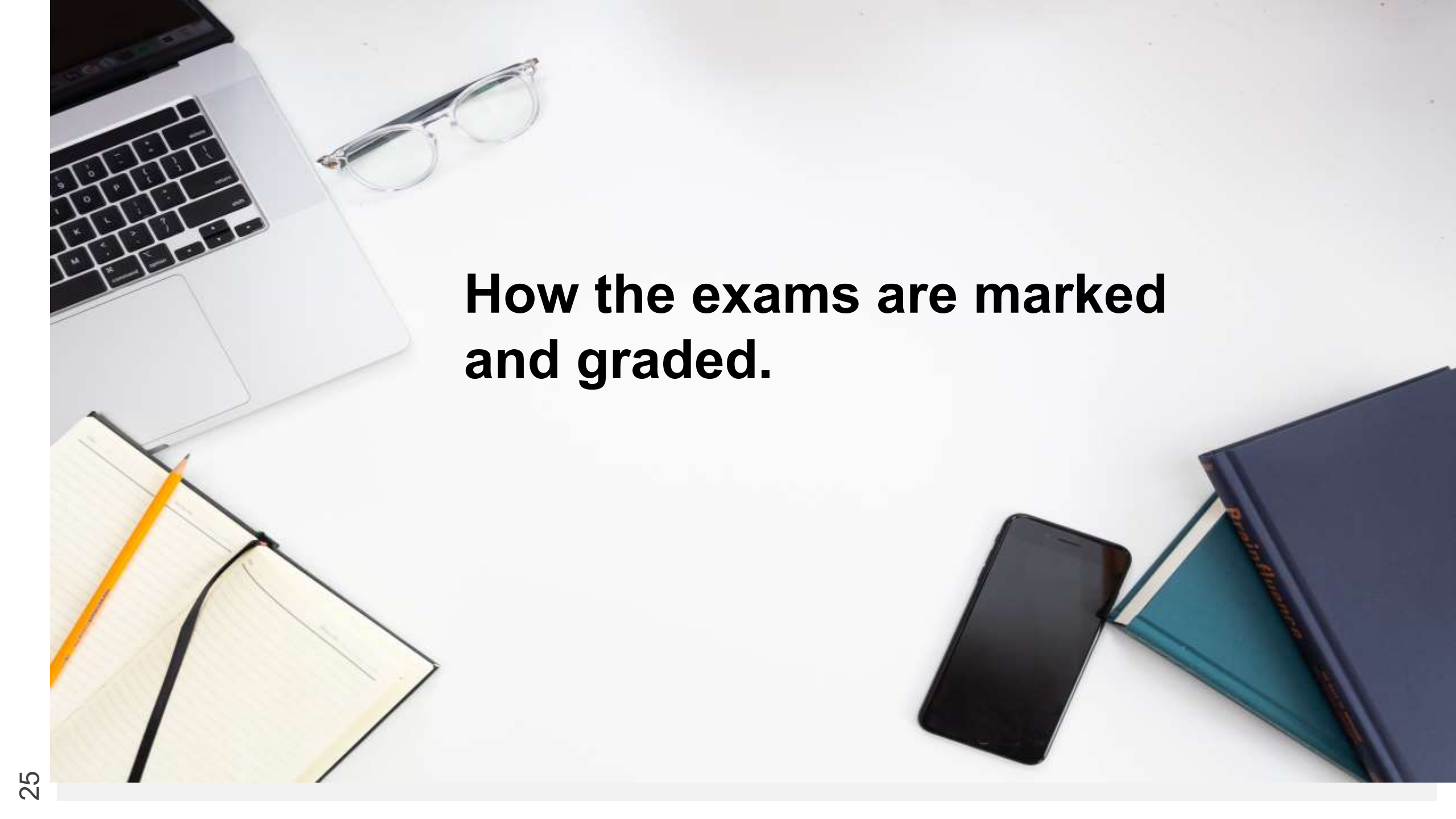
What short term approaches can be taken?

What long term approaches could be implemented?

What is the justification for the above?

For less able learners you may need to break these types of questions down during formative assessments to support learners in accessing marks

These type of questions are designed for stretch and challenge and provide opportunity for differentiation of learners. (AO2 & AO3)

A top-down view of a white desk with various study items. In the top left, a silver laptop is partially visible. Next to it are a pair of clear-framed glasses. In the bottom left, an open notebook with lined pages has a yellow pencil resting on it. In the bottom right, a black smartphone lies next to two stacked books, one teal and one dark blue. The text "How the exams are marked and graded." is centered in the middle of the image.

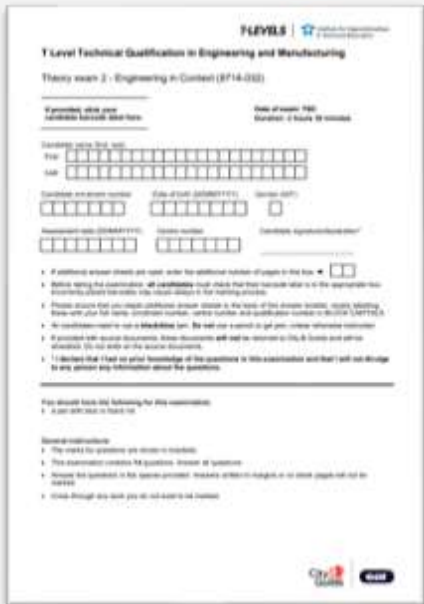
**How the exams are marked
and graded.**

How the Exams are marked and graded

The exam is externally marked by C&G.



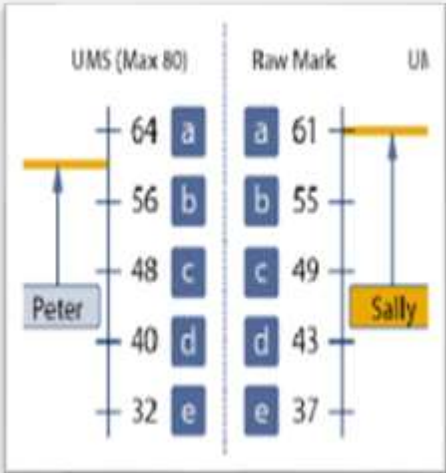
Exam paper 1
raw marks
(actual marks)



Exam paper 2
raw marks
are combined and
converted using a uniform
mark scale (UMS)



ESP raw mark is
converted to a UMS



Final core grade of A*-
U generated

Overview of UMS Scale grade boundaries using BSE (example only)

Grade boundaries

The table below shows the grade mark ranges for the Exam, along with the notional boundaries for Paper 1 and Paper 2 – **for the summer 2022 series.**

Grade	Mark range	Notional boundaries	
		Paper 1 (8710-031)	Paper 2 (8710-032)
A*	135 - 220	69 - 110	65 - 110
A	120 - 134	62 - 68	58 - 64
B	105 - 119	54 - 61	50 - 57
C	90 - 104	46 - 53	42 - 49
D	75 - 89	39 - 45	35 - 41
E	60 - 74	32 - 38	28 - 34
Unclassified (U)	0 - 59	0 - 31	0 - 27

- Papers 1 and 2 had 110 marks each
- Notional boundaries applied to each paper
- Both papers added together to find total raw marks
- UMS applied for grade using mark range
- Generosity of grading was applied to these papers as 1st exams after Covid
- Grade boundaries are unlikely to be as low

Hints and Tips (lessons learnt)

From previous T Level results Principal Examiners commented on:

- In the lower mark questions AO1 (a) and AO1 (b) recall of knowledge and understanding of knowledge learners generally all performed well
- The majority of learners attempted every question
- Learners tended to perform better in one of the papers

What could be improved:

- In the ERQ learners didn't contextualise their answers to the question and gave generic responses
- There was a lack of correct terminology when answering questions
- It was evident learners had not read questions properly
- Candidates also found it challenging when having to respond to and follow question command verbs
- In some cases handwriting was poor and illegible

Hints and Tips (take aways)

- Marks are given for acronyms and industry abbreviations including workings out even if end answer is incorrect
- Timings – it seems learners may have run out of time as in some cases papers weren't completed –reminder of timings during exam. Clock on wall.
- Delivery, consider first exam series to be in Autumn to allow full coverage of the core
- More understanding of AO2 as 40 % of questions are weighted against AO2
- Practice two-part questions and answers
- Look at learners handwriting/ can use block letters or print words –type of writing implement (not felt pen or pencil) black ball point only
- The amount of white space provided after the question is an indication of the length of response learners should provide
- The type of response required by an '**Explain**' question requires a higher level of response than a '**Describe**' question

Conclusion :

1. There was a clear differentiation of performance within the cohort when candidates were asked to demonstrate **understanding, application, analysis, or evaluation**.
2. Overall, it was evident that candidates would benefit from support in developing their **extended response answering techniques**, as candidates underperformed in **Section B** of these exams

Support and Guidance

Ready to support eligible providers
and stakeholder engagement

- Timeline
- Provider focus groups
- Employer Industry Boards

- e-bulletins

- Specification

- Resource Hub

<https://www.cityandguilds.com/tlevels/resources>

- Learner flyer [t-levels-learner-flyer-management-and-administration-pdf.ashx](https://www.cityandguilds.com/tlevels-learner-flyer-management-and-administration-pdf.ashx)
([cityandguilds.com](https://www.cityandguilds.com))

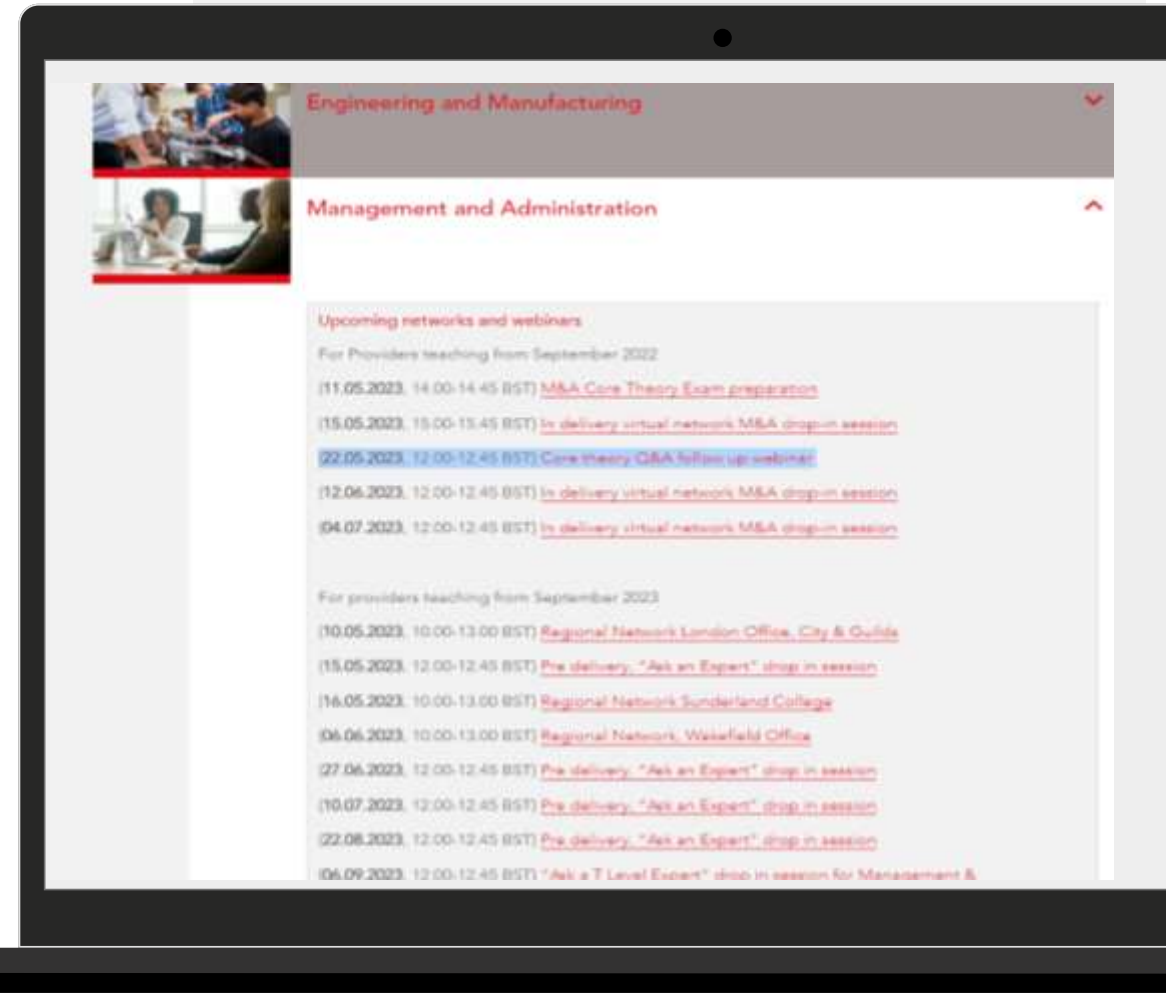
- Dedicated Technical Advisors



<https://www.cityandguilds.com/tlevels/providers>

Events & Webinars

- Core Theory Q&A Follow up webinar
 - <https://www.cityandguilds.com/tlevels/events>
- For the most up to date information regarding future events please register for our T Level e-bulletins at the bottom of this webpage, [here](#).
- Events are held in Wakefield and London around Christmas time which allows providers to share good practice.



Websites to Support Providers

T Level Industry Placement Delivery Guidance

[T Level industry placements delivery guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/t-level-industry-placements-delivery-guidance)

Introduction to T levels

[T levels - GOV.UK \(www.gov.uk\)](https://www.gov.uk/t-levels)

How T Levels are funded

[How T Levels are funded - GOV.UK \(www.gov.uk\)](https://www.gov.uk/how-t-levels-are-funded)

T Levels capital fund

[T Levels capital fund - GOV.UK \(www.gov.uk\)](https://www.gov.uk/t-levels-capital-fund)

T Levels resources for teachers and careers advisers

[T Levels resources for teachers and careers advisers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/t-levels-resources-for-teachers-and-careers-advisers)

T Levels: next steps for providers

[T Levels: next steps for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/t-levels-next-steps-for-providers)

Supporting with delivering T Levels

[Support with delivering T Levels](https://www.gov.uk/supporting-with-delivering-t-levels)

T Level Transition Programme Framework for 2022 – 2023

[T Level Transition Programme Framework for Delivery 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/t-level-transition-programme-framework-for-delivery-2022-to-2023)

ETF Foundation – T Levels

[T Level Professional Development - Education & Training Foundation \(et-foundation.co.uk\)](https://et-foundation.co.uk/t-level-professional-development)

Management and Administration T Level: Core Textbook

Tackle the core component of your Management and Administration T Level head on with this comprehensive textbook published in association with City & Guilds.

- Complete coverage of the T Level's core component
- Prepares students for core exams and ESP
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- Boost eBook: 9781398372405// £11 per year
- From expert authors Tess Bayley, Sean Vertigan and Sandra Middleton

Contact Ruth Murphy to receive an advance sample chapter:

ruth.murphy@hoddereducation.co.uk

Visit www.hoddereducation.co.uk/t-levels



Learning outcomes

Core knowledge outcomes that you must understand and learn.

Key terms

Important terms that you should understand.

Industry tips

Useful tips and advice to help you in the workplace.

Research

Research-based activities – either stretch and challenge activities, enabling you to go beyond the course, or industry placement-based activities encouraging you to discover more about your placement.

Case study

Placing knowledge into a fictionalised, real-life context. Useful to introduce problem solving and dilemmas.

Test yourself

A knowledge consolidation feature containing questions and tasks to aid understanding and guide you to think about a topic in detail.

Health and safety

Important points to ensure safety in the workplace.

Improve your maths

Short activities that encourage you to apply and develop your functional maths skills, in context.

Improve your English

Short activities that encourage you to apply and develop your functional English skills, in context.

Assessment practice

Knowledge-based practice questions to help prepare you for the exam.

Project practice

Short scenarios and focused activities, reflecting one or more of the tasks that you will need to undertake during completion of the employer-set project.

A range of learning and assessment features and activities to engage your learners and prepare them for the core exam and ESP



T Level Associate Vacancies

Would you like to be involved with supporting the delivery of T-Levels?

- **Principal Moderators / Moderators**

Ensure a standardised and consistent approach to quality assurance, moderation, feedback and processes

- **Technical Qualification Associates (TQAs)**

Review Eligible Provider approval applications, including supplementary evidence and carry out approval and support activities.

- **Chief/Principal Examiners**

Produce and submit assessment materials and participate in all stages of the production process until sign off.

- **Marking Examiners**

Mark candidates' scripts/evidence in accordance with the agreed marking scheme/criteria within the agreed timescale

visit our website on the attached link:

[Associate Vacancies | City & Guilds Group Careers](#)



Need further support?

For further support on the Management & Administration T Level, please contact Dom Green at City & Guilds

Dominic.Green@CityandGuilds.com



Thank you for listening

T-LEVELS