



Regulation

Guidance in relation to the assessment objectives for V Levels in education

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Applies to England

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AO3 – Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations (25-30%)

Condition VL(Education)1.3 allows us to specify guidance in relation to assessments for V Levels in education.

We set out our guidance for the purposes of Condition VL(Education)1.3 below.

The guidance set out below explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the ‘elements’ within each assessment objective, that is the discrete aspects that questions/tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of the elements, and may target or seek to credit multiple elements across one or more assessment objectives
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used – defined terms are shown in bold text, followed by their definitions

AO1 – Demonstrate knowledge and understanding of concepts and principles, requirements and approaches relevant to the subject area (25-30%)

Elements	Coverage of elements	Interpretations and definitions
1. Demonstrate knowledge and understanding of concepts and principles	Full coverage in each set of assessments ^{[footnote 1]} (but not in every assessment).	The focus of this assessment objective is demonstrating knowledge and understanding of what has been taught directly and specifically from the specification.
2. Demonstrate knowledge and understanding of requirements	A reasonable balance between the elements within this assessment objective. No more than 10% of the total marks for the qualification should reward	Where AO1 is assessed through a non-exam assessment, it would typically be assessed in conjunction with AO2 and/or AO3, and the conditions under which the assessment is taken must be taken into account. Knowledge refers to facts, concepts, principles, requirements and other information from the specification. This

3. Demonstrate knowledge and understanding of approaches	demonstrating knowledge in isolation. [footnote 2] A reasonable balance between marks for knowledge and marks for understanding.	includes, for example, identifying or stating information, definitions, features and rules. Understanding refers to showing awareness of the meaning, purpose or implications of knowledge, such as by explaining, describing relationships and giving reasons. This includes why something is used, how it works, and what follows from given information. Concepts and principles, requirements and approaches are aspects of subject content. An awarding organisation should explain its approach to targeting them in its assessment strategy. Concepts refer to the foundations of educational practice, including pedagogical approaches and the theories that underpin them. Principles refer to the core rules and values guiding how effective education practice is planned, organised and carried out. Requirements include all expectations educators must meet when planning and delivering learning sessions and when working with others. Approaches refer to established methods or ways of working used within the subject area.
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AO2 – Apply knowledge and

understanding of concepts, principles, requirements and approaches and to plan, carry out tasks, produce outputs, and use information appropriately (40-45%)

Elements	Coverage of elements	Interpretations and definitions
1. Apply knowledge and understanding of concepts, principles, requirements and approaches	Full coverage in each set of assessments (but not in every assessment).	The focus of this assessment objective is on Learners applying their knowledge and understanding to provide meaning or explanation – for instance, to connect theory with particular contexts, stimuli or materials. This application should relate principally to:
2. Apply knowledge and understanding to plan	A reasonable balance between the elements within this assessment objective.	• novel situations that are not clearly indicated in the specification; • developing further material that is covered in the specification; • making links between such types of material, which are not signalled in the specification. • Application of knowledge should also involve determining how to make sense of connections and linkages within data, information and detail - although not to the extent of drawing conclusions or making judgements.
3. Apply knowledge and understanding to carry out tasks		Plan refers to identifying the purpose and requirements of an applied task and determining the steps, information and resources needed before acting.
4. Apply knowledge and understanding to produce outputs		Carry out tasks refers to performing applied activities such as planning learning sessions, using appropriate methods, techniques and approaches.
5. Apply knowledge and understanding		

to use
information
appropriately

Produce outputs refers to generating artefacts that arise from applied education tasks.

Use information appropriately refers to handling information in ways that are suitable for the task and context, including consideration of accuracy, relevance and any applicable requirements.

AO3 – Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations (25-30%)

Elements	Coverage of elements	Interpretations and definitions
1. Analyse and evaluate information, situations and evidence to make judgements	Full coverage in each set of assessments (but not in every assessment).	Information refers to learner, educational or organisational data and information. Situations refer to educational circumstances, scenarios or contexts.
2. Analyse and evaluate information, situations and evidence to draw conclusions	A reasonable balance between the elements within this assessment objective.	Evidence refers to information that can be used to support analysis and evaluation. Make judgements refers to evaluating information and evidence to determine what they show in relation to education practice. Judgements must be supported by evidence rather than opinion.
3. Analyse and evaluate information, situations and evidence to make		Draw conclusions refers to synthesising information and evidence to conclude what actions or interpretations are warranted based on the information, situation or

recommendations

evidence reviewed.

Make recommendations refers to proposing specific, justified actions that logically follow from the information, evidence or situation reviewed.

1. For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a V Level in education. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification. ↩
2. Marks which 'reward demonstrating knowledge in isolation' means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context. ↩

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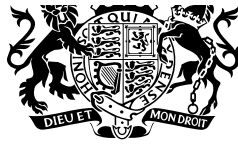
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