



MATHEMATICS

FUNCTIONAL SKILLS

Entry 1, 2 & 3

SPECIFICATION

For Teaching from 2010

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For teaching from September 2010

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For teaching from September 2010

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SUMMARY OF ASSESSMENT

Controlled tasks at Entry 1 Maximum duration: 1 hour
The assessment will take the form of a controlled assessment. The assessment consists of two practical tasks. The tasks are designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor.
Available Marks = 20 marks Entry 1 Pass = 15 marks (75%)

Qualification Accreditation Number: 500/8903/1

Availability of Assessment

The Controlled Assessment will be administered in a 4 week window of opportunity:

- Issued in October for completion in November (award reported in January)
- Issued at the end of March for completion in May (award reported in August)

These dates will be specified by WJEC.

1. INTRODUCTION

Criteria for *Functional Skills Mathematics*

This specification meets the *Functional skills qualifications criteria, Functional skills criteria for Mathematics, Controlled assessment regulations for functional skills and Statutory Regulation of External Qualifications* issued by Ofqual. The qualification may be undertaken through the medium of English only.

Rationale

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional Mathematics requires learners to use mathematics in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts.

For mathematics to be useful, learners must have the skills and confidence to apply, combine and adapt their mathematical knowledge to new situations in their life and work. The capacity to identify and understand the role that mathematics plays in the world is crucial in enabling learners to function as effective citizens.

Functional skills are those core elements of English, Mathematics and ICT that provide individuals with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work. Individuals at any age who possess these skills will be able to participate and progress in education, training and employment as well as develop and secure the broader range of aptitudes, attitudes and behaviours that will enable them to make a positive contribution to the communities in which they live and work.

Developing these skills will provide the tools learners at Entry 1 need in order to tackle situations involving mathematics in life and work. The skill standards enable learners to:

- understand a situation
- choose an approach to tackle the problem
- formulate a model using mathematics
- use mathematics to provide answers
- interpret and check the results
- evaluate the model and approach
- explain the analysis and results
- apply and adapt this experience in other situations as they arise.

Prior Learning

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for Mathematics in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning.

Progression

The skills candidates develop are vital in the further study of any subject at an equivalent level. This qualification provides progression towards Entry 2 qualifications.

2. CONTENT (FUNCTIONAL SKILLS STANDARDS)

At Entry Level, 'real life' contexts can often appear quite complex but can be approached by identifying familiar aspects and accessing the more straightforward, simple elements. Entry Level learners would be expected to apply their skills to make sense of familiar situations and contexts and to apply a limited range of techniques to simple activities.

At Entry Level the context is very familiar and accessible to the learner. The mathematics demanded by the situation or problem are simple, clear and routine. The techniques and procedures required are specific to the situation or problem. Guidance and direction are provided.

Fundamental to individuals being able to use mathematics effectively in life and work is their ability to understand and make sense of mathematical information, to use and process that information, to interpret and analyse the results of their activity, and to present them to others. These skill standards form the basis of the functional skills standards for mathematics and apply at all levels.

The key attributes of these skill standards are presented below and should provide the framework for the delivery, development and assessment of functional mathematics.

Representing	Analysing	Interpreting
Selecting the mathematics and information to model a situation	Processing and using the mathematics	Interpreting and communicating the results of the analysis
<p>A learner can:</p> <ul style="list-style-type: none"> • recognise that a situation has aspects that can be represented using mathematics • make an initial model of a situation using suitable forms of representation • decide on the methods, operations and tools, including ICT, to use in a situation • select the mathematical information to use 	<p>A learner can:</p> <ul style="list-style-type: none"> • use appropriate mathematical procedures • examine patterns and relationships • change values and assumptions or adjust relationships to see the effects on answers in the model • find results and solutions 	<p>A learner can:</p> <ul style="list-style-type: none"> • interpret results and solutions • draw conclusions in the light of the situation • consider the appropriateness and accuracy of the results and conclusions • choose appropriate language and forms of presentation to communicate results and solutions

Mathematics: Entry 1

The standard at Entry 1 is underpinned by the skill standards of representing (selecting the mathematics and information to model a situation), analysing (processing and using mathematics) and interpreting (interpreting and communicating the results of analysis).

The coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts; however, relevant content could also be drawn from content equivalent to National Curriculum Mathematics Level 1 and the Adult Numeracy Standards at Entry 1.

The following skill standard weightings will be applied in each assessment:

Skill Standard	Assessment weighting
Representing	30% - 40%
Analysing	30% - 40%
Interpreting	30% - 40%

In each assessment, opportunities will be available for candidates to develop all of the skill standards and assessments will sample across number, geometry and statistics.

The coverage and range will be sampled across three assessment series.

ENTRY 1

<u>Skills Standards</u>	<u>Coverage and Range (indicative)</u>
<p><u>Representing</u> At Entry 1, learners will be able to,</p> <ul style="list-style-type: none"> • understand simple mathematical information in familiar contexts and situations 	<p>At Entry 1, learners will be able to,</p> <ul style="list-style-type: none"> • understand and use numbers with one significant figure in practical contexts
<p><u>Analysing</u> At Entry 1, learners will be able to,</p> <ul style="list-style-type: none"> • use mathematics to obtain answers to simple given practical problems that are clear and routine • generate results that make sense for a specified task 	<ul style="list-style-type: none"> • describe the properties of size and measure, including length, width, height and weight, and make simple comparisons • describe position • recognise and select coins and notes
<p><u>Interpreting</u> At Entry 1, learners will be able to,</p> <ul style="list-style-type: none"> • provide solutions to simple given practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> • recognise and name common 2D and 3D shapes • sort and classify practically using a single criterion

3. SCHEME OF ASSESSMENT

Structure

The assessment will take the form of a controlled assessment. The controlled assessment will contain a number of tasks/sub-tasks, to ensure coverage of the skills standards.

The assessment task should be assessor mediated and carried out within the assessment window opportunity in a format suitable to engage the candidate. The tasks are designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor. The candidates may repeat the tasks within the assessment window, or may carry out the tasks in smaller manageable sections. The candidates' responses are internally assessed. Marking guidance will be sent to centres. A sample of the candidates' work is then externally moderated.

Duration

The Functional Skills Entry Level Controlled Assessment may be taken at a time of the centre's choosing within the window provided.

For Entry 1, the candidate has 1 hour to complete the assessment.

Duration may vary to reflect the range of abilities and needs of the candidates.

Within the time limit for the controlled task, the centres may decide how to structure the assessment in an appropriate way for the candidate.

The total time taken should not exceed those stated above.

Conditions

In the controlled assessment, control levels are set at a high level in order to secure validity and reliability, and provide good manageability for all involved, allowing teachers to authenticate the work confidently. Please see *Appendix 1 Administration of Controlled Assessment for Functional Skills: Entry 1, Entry 2 and Entry 3 Mathematics*.

Assessment will be supervised in an appropriate setting determined by the centre.

Candidates will complete all work individually under the direct supervision of a teacher.

Relevant declaration forms must be submitted with candidates work to prove authenticity.

Assessment is of the candidate's own ability to solve a problem or reach an outcome by independent application of skills. For this reason, candidates must not be given help or feedback by others (e.g. centre staff, external invigilators, peers) in order to meet the requirements of the assessment.

Resources

A range of resources may be used to help candidates engage with the tasks e.g. paper/mini whiteboards to note answers, real money (where appropriate) and props relevant to the tasks.

Candidates should have a suitable calculator, a ruler and other measuring instruments for the practical elements of the task. The resources required for the assessment will be listed in the *Instructions to Teachers* booklet, which will be sent to centres prior to the assessment window.

The following rules will apply to the use of calculators:

- (i) The calculator must be of a size suitable for use on the desk at which the candidate will attempt the examination.
- (ii) The power supply for the calculator is the responsibility of the candidate and must be integral.
- (iii) The working condition of the calculator is the responsibility of the candidate.
- (iv) A fault in a calculator will not normally be considered as justifying the giving of special consideration to the user.
- (v) Calculator cases, instruction leaflets and similar materials must not be in the possession of candidates during the examination.
- (vi) Calculators must not be borrowed from other candidates in the course of an examination for any reason, although the invigilator may provide a candidate with a replacement calculator.
- (vii) Programmable calculators may be used but no prepared programs may be taken into the examination room.

(Information and/or programs stored in the calculator's memory must be cleared before the examination. Retrieval of information and/or programs during the examination is an infringement of the regulations.)

- (viii) Candidates are responsible for clearing any information and/or programs stored in the calculator before the examination.

Calculators which have non-numerical functions or give non-numerical information are not permitted. Such prohibited facilities include data banks, dictionaries, language translators, text retrieval and calculators with facilities which are capable of carrying out symbolic algebra. The use of any calculators with facilities which are capable of communicating with other machines for sending/receiving messages is strictly prohibited and the use of such calculators by candidates will be regarded as malpractice.

Candidates with special requirements can receive help and support in line with their normal ways of working, subject to agreement between the centre and WJEC. As a general principle, such help and support should not give these candidates an advantage over other candidates in meeting the requirements of the assessment.

Candidates' work for the controlled tasks must be safely stored in the centre and candidates must not have access to it after the completion date. The work becomes entirely the responsibility of the centre and must be kept secure. Work cannot be changed or added to after the completion date.

A range of resources may be used to ensure that the outcome as well as its content is fit for purpose. The overall assessment for a learner must be made by one person.

Context

The controlled assessment will be connected with the real world, education, training, work and social roles to provide a relevant and familiar context for all candidates while requiring some transfer of skills at a level appropriate to Entry 1. The assessment tasks are designed so that they can be used as they are, or centres can contextualise or adapt them to best-suit their centre-specific circumstances. This, however, should not be done in such a way that direction is given or the skill standards changed. For those centres that wish to contextualise, all assessments must contain all of the skill standards and coverage and range sampled across number, geometry and statistics.

Specific details will be provided with each task in the *Instructions for Teachers* document.

Pass Marks

Tasks, written assessments and marking schemes will be prepared with the expectation that in order to achieve an award at Entry Level 1 candidates will be required to achieve approximately 75% of the available marks.

Awarding, Reporting and Re-sitting

Where a candidate's performance is sufficient to meet the Entry 1 requirements, a Functional Skills qualification pass certificate at Entry 1 will be awarded.

Candidates will only be awarded a pass or fail at Entry 1. No other level will be awarded.

This is a single component examination, and there is no provision for any carry-forward of marks. There is no limitation on re-sits other than the shelf life of the specification.

Moderating Procedures

All tasks of the Controlled Assessment will be moderated by inspection. Centres will be required to submit samples for external moderation at the end of the assessment windows in accordance with instructions issued by WJEC.

Centres are required to:

- standardise assessments as necessary across different teachers and teaching groups to produce an order of merit of candidates from the centre as a whole;
- certify that the work included is that of each candidate concerned;
- keep all candidates assessments under secure conditions until a date specified by the board.

Where the moderation process reveals serious problems in any centre with regard to interpretation and/or implementation of the assessment criteria, WJEC will request further work or take other appropriate action to safeguard candidates' interests.

4. OTHER ISSUES

Access and Fair Assessment

QCDA have reviewed the Functional skills standards and assessment criteria through wide ranging consultations and have had the materials analysed by specialist agencies to identify potential barriers to achievement and to mitigate their impact. Functional skills assessments are subject to similar analysis and review protocols.

Functional skills assessments will provide a valid measure of the candidates' ability to meet the qualification requirements in line with their normal ways of working.

Guidance to question paper setters follows advice in 'Fair Access by Design' produced jointly by the regulators and the JCQ awarding bodies.

This specification has been designed to offer fair access for all candidates and to minimise any later need to make reasonable adjustments for candidates who have particular requirements, while preserving the rigour of the qualification. Where necessary, WJEC will make reasonable adjustments so that candidates with disabilities can access assessment. These will ensure that candidates are not given an unfair advantage or disadvantage compared with candidates not using reasonable adjustments, or invalidate the assessment requirements set out in the specification. WJEC Functional Skills qualifications and assessment materials anticipate the needs of all candidates.

There will be a large age range with access to the Functional skills qualification. For example, younger candidates are likely to have a more limited experience of employment within a particular sector than some older candidates. This does not mean that such contexts should always be avoided but sufficient descriptions and/or images may be necessary to ensure that the contexts are understood by all. All source material will use simple language and avoid jargon.

Assessments will take account of the need to ensure there is no detrimental effect on candidates' performance as a result of culture-specific contexts, for example in the case of ESOL candidates.

Every effort will be made to ensure that source material is free of any form of bias (e.g. gender, ethnic, age) that might favour or disadvantage any candidate or group of candidates and that specifications and assessment materials provide fair and equal access in terms of disability, gender, race, age, sexual orientation and religion/belief.

As a single component qualification, all candidates are required to complete some element of assessment and cannot, therefore, be exempt from the entire assessment for a qualification.

The table below summarises the access arrangements for candidates entered for the WJEC Functional Skills Mathematics Entry 1 assessment.

Access Arrangements	Yes/No	Comments
Reader / screen reader	Yes	
Scribes	Yes	
Practical Assistants	Yes	
Word Processors	Yes	
Transcripts	Yes	
BSL interpreters	Yes	
Oral language modifiers	Yes	
Modified question papers (including Braille)	Yes	
Extra Time	Yes	
Models, visual/tactile aids, speaking scales	Yes	Permitted as a reasonable adjustment or give the candidate any advantage not available to other candidates.

Appendix 1



Appendix 1

**Administration of Controlled Assessment for
Functional Skills:**

Entry 1, Entry 2 and Entry 3 Mathematics

Introduction

Controlled assessment is a form of internal assessment in which control levels are set for each stage of the assessment process: task setting, task taking and task marking.

Controlled assessment

Where the Functional Skills qualification criteria allow for internal assessment, this must be undertaken through controlled assessment.

- At Entry levels 1, 2 and 3, assessment requirements are externally specified by WJEC and must be internally marked. Specified assessments provide for contextualised open response assessment.

Regulations for controlled assessment are defined for three stages of assessment:

- Task setting
- Task taking
- Task marking

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability. Level and skill-specific regulations define the level of control that must operate for the three stages of assessment.

FS specifications at Entry 1, Entry 2 and Entry 3

For Mathematics there will be one controlled assessment which is verified and awarded as a single entity.

The controlled assessment at all levels will contain a number of tasks/sub-tasks, to ensure coverage of all the skills standards. The coverage and range will be sampled over a period of three assessment series, although all assessments will sample across number, geometry and statistics.

The skill standards, coverage and range for Entry 1, Entry 2 and Entry 3 can be found in the relevant Specification documents.

Time limits

Candidates will have a maximum of one hour to complete all the controlled assessment. When the assessment period is divided into shorter periods of time, all candidates' work must be collected and retained securely within the centre between assessment sessions. Extra time will be allowed to those candidates who qualify for it under the existing regulations. Candidates must provide an individual response for assessment.

Task Setting

WJEC-set controlled assessment tasks will be reviewed for each assessment series (November and May) to ensure that they continue to set an appropriate challenge.

For Entry 1, Entry 2 and Entry 3, each controlled assessment component may contain more than one task/sub-task. The assessment tasks are designed so that they can be used as they are, or centres can contextualise or adapt them to best-suit their centre-specific circumstances. This, however, should not be done in such a way that direction is given or the skill standards changed. For those centres that wish to contextualise, all assessments must contain all of the skill standards and coverage and range sampled across number, geometry and statistics.

Specific details will be provided with each task in the *Instructions for Teachers* document.

Task Taking

Centres can deliver the assessment in a way best suited to the candidate.

Entry 1, Entry 2 and Entry 3 candidates are permitted to provide oral responses to the tasks where appropriate and these responses must be transcribed precisely by the teacher/tutor. Candidates submitting oral responses must be assessed by a teacher/tutor at the time of the response. The teacher/tutor must submit sufficient written evidence of assessment to justify the marks awarded to candidates for oral responses and these should be noted in the relevant column in the marking guidance.

All candidates should complete all work under formal supervision. Assessors may give support and guidance to learners. This support and guidance should focus on ensuring that learners understand what is expected of them. It is not acceptable for assessors to provide model answers or to work through answers in detail.

Assessors must declare any assistance given in the comments column on the mark sheet, this should be noted and taken into consideration when the assessment is made. Teachers/assessors may adapt the questions to suit candidates but should not be in such a way that direction is given.

Assessors should observe the learner during the assessment to be able to complete the mark sheet. The mark sheet with assessor's comments and the evidence produced by the learner (where appropriate) should be collated. Such evidence could be 'working outs', written work or witness statements. Candidates' work can be annotated if necessary

Candidates may have access to calculators and appropriate resources (e.g. mini whiteboards, money and 'props' relevant to the assessment).

If plagiarism is discovered after the assessment session, it will not be possible for the candidate to rewrite the work and no marks will be awarded.

Task Marking

After the completion of the assessment session, the work will be marked internally according to mark schemes/assessment criteria provided by WJEC. Candidates may see their marked work but it is important that the work is kept securely in the teacher/assessor's possession to prevent any tampering with it.

Moderation/Verification will take place at two levels:

1. Within the centre to ensure that a uniform standard has been applied across the teaching groups. There must be opportunities to exchange work/view candidates' performances and discuss the criteria during the assessment window: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final stage of assessment. One person must take responsibility for the final moderation procedure within a centre, sampling the work of each teaching group.
2. Through the inspection of a sample of the work by WJEC moderators/verifiers. For Entry 1, 2 and 3 the sample will be selected according to the table, based on the centre's overall rank order. Further details can be found in the *Controlled Assessment Manual*, which will be sent to centres. For entries of up to 10 candidates, all controlled assessments will be sent. Further samples of controlled assessment will be sent to the moderator/verifier if required. WJEC reserves the right to call in all of a centre's controlled assessments if this proves necessary.

<i>Total no. of Candidates at each Level</i>	<i>Work to be submitted (Numbers relate to rank order)</i>
1 - 10	All
11 - 19	1st and every second (1, 3, 5, 7 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
100 - 199	1st and every fourteenth (1, 15, 29, 43 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 15
200 - 299	1st and every fifteenth (1, 16, 31, 46 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting spread of marks) to make a total sample of 25
Over 300	1st and every twentieth (1, 21, 41, 61 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting spread of marks) to make a total sample of 25

N.B. In addition, the following points should be considered in selecting the sample:

- (i) Each teaching group should be represented.
- (ii) Where there are several candidates on a particular mark these will count towards the total number in calculating the rank order, but normally only one candidate's work on a particular mark will be submitted.
- (iii) Work submitted should where possible meet the full requirements of the specification; i.e. candidates who have not completed the controlled assessment should not be included, but be replaced by that of the nearest candidate (either higher or lower) with a complete controlled assessment.

Where the moderation process reveals serious problems in any centre, with regards to interpretation and/or implementation of the assessment criteria, WJEC will request further work or take other appropriate action to safeguard candidates' interests.

The marks for the sample must be inserted on the appropriate Sample Form and centres must indicate the **total number of candidates entered** at Entry 1, Entry 2 and Entry 3.

Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form will be provided by WJEC.

It is important to note that all candidates are required to sign this form, and not just those whose work makes up the sample submitted to the moderator/verifier. Malpractice discovered prior to the candidate signing the declaration of authenticity need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the controlled assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

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For teaching from September 2010

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SUMMARY OF ASSESSMENT

Controlled tasks at Entry 2
Maximum duration: 1 hour
The assessment will take the form of a controlled assessment. The assessment consists of two practical tasks. The tasks are designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor.
Available Marks = 20 marks Entry 2 Pass = 15 marks (75%)

Qualification Accreditation Number: 500/8904/3

Availability of Assessment

The Controlled Assessment will be administered in a 4 week window of opportunity:

- Issued in October for completion in November (award reported in January)
- Issued at the end of March for completion in May (award reported in August)

These dates will be specified by WJEC.

1. INTRODUCTION

Criteria for *Functional Skills Mathematics*

This specification meets the *Functional skills qualifications criteria*, *Functional skills criteria for Mathematics*, *Controlled assessment regulations for functional skills* and *Statutory Regulation of External Qualifications* issued by Ofqual. The qualification may be undertaken through the medium of English only.

Rationale

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional Mathematics requires learners to use mathematics in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts.

For mathematics to be useful, learners must have the skills and confidence to apply, combine and adapt their mathematical knowledge to new situations in their life and work. The capacity to identify and understand the role that mathematics plays in the world is crucial in enabling learners to function as effective citizens.

Functional skills are those core elements of English, Mathematics and ICT that provide individuals with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work. Individuals at any age who possess these skills will be able to participate and progress in education, training and employment as well as develop and secure the broader range of aptitudes, attitudes and behaviours that will enable them to make a positive contribution to the communities in which they live and work.

Developing these skills will provide the tools learners at Entry 2 need in order to tackle situations involving mathematics in life and work. The skill standards enable learners to:

- understand a situation
- choose an approach to tackle the problem
- formulate a model using mathematics
- use mathematics to provide answers
- interpret and check the results
- evaluate the model and approach
- explain the analysis and results
- apply and adapt this experience in other situations as they arise.

Prior Learning

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for Mathematics in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning.

Progression

The skills candidates develop are vital in the further study of any subject at an equivalent level. This qualification subsumes the skills standards required for *Functional Skills Mathematics* at Entry 1, and provides progression towards *Functional Skills Mathematics* at Entry 3.

2. CONTENT (FUNCTIONAL SKILLS STANDARDS)

At Entry Level, 'real life' contexts can often appear quite complex but can be approached by identifying familiar aspects and accessing the more straightforward, simple elements. Entry Level learners would be expected to apply their skills to make sense of familiar situations and contexts and to apply a limited range of techniques to simple activities.

At Entry Level the context is very familiar and accessible to the learner. The mathematics demanded by the situation or problem are simple, clear and routine. The techniques and procedures required are specific to the situation or problem. Guidance and direction are provided.

Fundamental to individuals being able to use mathematics effectively in life and work is their ability to understand and make sense of mathematical information, to use and process that information, to interpret and analyse the results of their activity, and to present them to others. These skill standards form the basis of the functional skills standards for mathematics and apply at all levels.

The key attributes of these skill standards are presented below and should provide the framework for the delivery, development and assessment of functional mathematics.

Representing	Analysing	Interpreting
Selecting the mathematics and information to model a situation	Processing and using the mathematics	Interpreting and communicating the results of the analysis
<p>A learner can:</p> <ul style="list-style-type: none"> • recognise that a situation has aspects that can be represented using mathematics • make an initial model of a situation using suitable forms of representation • decide on the methods, operations and tools, including ICT, to use in a situation • select the mathematical information to use 	<p>A learner can:</p> <ul style="list-style-type: none"> • use appropriate mathematical procedures • examine patterns and relationships • change values and assumptions or adjust relationships to see the effects on answers in the model • find results and solutions 	<p>A learner can:</p> <ul style="list-style-type: none"> • interpret results and solutions • draw conclusions in the light of the situation • consider the appropriateness and accuracy of the results and conclusions • choose appropriate language and forms of presentation to communicate results and solutions

Mathematics: Entry 2

The standard at Entry 2 is underpinned by the skill standards of representing (selecting the mathematics and information to model a situation), analysing (processing and using mathematics) and interpreting (interpreting and communicating the results of analysis).

The coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts; however, relevant content could also be drawn from content equivalent to National Curriculum Mathematics Level 1 & Level 2 and the Adult Numeracy Standards at Entry 2.

The following skill standard weightings will be applied in each assessment:

Skill Standard	Assessment weighting
Representing	30% - 40%
Analysing	30% - 40%
Interpreting	30% - 40%

In each assessment, opportunities will be available for candidates to develop all of the skill standards and all assessments will sample across number, geometry and statistics.

The coverage and range will be sampled across three assessment series.

ENTRY 2

<u>Skills Standards</u>	<u>Coverage and Range (indicative)</u>
<p><u>Representing</u> At Entry 2, learners will be able to,</p> <ul style="list-style-type: none"> • understand simple practical problems in familiar contexts and situations • select basic mathematics to obtain answers 	<p>At Entry 2 learners will be able to,</p> <ul style="list-style-type: none"> • understand and use whole numbers with up to two significant figures • understand and use addition/subtraction in practical situations • use doubling and halving in practical situations • recognise and use familiar measures including time and money • recognise sequences of numbers, including odd and even numbers • use simple scales and measure to the nearest labelled division • know properties of simple 2D and 3D shapes • extract information from simple lists
<p><u>Analysing</u> At Entry 2, learners will be able to,</p> <ul style="list-style-type: none"> • use basic mathematics to obtain answers to simple given practical problems that are clear and routine • generate results to a given level of accuracy • use given checking procedures 	
<p><u>Interpreting</u> At Entry 2, learners will be able to,</p> <ul style="list-style-type: none"> • describe solutions to simple given practical problems in familiar contexts and situations 	

3. SCHEME OF ASSESSMENT

Structure

The assessment will take the form of a controlled assessment. The controlled assessment will contain a number of tasks/sub-tasks, to ensure coverage of the skills standards.

The assessment task should be assessor mediated and carried out within the assessment window opportunity in a format suitable to engage the candidate. The tasks are designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor. The candidates may repeat the tasks within the assessment window, or may carry out the tasks in smaller manageable sections. The candidates' responses are internally assessed. Marking guidance will be sent to centres. A sample of the candidates' work is then externally moderated.

Duration

The Functional Skills Entry Level Controlled Assessment may be taken at a time of the centre's choosing within the window provided.

For Entry 2, the candidate has 1 hour to complete the assessment.

Duration may vary to reflect the range of abilities and needs of the candidates.

Within the time limit for the controlled task, the centres may decide how to structure the assessment in an appropriate way for the candidate.

The total time taken should not exceed those stated above.

Conditions

In the controlled assessment, control levels are set at a high level in order to secure validity and reliability, and provide good manageability for all involved, allowing teachers to authenticate the work confidently. Please see *Appendix 1 Administration of Controlled Assessment for Functional Skills: Entry 1, Entry 2 and Entry 3 Mathematics*.

Assessment will be supervised in an appropriate setting determined by the centre.

Candidates will complete all work individually under the direct supervision of a teacher.

Relevant declaration forms must be submitted with candidates work to prove authenticity.

Assessment is of the candidate's own ability to solve a problem or reach an outcome by independent application of skills. For this reason, candidates must not be given help or feedback by others (e.g. centre staff, external invigilators, peers) in order to meet the requirements of the assessment.

Resources

A range of resources may be used to help candidates engage with the tasks e.g. such paper/mini whiteboards to note answers, real money (where appropriate) and props relevant to the tasks.

Candidates should have a suitable calculator, a ruler and other measuring instruments for the practical elements of the task. The resources required for the assessment will be listed in the *Instructions to Teachers* booklet, which will be sent to centres prior to the assessment window.

The following rules will apply to the use of calculators:

- (i) The calculator must be of a size suitable for use on the desk at which the candidate will attempt the examination.
- (ii) The power supply for the calculator is the responsibility of the candidate and must be integral.
- (iii) The working condition of the calculator is the responsibility of the candidate.
- (iv) A fault in a calculator will not normally be considered as justifying the giving of special consideration to the user.
- (v) Calculator cases, instruction leaflets and similar materials must not be in the possession of candidates during the examination.
- (vi) Calculators must not be borrowed from other candidates in the course of an examination for any reason, although the invigilator may provide a candidate with a replacement calculator.
- (vii) Programmable calculators may be used but no prepared programs may be taken into the examination room.

(Information and/or programs stored in the calculator's memory must be cleared before the examination. Retrieval of information and/or programs during the examination is an infringement of the regulations.)

- (viii) Candidates are responsible for clearing any information and/or programs stored in the calculator before the examination.

Calculators which have non-numerical functions or give non-numerical information are not permitted. Such prohibited facilities include data banks, dictionaries, language translators, text retrieval and calculators with facilities which are capable of carrying out symbolic algebra. The use of any calculators with facilities which are capable of communicating with other machines for sending/receiving messages is strictly prohibited and the use of such calculators by candidates will be regarded as malpractice.

Candidates with special requirements can receive help and support in line with their normal ways of working, subject to agreement between the centre and WJEC. As a general principle, such help and support should not give these candidates an advantage over other candidates in meeting the requirements of the assessment.

Candidates' work for the controlled tasks must be safely stored in the centre and candidates must not have access to it after the completion date. The work becomes entirely the responsibility of the centre and must be kept secure. Work cannot be changed or added to after the completion date.

A range of resources may be used to ensure that the outcome as well as its content is fit for purpose. The overall assessment for a learner must be made by one person.

Context

The controlled assessment will be connected with the real world, education, training, work and social roles to provide a relevant and familiar context for all candidates while requiring some transfer of skills at a level appropriate to Entry 2. The assessment tasks are designed so that they can be used as they are, or centres can contextualise or adapt them to best-suit their centre-specific circumstances. This, however, should not be done in such a way that direction is given or the skill standards changed. For those centres that wish to contextualise, all assessments must contain all of the skill standards and coverage and range sampled across number, geometry and statistics.

Specific details will be provided with each task in the *Instructions for Teachers* document.

Pass Marks

Tasks, written assessments and marking schemes will be prepared with the expectation that in order to achieve an award at Entry Level 2 candidates will be required to achieve approximately 75% of the available marks.

Awarding, Reporting and Re-sitting

Where a candidate's performance is sufficient to meet the Entry 2 requirements, a Functional Skills qualification pass certificate at Entry 2 will be awarded.

Candidates will only be awarded a pass or fail at Entry 2. No other level will be awarded.

This is a single component examination, and there is no provision for any carry-forward of marks. There is no limitation on re-sits other than the shelf life of the specification.

Moderating Procedures

All tasks of the Controlled Assessment will be moderated by inspection. Centres will be required to submit samples for external moderation at the end of the assessment windows in accordance with instructions issued by WJEC.

Centres are required to:

- standardise assessments as necessary across different teachers and teaching groups to produce an order of merit of candidates from the centre as a whole;
- certify that the work included is that of each candidate concerned;
- keep all candidates assessments under secure conditions until a date specified by the board.

Where the moderation process reveals serious problems in any centre with regard to interpretation and/or implementation of the assessment criteria, WJEC will request further work or take other appropriate action to safeguard candidates' interests.

4. OTHER ISSUES

Access and Fair Assessment

QCDA have reviewed the Functional skills standards and assessment criteria through wide ranging consultations and have had the materials analysed by specialist agencies to identify potential barriers to achievement and to mitigate their impact. Functional skills assessments are subject to similar analysis and review protocols.

Functional skills assessments will provide a valid measure of the candidates' ability to meet the qualification requirements in line with their normal ways of working.

Guidance to question paper setters follows advice in 'Fair Access by Design' produced jointly by the regulators and the JCQ awarding bodies.

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There will be a large age range with access to the Functional skills qualification. For example, younger candidates are likely to have a more limited experience of employment within a particular sector than some older candidates. This does not mean that such contexts should always be avoided but sufficient descriptions and/or images may be necessary to ensure that the contexts are understood by all. All source material will use simple language and avoid jargon.

Assessments will take account of the need to ensure there is no detrimental effect on candidates' performance as a result of culture-specific contexts, for example in the case of ESOL candidates.

Every effort will be made to ensure that source material is free of any form of bias (e.g. gender, ethnic, age) that might favour or disadvantage any candidate or group of candidates and that specifications and assessment materials provide fair and equal access in terms of disability, gender, race, age, sexual orientation and religion/belief.

As a single component qualification, all candidates are required to complete some element of assessment and cannot, therefore, be exempt from the entire assessment for a qualification.

The table below summarises the access arrangements for candidates entered for the WJEC Functional Skills Mathematics Entry 2 assessment.

Access Arrangements	Yes/No	Comments
Reader / screen reader	Yes	
Scribes	Yes	
Practical Assistants	Yes	
Word Processors	Yes	
Transcripts	Yes	
BSL interpreters	Yes	
Oral language modifiers	Yes	
Modified question papers (including Braille)	Yes	
Extra Time	Yes	
Models, visual/tactile aids, speaking scales	Yes	Permitted as a reasonable adjustment or give the candidate any advantage not available to other candidates.

Appendix 1



Appendix 1

**Administration of Controlled Assessment for
Functional Skills:**

Entry 1, Entry 2 and Entry 3 Mathematics

Introduction

Controlled assessment is a form of internal assessment in which control levels are set for each stage of the assessment process: task setting, task taking and task marking.

Controlled assessment

Where the Functional Skills qualification criteria allow for internal assessment, this must be undertaken through controlled assessment.

- At Entry levels 1, 2 and 3, assessment requirements are externally specified by WJEC and must be internally marked. Specified assessments provide for contextualised open response assessment.

Regulations for controlled assessment are defined for three stages of assessment:

- Task setting
- Task taking
- Task marking

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability. Level and skill-specific regulations define the level of control that must operate for the three stages of assessment.

FS specifications at Entry 1, Entry 2 and Entry 3

For Mathematics there will be one controlled assessment which is verified and awarded as a single entity.

The controlled assessment at all levels will contain a number of tasks/sub-tasks, to ensure coverage of all the skills standards. The coverage and range will be sampled over a period of three assessment series, although all assessments will sample across number, geometry and statistics.

The skill standards, coverage and range for Entry 1, Entry 2 and Entry 3 can be found in the relevant Specification documents.

Time limits

Candidates will have a maximum of one hour to complete all the controlled assessment. When the assessment period is divided into shorter periods of time, all candidates' work must be collected and retained securely within the centre between assessment sessions. Extra time will be allowed to those candidates who qualify for it under the existing regulations. Candidates must provide an individual response for assessment.

Task Setting

WJEC-set controlled assessment tasks will be reviewed for each assessment series (November and May) to ensure that they continue to set an appropriate challenge.

For Entry 1, Entry 2 and Entry 3, each controlled assessment component may contain more than one task/sub-task. The assessment tasks are designed so that they can be used as they are, or centres can contextualise or adapt them to best-suit their centre-specific circumstances. This, however, should not be done in such a way that direction is given or the skill standards changed. For those centres that wish to contextualise, all assessments must contain all of the skill standards and coverage and range sampled across number, geometry and statistics.

Specific details will be provided with each task in the *Instructions for Teachers* document.

Task Taking

Centres can deliver the assessment in a way best suited to the candidate.

Entry 1, Entry 2 and Entry 3 candidates are permitted to provide oral responses to the tasks where appropriate and these responses must be transcribed precisely by the teacher/tutor. Candidates submitting oral responses must be assessed by a teacher/tutor at the time of the response. The teacher/tutor must submit sufficient written evidence of assessment to justify the marks awarded to candidates for oral responses and these should be noted in the relevant column in the marking guidance.

All candidates should complete all work under formal supervision. Assessors may give support and guidance to learners. This support and guidance should focus on ensuring that learners understand what is expected of them. It is not acceptable for assessors to provide model answers or to work through answers in detail.

Assessors must declare any assistance given in the comments column on the mark sheet, this should be noted and taken into consideration when the assessment is made. Teachers/assessors may adapt the questions to suit candidates but should not be in such a way that direction is given.

Assessors should observe the learner during the assessment to be able to complete the mark sheet. The mark sheet with assessor's comments and the evidence produced by the learner (where appropriate) should be collated. Such evidence could be 'working outs', written work or witness statements. Candidates' work can be annotated if necessary

Candidates may have access to calculators and appropriate resources (e.g. mini whiteboards, money and 'props' relevant to the assessment).

If plagiarism is discovered after the assessment session, it will not be possible for the candidate to rewrite the work and no marks will be awarded.

Task Marking

After the completion of the assessment session, the work will be marked internally according to mark schemes/assessment criteria provided by WJEC. Candidates may see their marked work but it is important that the work is kept securely in the teacher/assessor's possession to prevent any tampering with it.

Moderation/Verification will take place at two levels:

3. Within the centre to ensure that a uniform standard has been applied across the teaching groups. There must be opportunities to exchange work/view candidates' performances and discuss the criteria during the assessment window: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final stage of assessment. One person must take responsibility for the final moderation procedure within a centre, sampling the work of each teaching group.
4. Through the inspection of a sample of the work by WJEC moderators/verifiers. For Entry 1, 2 and 3 the sample will be selected according to the table, based on the centre's overall rank order. Further details can be found in the *Controlled Assessment Manual*, which will be sent to centres. For entries of up to 10 candidates, all controlled assessments will be sent. Further samples of controlled assessment will be sent to the moderator/verifier if required. WJEC reserves the right to call in all of a centre's controlled assessments if this proves necessary.

<i>Total no. of Candidates at each Level</i>	<i>Work to be submitted (Numbers relate to rank order)</i>
1 - 10	All
11 - 19	1st and every second (1, 3, 5, 7 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
100 - 199	1st and every fourteenth (1, 15, 29, 43 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 15
200 - 299	1st and every fifteenth (1, 16, 31, 46 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting spread of marks) to make a total sample of 25
Over 300	1st and every twentieth (1, 21, 41, 61 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting spread of marks) to make a total sample of 25

N.B. In addition, the following points should be considered in selecting the sample:

- (i) Each teaching group should be represented.
- (ii) Where there are several candidates on a particular mark these will count towards the total number in calculating the rank order, but normally only one candidate's work on a particular mark will be submitted.
- (iii) Work submitted should where possible meet the full requirements of the specification; i.e. candidates who have not completed the controlled assessment should not be included, but be replaced by that of the nearest candidate (either higher or lower) with a complete controlled assessment.

Where the moderation process reveals serious problems in any centre, with regards to interpretation and/or implementation of the assessment criteria, WJEC will request further work or take other appropriate action to safeguard candidates' interests.

The marks for the sample must be inserted on the appropriate Sample Form and centres must indicate the **total number of candidates entered** at Entry 1, Entry 2 and Entry 3.

Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form will be provided by WJEC.

It is important to note that all candidates are required to sign this form, and not just those whose work makes up the sample submitted to the moderator/verifier. Malpractice discovered prior to the candidate signing the declaration of authenticity need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the controlled assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

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For teaching from September 2010

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SUMMARY OF ASSESSMENT

Controlled task at Entry 3 Maximum duration: 1 hour
The assessment will take the form of a controlled assessment containing questions set in a real-life context.
Available Marks = 40 marks Entry 3 Pass = 30 marks (75%)

Qualification Accreditation Number: 500/8905/5

Availability of Assessment

The Controlled Assessment will be administered in a 4 week window of opportunity:

- Issued in October for completion in November (award reported in January)
- Issued at the end of March for completion in May (award reported in August)

These dates will be specified by WJEC.

1. INTRODUCTION

Criteria for *Functional Skills Mathematics*

This specification meets the *Functional skills qualifications criteria, Functional skills criteria for Mathematics, Controlled assessment regulations for functional skills and Statutory Regulation of External Qualifications* issued by Ofqual. The qualification may be undertaken through the medium of English only.

Rationale

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional Mathematics requires learners to use mathematics in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts.

For mathematics to be useful, learners must have the skills and confidence to apply, combine and adapt their mathematical knowledge to new situations in their life and work. The capacity to identify and understand the role that mathematics plays in the world is crucial in enabling learners to function as effective citizens.

Functional skills are those core elements of English, Mathematics and ICT that provide individuals with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work. Individuals at any age who possess these skills will be able to participate and progress in education, training and employment as well as develop and secure the broader range of aptitudes, attitudes and behaviours that will enable them to make a positive contribution to the communities in which they live and work.

Developing these skills will provide the tools learners at Entry 3 need in order to tackle situations involving mathematics in life and work. The skill standards enable learners to:

- understand a situation
- choose an approach to tackle the problem
- formulate a model using mathematics
- use mathematics to provide answers
- interpret and check the results
- evaluate the model and approach
- explain the analysis and results
- apply and adapt this experience in other situations as they arise.

Prior Learning

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for Mathematics in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning.

Progression

The skills candidates develop are vital in the further study of any subject at an equivalent level. This qualification subsumes the skills standards required for *Functional Skills Mathematics* at Entry 1 and Entry 2, and provides progression towards *Functional Skills Mathematics* at Level 1.

2. CONTENT (FUNCTIONAL SKILLS STANDARDS)

At Entry Level, 'real life' contexts can often appear quite complex but can be approached by identifying familiar aspects and accessing the more straightforward, simple elements. Entry Level learners would be expected to apply their skills to make sense of familiar situations and contexts and to apply a limited range of techniques to simple activities.

At Entry Level the context is very familiar and accessible to the learner. The mathematics demanded by the situation or problem are simple, clear and routine. The techniques and procedures required are specific to the situation or problem. Guidance and direction are provided.

Fundamental to individuals being able to use mathematics effectively in life and work is their ability to understand and make sense of mathematical information, to use and process that information, to interpret and analyse the results of their activity, and to present this to others. These skill standards form the basis of the functional skills standards for mathematics and apply at all levels.

The key attributes of these skill standards are presented below and should provide the framework for the delivery, development and assessment of functional mathematics.

Representing	Analysing	Interpreting
Selecting the mathematics and information to model a situation	Processing and using the mathematics	Interpreting and communicating the results of the analysis
<p>A learner can:</p> <ul style="list-style-type: none"> • recognise that a situation has aspects that can be represented using mathematics • make an initial model of a situation using suitable forms of representation • decide on the methods, operations and tools, including ICT, to use in a situation • select the mathematical information to use 	<p>A learner can:</p> <ul style="list-style-type: none"> • use appropriate mathematical procedures • examine patterns and relationships • change values and assumptions or adjust relationships to see the effects on answers in the model • find results and solutions 	<p>A learner can:</p> <ul style="list-style-type: none"> • interpret results and solutions • draw conclusions in the light of the situation • consider the appropriateness and accuracy of the results and conclusions • choose appropriate language and forms of presentation to communicate results and solutions

Mathematics: Entry 3

The standard at Entry 3 is underpinned by the skill standards of representing (selecting the mathematics and information to model a situation), analysing (processing and using mathematics) and interpreting (interpreting and communicating the results of analysis).

The coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts; however, relevant content could also be drawn from content equivalent to National Curriculum Mathematics Levels 1 - 3 and the Adult Numeracy Standards at Entry 3.

The following skill standard weightings will be applied in each assessment:

Skill Standard	Assessment weighting
Representing	30% - 40%
Analysing	30% - 40%
Interpreting	30% - 40%

In each assessment, opportunities will be available for candidates to develop all of the skill standards and assessments will sample across number, geometry and statistics.

The coverage and range will be sampled across three assessment series.

ENTRY 3

<u>Skills Standards</u>	<u>Coverage and Range (indicative)</u>
<p><u>Representing</u> At Entry 3, learners will be able to,</p> <ul style="list-style-type: none"> • understand simple practical problems in familiar contexts and situations • begin to develop own strategies for solving simple problems • select mathematics to obtain answers to simple given practical problems that are clear and routine 	<p>At Entry 3 learners will be able to,</p> <ul style="list-style-type: none"> • add and subtract using three-digit numbers • solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 • round to the nearest 10 or 100 • understand and use simple fractions • understand, estimate, measure and compare length, capacity, weight and temperature • understand decimals to two decimal places in practical contexts • recognise and describe number patterns • complete simple calculations involving money and measures • recognise and name simple 2D and 3D shapes and their properties • use metric units in everyday situations extract, use and compare information from lists, tables, simple charts and simple graphs
<p><u>Analysing</u> At Entry 3, learners will be able to,</p> <ul style="list-style-type: none"> • apply mathematics to obtain answers to simple given practical problems that are clear and routine • use simple checking procedures 	
<p><u>Interpreting</u> At Entry 3, learners will be able to,</p> <ul style="list-style-type: none"> • interpret and communicate solutions to practical problems in familiar contexts and situations 	

3. SCHEME OF ASSESSMENT

Structure

The assessment will take the form of a controlled assessment.

The controlled assessment will contain a number of sub-tasks, to ensure coverage of the skills standards. This will consist of a scenario-based activity assessing application of mathematical skills. This will be based on a problem-solving activities based upon familiar real-life contexts. The task must be completed in a time not exceeding 1 hour. Calculators may be used.

Candidates may carry out the task in smaller manageable sections. The candidates' responses are internally assessed. Marking guidance will be sent to centres. A sample of the candidates' work is then externally moderated.

Duration

The Functional Skills Entry Level Controlled Assessment may be taken at a time of the centre's choosing within the window provided.

For Entry 3, the candidate has 1 hour to complete the assessment.

Duration may vary to reflect the range of abilities and needs of the candidates.

Within the time limit for the controlled task, the centres may decide how to structure the assessment in an appropriate way for the candidate.

The total time taken should not exceed those stated above.

Conditions

In the controlled assessment, control levels are set at a high level in order to secure validity and reliability, and provide good manageability for all involved, allowing teachers to authenticate the work confidently. Please see *Appendix 1 Administration of Controlled Assessment for Functional Skills: Entry 1, Entry 2 and Entry 3 Mathematics*.

Assessment will be supervised in an appropriate setting determined by the centre.

Candidates will complete all work individually under the direct supervision of a teacher.

Relevant declaration forms must be submitted with candidates work to prove authenticity.

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Every effort will be made to ensure that source material is free of any form of bias (e.g. gender, ethnic, age) that might favour or disadvantage any candidate or group of candidates and that specifications and assessment materials provide fair and equal access in terms of disability, gender, race, age, sexual orientation and religion/belief.

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Models, visual/tactile aids, speaking scales	Yes	Permitted as a reasonable adjustment or give the candidate any advantage not available to other candidates.



Appendix 1

Administration of Controlled Assessment for Functional Skills:

Entry 1, Entry 2 and Entry 3 Mathematics

Task Setting

WJEC-set controlled assessment tasks will be reviewed for each assessment series (November and May) to ensure that they continue to set an appropriate challenge.

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Centres can deliver the assessment in a way best suited to the candidate.

Entry 1, Entry 2 and Entry 3 candidates are permitted to provide oral responses to the tasks where appropriate and these responses must be transcribed precisely by the teacher/tutor. Candidates submitting oral responses must be assessed by a teacher/tutor at the time of the response. The teacher/tutor must submit sufficient written evidence of assessment to justify the marks awarded to candidates for oral responses and these should be noted in the relevant column in the marking guidance.

All candidates should complete all work under formal supervision. Assessors may give support and guidance to learners. This support and guidance should focus on ensuring that learners understand what is expected of them. It is not acceptable for assessors to provide model answers or to work through answers in detail.

Assessors must declare any assistance given in the comments column on the mark sheet, this should be noted and taken into consideration when the assessment is made. Teachers/assessors may adapt the questions to suit candidates but should not be in such a way that direction is given.

Assessors should observe the learner during the assessment to be able to complete the mark sheet. The mark sheet with assessor's comments and the evidence produced by the learner (where appropriate) should be collated. Such evidence could be 'working outs', written work or witness statements. Candidates' work can be annotated if necessary

Candidates may have access to calculators and appropriate resources (e.g. mini whiteboards, money and 'props' relevant to the assessment).

If plagiarism is discovered after the assessment session, it will not be possible for the candidate to rewrite the work and no marks will be awarded.

Task Marking

After the completion of the assessment session, the work will be marked internally according to mark schemes/assessment criteria provided by WJEC. Candidates may see their marked work but it is important that the work is kept securely in the teacher/assessor's possession to prevent any tampering with it.

Moderation/Verification will take place at two levels:

5. Within the centre to ensure that a uniform standard has been applied across the teaching groups. There must be opportunities to exchange work/view candidates' performances and discuss the criteria during the assessment window: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final stage of assessment. One person must take responsibility for the final moderation procedure within a centre, sampling the work of each teaching group.
6. Through the inspection of a sample of the work by WJEC moderators/verifiers. For Entry 1, 2 and 3 the sample will be selected according to the table, based on the centre's overall rank order. Further details can be found in the *Controlled Assessment Manual*, which will be sent to centres. For entries of up to 10 candidates, all controlled assessments will be sent. Further samples of controlled assessment will be sent to the moderator/verifier if required. WJEC reserves the right to call in all of a centre's controlled assessments if this proves necessary.

<i>Total no. of Candidates at each Level</i>	<i>Work to be submitted (Numbers relate to rank order)</i>
1 - 10	All
11 - 19	1st and every second (1, 3, 5, 7 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
100 - 199	1st and every fourteenth (1, 15, 29, 43 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 15
200 - 299	1st and every fifteenth (1, 16, 31, 46 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting spread of marks) to make a total sample of 25
Over 300	1st and every twentieth (1, 21, 41, 61 etc.) plus the lowest scoring folder and additional folders as necessary (reflecting spread of marks) to make a total sample of 25

N.B. In addition, the following points should be considered in selecting the sample:

- (i) Each teaching group should be represented.
- (ii) Where there are several candidates on a particular mark these will count towards the total number in calculating the rank order, but normally only one candidate's work on a particular mark will be submitted.
- (iii) Work submitted should where possible meet the full requirements of the specification; i.e. candidates who have not completed the controlled assessment should not be included, but be replaced by that of the nearest candidate (either higher or lower) with a complete controlled assessment.

Where the moderation process reveals serious problems in any centre, with regards to interpretation and/or implementation of the assessment criteria, WJEC will request further work or take other appropriate action to safeguard candidates' interests.

The marks for the sample must be inserted on the appropriate Sample Form and centres must indicate the **total number of candidates entered** at Entry 1, Entry 2 and Entry 3.

Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form will be provided by WJEC.

It is important to note that all candidates are required to sign this form, and not just those whose work makes up the sample submitted to the moderator/verifier. Malpractice discovered prior to the candidate signing the declaration of authenticity need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the controlled assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios in Examinations*; *Guidance for Teachers/Assessors* also available on the JCQ website.