

Functional Skills Mathematics Subject Specifications and Tutor/Assessor Guide

December 2017
Version 1.8



**Maths &
English**

Qualification at a glance

Subject area	Functional Skills qualifications in Mathematics
City & Guilds number	3748-02
Purpose of this document	<p>This document sets out the qualification and assessment specifications for City & Guilds' Functional Skills Mathematics qualifications. These are derived from the Ofqual-published Functional Skills Mathematics Subject Criteria.</p> <p>This document also provides guidance for tutors and assessors on preparing candidates for assessment in the component of Functional Skills Mathematics, and information about each of the following assessment delivery mechanisms:</p> <ul style="list-style-type: none"> • Entry level (internal) task-based assessments • Level 1-2 (external) practical tasks assessments <p>Please note this document must be read in conjunction with the Functional Skills qualifications handbook.</p>

Version and date	Change detail	Section
1.0 March 2015	Document created – to replace handbook v1.4	n/a
1.1 October 2015	Document updated to reflect recent assessment design changes	1.4, 1.5, 3.2, 3.3, 3.4, 3.5 & Appendix 1
1.2 December 2015	Document updated – indicative pass marks for L1 & L2 added	3.3
1.3 February 2016	Document updated – number of samples available	3.3
1.4 April 2016	Document updated – indicative pass marks for L1 & L2 updated	3.3
1.5 October 2016	Document updated – L2 test spec and indicative pass marks	1.5 3.3
1.6 February 2017	Document updated – L2 indicative pass marks	3.3

1.7 September 2017	<p>Document updated – amended typo in the duration of the Entry 3 assessment</p> <p>Document updated – Level 1 test specification total marks per task corrected</p> <p>Document updated – Accessing feedback section (percentage marks added)</p> <p>Document updated – Hyperlinks updated</p>	<p>1.3</p> <p>1.4</p> <p>3</p> <p>all</p>
1.8 December 2017	Updated Inclusion Sheet for Maths	1.6

Contents

1	Functional Skills Mathematics qualification specifications	5
1.1	Functional Skills Mathematics at Entry 1	5
	Assessment specification Entry 1	6
1.2	Functional Skills Mathematics at Entry 2	7
	Assessment specification Entry 2	8
1.3	Functional Skills Mathematics at Entry 3	9
	Assessment specification Entry 3	10
1.4	Functional Skills Mathematics at Level 1	11
	Assessment specification Level 1	12
1.5	Functional Skills Mathematics at Level 2	13
	Assessment specification Level 2	14
1.6	Inclusion Statement: Functional Skills Mathematics	15
2	Assessment	16
2.1	Functional Skills Mathematics assessment	16
2.2	Sample assessment material	16
2.3	Pass marks	16
2.4	Guidance for delivery	17
2.5	Online assessment tutor guidance	17
2.6	Frequently asked questions	18
3	Accessing feedback	20

1 Functional Skills Mathematics qualification specifications

1.1 Functional Skills Mathematics at Entry 1

Structure:

One externally set/internally marked assessment paper: 1 hour

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of two tasks which can be completed on a one-to-one basis with the tutor or independently by the candidate. The tutor or assessor should introduce the activity and explain to the candidate they can write their answers down or give their answers orally. The assessment has been designed to ensure the skill standards and process skills are covered.

The assessment consists of a series of task-based questions involving problem solving. The tasks allow the candidate to choose independently a method to find the solution.

The assessments are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions.

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please also refer to **Inclusion Statements: Functional Skills Mathematics**.

Assessment specification Entry 1

Skill standard (Process skills)	Coverage and range (Technical skills)
Representing 1. Understand simple mathematical information in familiar contexts and situations	Percentage of overall marks: 30-40%
Analysing 2. Use mathematics to obtain answers to simple given practical problems that are clear and routine 3. Generate results that make sense for a specified task	Percentage of overall marks: 30-40%
Interpreting 4. Provide solutions to simple given practical problems in familiar contexts and situations	Percentage of overall marks: 30-40%
Sampling strategy: at least 5 out of 6 areas is covered in every assessment paper.	
A Understand and use numbers with one significant figure in practical contexts	
B Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons	
C Describe position	
D Recognise and select coins and notes	
E Recognise and name common 2D and 3D shapes	
F Sort and classify objects practically using a single criterion	
Fixed response 0-25%	
Open response 75-100%	

1.2 Functional Skills Mathematics at Entry 2

Structure:

One externally set/internally marked assessment paper: 1 hour

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of three tasks which can be completed on a one-to-one basis with the tutor or independently by the candidate. The tutor or assessor should introduce the activity and explain to the candidate they can write their answers down or give their answers orally. The assessment has been designed to ensure the skill standards and process skills are covered.

The assessment consists of a series of task-based questions involving problem-solving. The tasks allow the candidate to choose independently a method to find the solution.

The assessments are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions.

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please also refer to **Inclusion Statement: Functional Skills Mathematics**.

Assessment specification Entry 2

Skill standard (Process skills)	Coverage and range (Technical skills)
Representing 1. understand simple practical problems in familiar contexts and situations 2. select basic mathematics to obtain answers	Percentage of overall marks: 30-40%
Analysing 3. use basic mathematics to obtain answers to simple given practical problems that are clear and routine 4. generate results to a given level of accuracy 5. use given checking procedures	Percentage of overall marks: 30-40%
Interpreting 6. describe solutions to simple given practical problems in familiar contexts and situations	Percentage of overall marks: 30-40%
Sampling strategy: at least 6 out of 8 areas is covered in every assessment paper.	
A Understand and use whole numbers with up to two significant figures	
B Understand and use addition/subtraction in practical situations	
C Use doubling and halving in practical situations	
D Recognise and use familiar measures, including time and money	
E Recognise sequences of numbers, including odd and even numbers	
F Use simple scales and measure to the nearest labelled division	
G Know properties of simple 2D and 3D shapes	
H Extract information from simple lists	
Fixed response 0-25%	
Open response 75-100%	

1.3 Functional Skills Mathematics at Entry 3

Structure:

One externally set/internally marked assessment paper: 1 hour 30 minutes

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of three tasks for which the tutor or assessor is able to provide instructions and explain overall assessment requirements. The tutor or assessor should introduce the activity and explain to the candidate they can write their answers down or give their answers orally. The assessment has been designed to ensure the skill standards and process skills are covered.

The assessment consists of a series of task-based questions involving problem solving. The tasks allow the candidate to choose independently a method to find the solution.

The assessments are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions. Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please also refer to **Inclusion Statement: Functional Skills Mathematics**.

Assessment specification Entry 3

Skill standard (Process skills)	Coverage and range (Technical skills)
<p>Representing</p> <ol style="list-style-type: none"> 1. understand practical problems in familiar contexts and situations 2. begin to develop own strategies for solving simple problems 3. select mathematics to obtain answers to simple given practical problems that are clear and routine 	Percentage of overall marks: 30-40%
<p>Analysing</p> <ol style="list-style-type: none"> 4. apply mathematics to obtain answers to simple given practical problems that are clear and routine 5. use simple checking procedures 	Percentage of overall marks: 30-40%
<p>Interpreting</p> <ol style="list-style-type: none"> 6. interpret and communicate solutions to practical problems in familiar contexts and situations 	Percentage of overall marks: 30-40%
<p>Sampling strategy: at least 8 out of 11 areas is covered in every assessment paper.</p>	
<p>A Add and subtract using three-digit numbers</p>	
<p>B Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10</p>	
<p>C Round to the nearest 10 or 100</p>	
<p>D Understand and use simple fractions</p>	
<p>E Understand, estimate, measure and compare length, capacity, weight and temperature</p>	
<p>F Understand decimals to two decimal places in practical contexts</p>	
<p>G Recognise and describe number patterns</p>	
<p>H Complete simple calculations involving money and measures</p>	
<p>I Recognise and name simple 2D and 3D shapes and their properties</p>	
<p>J Use metric units in everyday situations</p>	
<p>K Extract, use and compare information from lists, tables, simple charts and simple graphs</p>	
<p>Fixed response 0-25%</p>	
<p>Open response 75-100%</p>	

1.4 Functional Skills Mathematics at Level 1

Structure:

One externally set and marked assessment: 1 hour 30 minutes

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time. The assessment consists of three practical tasks, each requiring the candidate to tackle a problem or achieve a purposeful outcome.

The three functional mathematics process skills are addressed as follows:

Represent

Candidates are given the opportunity to meet the following skill standards:

- understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine
- identify and obtain necessary information to tackle the problem
- select mathematics in an organised way to find solutions.

Analyse

Candidates are given the opportunity to meet the following skill standards:

- apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes
- use appropriate checking procedures at each stage.

Interpret

Candidates are given the opportunity to meet the following skill standard:

- interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.

All marking is by an external marker.

Assessment conditions and procedures:

The assessment must take place under supervised conditions (distinct from JCQ ICE conditions).

Diversity, access and inclusion details:

Please also refer to **Inclusion Statement: Functional Skills Mathematics**.

Assessment specification Level 1

Skill standard (all of) Process skills	Coverage and range (at least 10 out of 14) Technical skills	Task	Step descriptor step order will vary depending on nature of the task	Marks split by R/A/I
L1.1.1 Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	C1.1 Understand and use whole numbers and understand negative numbers in practical contexts	TASK 1 Context involving money and/or time	Extract information from up to three sources eg list / table / chart / graph / diagram to enable related calculations	R = 4 or 5 or 6 A = 4 or 5 or 6 I = 4 or 5 or 6
L1.1.2 Identify and obtain necessary information to tackle the problem	C1.2 Add, subtract, multiply and divide whole numbers using a range of strategies		Related calculations leading to solutions	
L1.1.3 Select mathematics in an organised way to find solutions	C1.3 Understand and use equivalences between common fractions, decimals and percentages		Present information or results of calculations list / table / chart / graph or diagram	
L1.2.1 Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes	C1.4 Add and subtract decimals up to 2 decimal places		Summary decision / explanation based on calculation. Result sensible	
L1.2.2 Use appropriate checking procedures at each stage	C1.5 Solve problems involving ratio, where one number is a multiple of the other	TASK 2 Context involving measure, shape and space	Check	TOTAL MARKS = 15
L1.3.1 Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	C1.6 Use simple formulae expressed in words for 1- or 2-step operations		Extract information from up to three sources eg list / table / chart / graph / diagram to enable related calculations	
	C1.7 Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature		Related calculations leading to solutions	
	C1.8 Convert units of measure in the same system		Units	
	C1.9 Work out areas and perimeters in practical situations	TASK 3 Context involving statistics	Present results in table / graph / bar chart / pie chart / diagram to support results/explanation	R = 4 or 5 or 6 A = 4 or 5 or 6 I = 4 or 5 or 6
	C1.10 Construct geometric diagrams, models and shapes		Summary decision / explanation based on calculation. Result sensible	
	C1.11 Extract and interpret information from tables, diagrams, charts, graphs		Check	
	C1.12 Collect and record discrete data and organise and represent information in different ways		TOTAL MARKS = 15	
	C1.13 Find mean and range			
	C1.14 Use data to assess the likelihood of an outcome			

Total marks for the Level 1 assessment - 45 marks

1.5 Functional Skills Mathematics at Level 2

Structure:

One externally set and marked assessment: 2 hours

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time. The assessment consists of three practical tasks, each requiring the candidate to tackle a problem or achieve a purposeful outcome.

The three functional mathematics process skills are addressed as follows:

Represent

Candidates are given the opportunity to meet the following skill standards:

- understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine
- identify and obtain necessary information to tackle the problem
- select mathematics in an organised way to find solutions.

Analyse

Candidates are given the opportunity to meet the following skill standards:

- apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes
- use appropriate checking procedures at each stage.

Interpret

Candidates are given the opportunity to meet the following skill standard:

- interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.

All marking is by an external marker.

Assessment conditions and procedures:

The assessment must take place under supervised conditions (distinct from JCQ ICE conditions).

Diversity, access and inclusion details:

Please also refer to **Inclusion Statement: Functional Skills Mathematics**.

Assessment specification Level 2

Skill standard (all of) Process skills	Coverage and range (at least 8 out of 12) Technical skills	Task	Step descriptor step order will vary depending on nature of the task
<p>L2.1.1 Understand routine and non routine problems in familiar and unfamiliar contexts and situations</p> <p>L2.1.2 Identify the situation or problems and identify the mathematical methods needed to solve them</p> <p>L2.1.3 Choose from a range of mathematics to find solutions</p> <p>L2.2.1 Apply a range of mathematics to find solutions</p> <p>L2.2.2 Use appropriate checking procedures and evaluate their effectiveness at each stage</p> <p>L2.3.1 Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations</p> <p>L2.3.2 Draw conclusions and provide mathematical justifications</p>	<p>C2.1 Understand and use positive and negative numbers of any size in practical contexts</p> <p>C2.2 carry out calculations with numbers of any size in practical contexts, to a given number of decimal places</p> <p>C2.3 Understand, use and calculate ratio and proportion, including problems involving scale</p> <p>C2.4 Understand and use equivalences between fractions, decimals and percentages</p> <p>C2.5 Understand and use simple formulae and equations involving one- or two-step operations</p> <p>C2.6 recognise and use 2D representations of 3D objects</p> <p>C2.7 find area, perimeter and volume of common shapes</p> <p>C2.8 use, convert and calculate using metric and, where appropriate, imperial measures</p> <p>C2.9 collect and represent discrete and continuous data, using ICT where appropriate</p> <p>C2.10 use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate</p> <p>C2.11 use statistical methods to investigate situations</p> <p>C2.12 use probability to assess the likelihood of an outcome</p>	<p>TASK 1 Context involving money and/or time</p>	<p>Extract information from up to four sources eg list / table / chart / graph / diagram to enable related calculations</p> <p>Make calculations leading to solutions</p> <p>Present results in table / graph / bar chart / pie chart / diagram to support results/explanation</p> <p>Make decisions and/or give explanations based on results</p> <p>Check calculation</p> <p>Review task</p> <p>TOTAL MARKS = 25</p>
		<p>TASK 2 Context involving measure, shape and space</p>	<p>Extract information from up to four sources eg list / table / chart / graph / diagram to enable related calculations</p> <p>Make calculations leading to solutions</p> <p>Extract information from tables / graphs / bar charts / pie charts / diagrams to support results/explanation</p> <p>Make decisions and/or give explanations based on results</p> <p>Check calculation</p> <p>TOTAL MARKS = 25</p>
		<p>TASK 3 Context involving statistics</p>	<p>Extract information from up to four sources eg list / table / chart / graph / diagram to enable related calculations</p> <p>Make calculations leading to solutions</p> <p>Present results in table / graph / bar chart / pie chart / diagram to support results/explanation</p> <p>Make decisions and/or give explanations based on results</p> <p>Check calculation</p> <p>TOTAL MARKS = 25</p>

Task 1 – 25 marks	Represent – min 23 max 30
Task 2 – 25 marks	Analyse – min 23 max 30
Task 3 – 25 marks	Interpret – min 23 max 30
Total marks = 75 marks	

This test specification must be read in conjunction with the Adult Numeracy Core Curriculum, the Adult Numeracy Standards and the National Curriculum for Mathematics Levels 1-6.
http://www.countron.org/resources/adultcc/pdfs/resource_130.pdf
<http://www.excellencegateway.org.uk/node/1514>
<http://www.excellencegateway.org.uk/node/20518>

1.6 Inclusion Statement: Functional Skills Mathematics

In completing assessment leading to Functional Skills in mathematics qualifications, candidates can have access to all forms of equipment, software and assistance (eg scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

The Functional Skills qualifications criteria require awarding organisations to develop assessment materials that anticipate the needs of candidates with disabilities and which minimise, as far as possible, the need to make reasonable adjustments or exemptions whilst still assessing the skills standards.

Candidates may be permitted access to any of the following when undertaking Functional Skills Mathematics assessments:

Readers

Scribes

Practical Assistants

Transcripts

BSL interpreters

Modified question papers (including Braille)

Extra Time.

For more information on how to apply for access arrangements please refer to the Functional Skills Qualification Handbook, **Section 4, Access Arrangements and Reasonable Adjustments** and see our dedicated webpages, **Access and Adjustments**.

Exemptions – please note

Disability Discrimination legislation (now incorporated into the 2010 Equality Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills Mathematics this is **not** possible since the whole qualification comprises only one assessment component.

2 Assessment

2.1 Functional Skills Mathematics assessment

Functional Skills Mathematics qualifications are assessed summatively with no ongoing 'portfolio' assessment. Candidates complete a one-off series of supervised tasks once they are felt to be capable of achieving the required standard (known as when-ready).

At **Entry level** all assessments are externally set by City & Guilds; they are internally marked and quality assured by the centre.

At **Level 1** and **Level 2** all assessments are externally set by City & Guilds; they are also externally marked by City & Guilds.

2.2 Sample assessment material

Sample assessment papers can be downloaded from our **Functional Skills qualification page**. In all cases there are multiple examples of each assessment component.

The paper-based samples can be viewed by clicking the 'Document' tab and selecting the relevant 'Level' drop downs. The sample papers and worked examples are in zipped files clearly labelled within a drop-down named 'Assessment materials'.

The online samples can be viewed by going to the relevant level drop-down on the 'Information' tab.

Candidates should be given adequate opportunity to familiarise themselves with the sample assessments before attempting the live assessment. This is particularly important if they intend to use onscreen delivery.

2.3 Pass marks

The indicative pass marks for each of the externally-marked Mathematics components are shown below. The actual pass mark may vary between assessment versions, to take into account slight variations in accessibility or difficulty and to ensure the standard of work required to achieve a pass is consistent.

Functional Skills Maths	Pass mark
Level 1	28 marks out of 45
Level 2	48 marks out of 75

2.4 Guidance for delivery

Our 'Guidance for Delivery' document provides detailed information about the structure and requirements of the new Level 2 assessments and includes many examples of assessment tasks.

The 'Guidance for Delivery of Functional Maths' document can be found on the **Functional Skills qualification page** and can be viewed by clicking the 'Documents' tab and then 'Centre Documents'.

2.5 Online assessment tutor guidance

System requirements for e-volve onscreen tests

Please can we remind you that before learners take any online Functional Skills tests, you review the e-volve minimum technical requirements document on our website to make sure you have the latest version of flash installed.

This will ensure your learners do not experience any technical issues during their assessment

Minimum technical requirements for e-volve onscreen assessments

Sample online assessments

Online sample assessments are available to schedule via the walled garden under component **3748-619** (Level 1) and **3748-620** (Level 2).

These are also available to access from the **Functional Skills qualification page**. Candidates should attempt **at least one** online sample assessment prior to taking their live test.

The online samples were created to provide a sample of the item types and to enable centres to gauge the level of questions that the real test will contain. At the moment it is not possible to mark the candidates' tests but we are currently exploring this option. If taken as a standalone test via a web browser it is possible to print off individual screen shots for marking.

The timing has been increased to 4 hours to give tutors time to mark candidates' answers if needed, as long as the test is not closed down by the candidate.

The online mark schemes are available on the **Functional Skills Qualifications page** under Documents, Level 1/2, Assessment materials.

Navigation tutorials

Candidates should be given several opportunities to practise using the navigation tutorials prior to taking their live test to help familiarise themselves with the functionality of the different item types.

The navigation tutorials can be found on the **Functional Skills qualification page** of the City & Guilds website under the Information tab or can be booked on secure assess under qualification number 9898-122.

Resources permitted

Candidates may have access to the following materials during the assessment:

- blank paper, pen and pencil for rough work.
- a calculator (this is optional as an onscreen calculator is provided)
- a dictionary.

2.6 Frequently asked questions

What is the reading level for the FS Mathematics assessments?

The level of reading ability required is always at least one level below the level of the assessment, eg Entry 3 for a Level 1 assessment.

What equipment can be used during FS Mathematics assessments?

There is no definitive list of permitted/prohibited items. Depending on whether the assessment is being completed onscreen or on paper, candidates will usually need at least the following: pencil, pen, eraser, 30cm ruler, protractor and calculator. Candidates should also be able to access other items that would normally be available to them (eg dictionaries) as long as these do not enable them to collude with a third party.

Onscreen issues

There is information missing from the bottom of the screen/source document

How to resolve

Make sure you have scrolled down to the bottom of the screen/source document.

The source document does not open when I click the 'i' icon

Check the PC meets the minimum spec to run the tests.

The source information is the same on every question within a section

This is not an error; candidates need to decide which information they need to answer a particular question – this is to cover the FS Standards (the skill of 'Represent').

The text seems to disappear from the text box as I type into it.

Resize the text box by clicking and dragging the corners. The text box does not automatically resize as it is typed into, and therefore the text inside it can sometimes 'disappear' if there is more of it than the text box can show at once.

The cursor disappears, even when I click onto the next screen	If you click on a function such as 'colour fill' and do not click back off it again the cursor will not show up when you move onto the next screen. Go back to your diagram/chart and deselect colour fill by clicking on a blank area of graph paper – the cursor should switch back to an arrow.
I can't add a scale to the graph/chart	To add the x axis scale click 'edit axis' to open the menu, input the scale you wish to use and the number of divisions you want. Remember to tick the box 'show numbers'.
There is no option to edit the horizontal axis on the chart	Click 'T' on the format bar to add a text box under your chart or graph, you can add text boxes to label each bar. Text boxes can be stretched if you want to input all the horizontal axis labels into one text box.
I can't add labels to my chart	To add titles and axis labels click on 'T' which brings up a text box.
The machine has crashed	Hold down CTRL ALT B & L to exit secure client; you can then re-enter your keycode to restart from your last position. IMPORTANT – do not click 'Finish' or this will end the test.
Candidate needs to refer back to previous answers to find information which they need later on (eg to complete the table)	Candidates can have a piece of blank scrap paper and a pen to jot down previous answers to save flicking back through screens.
Can candidates use shortcuts and right hand click?	No.
Can candidates use a paper and pencil at the side of the assessment to help them with calculations?	Yes, but the calculations captured on the screen will be the only calculations that can be taken into account when marking.
Is the method calculator configured to BODMAS?	No
Can I copy and paste from multiple cells in the table creator?	No. Candidates can only copy and paste from a single cell.

3 Accessing feedback

Please refer to the Functional Skills Qualification Handbook, section 4.9 'Accessing candidate performance feedback' for information about how to access the performance feedback for both Named On Demand and e-volve assessments.

Paper based assessment – Performance Codes for Maths Level 1

FS Mathematics

Code	Description	% total marks achieved
HM	Number (including time and/or money) – good performance	70-100%
HN	Number (including time and/or money) – partial performance	31-69%
HO	Number (including time and/or money) – poor performance	0-30%
HP	Measure/Space/Shape – good performance	70-100%
HQ	Measure/Space/Shape – partial performance	31-69%
HR	Measure/Space/Shape – poor performance	0-30%
HS	Statistics – good performance	70-100%
HT	Statistics – partial performance	31-69%
HU	Statistics – poor performance	0-30%
HV	Checking work – good performance	67-100%
HW	Checking work – partial performance	34-66%
HX	Checking work – poor performance	0-33%

The table below shows the technical skills that may be assessed within the four different feedback topics.

	Feedback Topic	Core Curriculum coverage
Level 1	Number (including time and/or money)	<ul style="list-style-type: none"> • Read, write, order and compare numbers • Recognise negative numbers in practical contexts • Add, subtract, multiply and divide using efficient written methods including working with sums of money and record using correct notation • Work out simple ratio and direct proportion • Find simple percentage parts of quantities and measurements and calculate simple percentage increase and/or decrease • Read, write, order and compare common fractions and mixed numbers and find fraction parts of whole numbers • Estimate answers and Round to whole numbers or two decimal places • Read, measure and record time in common date formats and in the 12-hour and 24-hour clock • Calculate using time
	Measure/Shape/ Space	<ul style="list-style-type: none"> • Read, estimate, measure and compare length, weight, capacity and temperature using common units and instruments • Read, estimate, measure and compare distance • Add and subtract common units of measure within the same system • Convert units of measure in the same system • Work out areas and perimeter in practical situations • Work out simple volume (e.g. cuboids) • Solve problems using the mathematical properties of regular 2-D shapes (e.g. tessellation or symmetry) • Construct geometric diagrams, models and shapes • Draw 2-D shapes in different orientations using grids (e.g.in diagrams or plans)
	Statistics	<ul style="list-style-type: none"> • Extract and interpret information (e.g. in tables, diagrams, charts and line graphs) • Collect, organise and represent discrete data (e.g. in tables, charts, diagrams and line graphs) • Find the arithmetical average (mean) for a set of data • Find the range for a set of data • Show that some events are more likely to occur than others • Express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1
	Checking Work	<ul style="list-style-type: none"> • Use appropriate checking procedures at each stage

Paper based assessment – Performance Codes for Maths Level 2

FS Mathematics

Code	Description	% total marks achieved
HM	Number (including time and/or money) – good performance	65-100%
HN	Number (including time and/or money) – partial performance	35-64%
HO	Number (including time and/or money) – poor performance	0-34%
HP	Measure/Space/Shape – good performance	65-100%
HQ	Measure/Space/Shape – partial performance	35-64%
HR	Measure/Space/Shape – poor performance	0-34%
HS	Statistics – good performance	65-100%
HT	Statistics – partial performance	35-64%
HU	Statistics – poor performance	0-34%
HV	Checking work – good performance	67-100%
HW	Checking work – partial performance	34-66%
HX	Checking work – poor performance	0-33%

The table below shows the technical skills that may be assessed within the four different feedback topics.

	Feedback Topic	Core Curriculum coverage
Level 2	Number (including time and/or money)	<ul style="list-style-type: none"> • Read, write, order and compare positive and negative numbers of any size in practical contexts • Carry out calculations with numbers of any size using efficient methods • Calculate ratio and direct proportion • Evaluate expressions and make substitutions in given formulae in words and symbols to produce results • Use fractions to order and compare amounts or quantities and evaluate one number as a fraction of another and use fractions to add or subtract amounts or quantities • Order and compare decimals when solving practical problems and add, subtract, multiply and divide with decimals up to three places • Find percentage parts of quantities and measurements and evaluate one number as a percentage of another • Calculate with sums of money and convert between currencies • Calculate, measure and record time in different formats
	Measure/Shape/ Space	<ul style="list-style-type: none"> • Recognise and use 2D representations of 3D objects • Find area, perimeter and volume of common shapes • Use, convert and calculate using metric and, where appropriate, imperial measures • Calculate with units of measure between systems, using conversion tables and scales, and approximate conversion factors • Understand and use given formulae for finding areas of composite shapes (e.g. nonrectangular rooms or plots of land) • Understand and use given formulae for finding volumes of regular shapes (e.g. a cuboid or cylinder) • Work out dimensions from scale drawings (e.g. 1:20) • Recognise and use common 2-D representations of 3-D objects (e.g. in maps and plans) • Solve problems involving 2-D shapes and parallel lines (e.g. in laying down carpet tiles)
	Statistics	<ul style="list-style-type: none"> • Collect and represent discrete and continuous data, using ICT where appropriate • Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate • Use statistical methods to investigate situations • Find the mean, median and mode, and use them as appropriate to compare two sets of data • Find the range and use it to describe the spread within sets of data • Identify the range of possible outcomes of combined events and record the information using diagrams or tables
	Checking Work	<ul style="list-style-type: none"> • Use appropriate checking procedures and evaluate their effectiveness at each stage

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

Please contact your local office:

<http://www.cityandguilds.com/about-us/international>

UK Centres

Registrations, Exam entries (Dated/On-Demand/e-volve Scheduling), Invoices, Missing or late exam materials, Results entries, Certification, Publications.

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

International centres

Results, Entries, Enrolments, Invoices, Missing or late exam materials

Please contact your local office:

<http://www.cityandguilds.com/about-us/international>

Walled Garden

New account enquiries or amendment of existing account details, password resets and on-line technical problems.

F: +44 (0)20 7294 2413

E: online@cityandguilds.com

General e-assessment support enquiries

E : evolvesupport@cityandguilds.com

SmartScreen

General SmartScreen queries

E: subscribe@Smartscreen.co.uk

Employers

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

If you are an employer, please contact City & Guilds Kineo:

www.kineo.com/contact-us

E: business@cityandguilds.com

Feedback and complaints

E: feedbackandcomplaints@cityandguilds.com

TechBac mentoring enquiries

E: mentoring@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practise (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: the Functional Skills Qualification and Subject Criteria (on which these qualifications are based) are published by the Office of Qualifications and Examinations Regulation (Ofqual). Crown Copyright applies.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
1 Giltspur Street
London EC1A 9DD
www.cityandguilds.com

WW-00-3748