



Qualification Specification

NCFE Entry Level Maths (Entry 3) Qualification Suite

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Section 1

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the suite of NCFE Entry Level Maths (Entry 3) qualifications.

All information contained in this specification is correct at the time of publishing.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state one of the regulated qualification titles listed below:

- ◆ NCFE Entry Level Certificate in Maths (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Using number (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Using measurement, shape and space (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Handling data (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Working with numbers up to 1,000 (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Calculating with numbers – addition and subtraction (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Calculating with numbers – multiplication and division (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Understanding fractions (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Understanding decimals (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Calculations with money (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Calculating length, weight and capacity (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Understanding properties of shapes and positional vocabulary (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Extract and compare information (Entry 3)
- ◆ NCFE Entry Level Award in Maths: Record and present information (Entry 3).

About these qualifications

These are regulated qualifications.

The suite of NCFE Maths qualifications is designed to replace the Adult Basic Skills programmes and it supports learner progression towards achieving GCSE (A*–C) or Level 2 Functional Skills in Maths.

The qualifications are based on the National Standards for Numeracy (the Core Curriculum).

To support the flexibility and responsiveness required by adult learners the qualifications are provided in a comprehensive suite of Maths qualifications from Entry Level 1 through to Level 2, consisting of single-unit Awards, ‘themed’ Awards and a Certificate at each level. This supports learner progression through to GCSE (A*–C) or Level 2 Functional Skills in Maths.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

These NCFE Entry Level Maths (Entry 3) qualifications are part of Foundation Learning. For more information please visit the NCFE website www.ncfe.org.uk/qualifications/foundation-learning.

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
 - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
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Things you need to know

NCFE Entry Level Certificate in Maths (Entry 3)

- ◆ Qualification number: 601/0611/6
- ◆ Aim reference: 60106116
- ◆ Total Qualification Time (TQT): 230
- ◆ Guided learning hours (GLH): 230
- ◆ Credit value: 23
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Using Number (Entry 3)

- ◆ Qualification number: 601/0878/2
- ◆ Aim reference: 60108782
- ◆ Total Qualification Time (TQT): 110
- ◆ Guided learning hours (GLH): 110
- ◆ Credit value: 11
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Using Measurement, Shape and Space (Entry 3)

- ◆ Qualification number: 601/0882/4
- ◆ Aim reference: 60108824
- ◆ Guided learning hours (GLH): 100
- ◆ Total Qualification Time (TQT): 100
- ◆ Credit value: 10
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Handling Data (Entry 3)

- ◆ Qualification number: 601/0923/3
- ◆ Aim reference: 60109233
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Working with numbers up to 1,000 (Entry 3)

- ◆ Qualification number: 601/0886/1
- ◆ Aim reference: 60108861
- ◆ Total Qualification Time (TQT): 10
- ◆ Guided learning hours (GLH): 10
- ◆ Credit value: 1
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Calculating with numbers – addition and subtraction (Entry 3)

- ◆ Qualification number: 601/0879/4
- ◆ Aim reference: 60108794
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Calculating with numbers – multiplication and division (Entry 3)

- ◆ Qualification number: 601/0883/6
- ◆ Aim reference: 60108836
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Understanding fractions (Entry 3)

- ◆ Qualification number: 601/0880/0
- ◆ Aim reference: 60108800
- ◆ Total Qualification Time (TQT): 10
- ◆ Guided learning hours (GLH): 10
- ◆ Credit value: 1
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Understanding decimals (Entry 3)

- ◆ Qualification number: 601/0884/8
- ◆ Aim reference: 60108848
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Calculations with money (Entry 3)

- ◆ Qualification number: 601/0888/5
- ◆ Aim reference: 60108885
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Calculating length, weight and capacity (Entry 3)

- ◆ Qualification number: 601/0881/2
- ◆ Aim reference: 60108812
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Understanding properties of shapes and positional vocabulary (Entry 3)

- ◆ Qualification number: 601/0889/7
- ◆ Aim reference: 60108897
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Extract and compare information (Entry 3)

- ◆ Qualification number: 601/0890/3
- ◆ Aim reference: 60108903
- ◆ Total Qualification Time (TQT): 10
- ◆ Guided learning hours (GLH): 10
- ◆ Credit value: 1
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Entry Level Award in Maths: Record and present information (Entry 3)

- ◆ Qualification number: 601/0891/5
 - ◆ Aim reference: 60108915
 - ◆ Total Qualification Time (TQT): 10
 - ◆ Guided learning hours (GLH): 10
 - ◆ Credit value: 1
 - ◆ Level: Entry 3
 - ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence
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Aims and objectives of these qualifications

These qualifications aim to provide learners with the underpinning knowledge and skills to support development of their skills using number, measures, shape and space and handling data. The qualifications can support progression into GCSE (A*–C) or Level 2 Functional Skills qualifications in Maths.

The objectives of these qualifications are reflected in the unit titles and are to help learners to:

- ◆ use number
- ◆ use measurement, shape and space
- ◆ handle data
- ◆ work with numbers up to 1,000
- ◆ add and subtract numbers
- ◆ multiply and divide numbers
- ◆ understand fractions
- ◆ understand decimals
- ◆ calculate money
- ◆ calculate length, weight and capacity
- ◆ understand properties of shapes and positional vocabulary
- ◆ extract and compare information
- ◆ record and present information.

Entry guidance

The NCFE Entry Level Maths (Entry 3) qualifications are designed for adult learners who've not achieved GCSE (A*–C) or Level 2 Functional Skills in Maths and who wish to take their first qualification in the subject. The qualifications will support learners with an identified skills gap in Maths and can be used to support progression into GCSE (A*–C) or Level 2 Functional Skills in Maths.

However, the NCFE Entry Level Maths (Entry 3) qualifications may also be suitable for those learners still in education, ie 16–18 year olds, who've not achieved GCSE (A*–C) or Level 2 Functional Skills in Maths. The qualifications could also be used by pre-16 learners who aren't following a traditional GCSE route in education.

These qualifications can also support learners undertaking a vocational programme to develop their skills in Maths. The qualifications could be taken by learners following a GCSE programme of learning who are not yet ready to take GCSE level studies in Maths.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved an Entry Level 2 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

The Entry Level Maths (Entry 3) qualification suite offers a number of single-unit Awards, themed Awards and a Certificate based on the following units:

- ◆ Working with numbers up to 1,000 (Y/505/3452)
- ◆ Calculating with numbers – addition and subtraction (D/505/3453)
- ◆ Calculating with numbers – multiplication and division (K/505/3455)
- ◆ Simple algebra (M/505/3456)
- ◆ Understanding fractions (T/505/3457)
- ◆ Understanding decimals (A/505/3458)
- ◆ Calculations with money (F/505/3459)
- ◆ Understanding time and temperature (T/505/3460)
- ◆ Calculating length, weight and capacity (A/505/3461)
- ◆ Understanding properties of shapes and positional vocabulary (F/505/3462)
- ◆ Extract and compare information (J/505/3463)
- ◆ Record and present information (L/505/3464).

Certificate

To be awarded the **NCFE Entry Level Certificate in Maths: Entry 3**, learners are required to successfully complete 12 mandatory units:

- ◆ Working with numbers up to 1,000 (Y/505/3452)
- ◆ Calculating with numbers – addition and subtraction (D/505/3453)
- ◆ Calculating with numbers – multiplication and division (K/505/3455)
- ◆ Simple algebra (M/505/3456)
- ◆ Understanding fractions (T/505/3457)
- ◆ Understanding decimals (A/505/3458)
- ◆ Calculations with money (F/505/3459)
- ◆ Understanding time and temperature (T/505/3460)
- ◆ Calculating length, weight and capacity (A/505/3461)
- ◆ Understanding properties of shapes and positional vocabulary (F/505/3462)
- ◆ Extract and compare information (J/505/3463)
- ◆ Record and present information (L/505/3464).

To achieve the NCFE Entry Level Certificate in Maths: Entry 3, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Themed Awards

To be awarded the **NCFE Entry Level Award in Maths: Using number (Entry 3)**, learners are required to successfully complete 6 mandatory units:

- ◆ Working with numbers up to 1,000 (Y/505/3452)
- ◆ Calculating with numbers – addition and subtraction (D/505/3453)
- ◆ Calculating with numbers – multiplication and division (K/505/3455)
- ◆ Simple algebra (M/505/3456)
- ◆ Understanding fractions (T/505/3457)
- ◆ Understanding decimals (A/505/3458).

To achieve the NCFE Entry Level Award in Maths: Using number (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Using measurement, shape and space (Entry 3)**, learners are required to successfully complete 4 mandatory units:

- ◆ Calculations with money (F/505/3459)
- ◆ Understanding time and temperature (T/505/3460)
- ◆ Calculating length, weight and capacity (A/505/3461)
- ◆ Understanding properties of shapes and positional vocabulary (F/505/3462).

To achieve the NCFE Entry Level Award in Maths: Using measurement, shape and space (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Handling data (Entry 3)**, learners are required to successfully complete 2 mandatory units:

- ◆ Extract and compare information (J/505/3463)
- ◆ Record and present information (L/505/3464).

To achieve the NCFE Entry Level Award in Maths: Handling data (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Single unit Awards

To be awarded the **NCFE Entry Level Award in Maths: Working with numbers up to 1,000 (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Working with numbers up to 1,000 (Y/505/3452).

To achieve the NCFE Entry Level Award in Maths: Working with numbers up to 1,000 (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Calculating with numbers – addition and subtraction (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ♦ Calculating with numbers – addition and subtraction (D/505/3453).

To achieve the NCFE Entry Level Award in Maths: Calculating with numbers – addition and subtraction (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Calculating with numbers – multiplication and division (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ♦ Calculating with numbers – multiplication and division (K/505/3455).

To achieve the NCFE Entry Level Award in Maths: Calculating with numbers – multiplication and division (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Understanding fractions (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ♦ Understanding fractions (T/505/3457).

To achieve the NCFE Entry Level Award in Maths: Understanding fractions (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Understanding decimals (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ♦ Understanding decimals (A/505/3458).

To achieve the NCFE Entry Level Award in Maths: Understanding decimals (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Calculations with money (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ♦ Calculations with money (F/505/3459).

To achieve the NCFE Entry Level Award in Maths: Calculations with money (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Calculating length, weight and capacity (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ♦ Calculating length, weight and capacity (A/505/3461).

To achieve the NCFE Entry Level Award in Maths: Calculating length, weight and capacity (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Understanding properties of shapes and positional vocabulary (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Understanding properties of shapes and positional vocabulary (F/505/3462).

To achieve the NCFE Entry Level Award in Maths: Understanding properties of shapes and positional vocabulary (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Extract and compare information (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Extract and compare information (J/505/3463).

To achieve the NCFE Entry Level Award in Maths: Extract and compare information (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in Maths: Record and present information (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Record and present information (L/505/3464).

To achieve the NCFE Entry Level Award in Maths: Record and present information (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg J/502/6345) to indicate which units the learners have achieved. The units in these qualifications cross over into the various Awards available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit, where appropriate.

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 21).

Progression opportunities

Learners who achieve these qualifications could progress to:

- ◆ NCFE Level 1 Certificate in Maths
- ◆ NCFE Level 1 Awards in Maths
- ◆ NCFE Functional Skills Qualification in Maths at Level 1
- ◆ GCSE Maths.

These qualifications may also be useful to those studying qualifications in the following sectors:

- ◆ Preparation for Life and Work
- ◆ Arts, Media and Publishing
- ◆ Leisure, Travel and Tourism
- ◆ Health, Public Services and Care
- ◆ Business and Administration.

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

Barred units, equivalencies and exemptions <

These qualifications may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess these qualifications.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles. Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Examples of relevant qualifications:

- ◆ Diploma in Teaching in the Lifelong Learning Sector
- ◆ City & Guilds Further Education Teaching Certificate (7407)
- ◆ City & Guilds Adult Numeracy Subject Support (9484)
- ◆ City & Guilds Adult Numeracy Subject Specialist (9486)
- ◆ City & Guilds Scheme 9297 (Level 2 Certificate in Learning Support)
- ◆ Key Skills: Deliverer Award (Pitman)
- ◆ Key Skills: Trainer Award (Pitman).

Examples of work experience

Demonstrable experience of knowledge of the subject area.

Resource requirements

There are no specific resource requirements for these qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

This gives information about these qualifications and can help learners keep track of their work. LETLs can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- ◆ information on the content, availability and location of NCFE's procedures and policies
 - ◆ advice on support mechanisms for learners who are experiencing difficulties with their studies
 - ◆ a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
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Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk or can be requested from the Centre Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

The units in these qualifications have been mapped to the Adult Literacy (Core Curriculum) National Standards. For more detailed mapping please see Section 4 (page 81).

Section 2

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Entry Level Maths (Entry 3) qualifications are internally assessed.

Centres may devise their own internal assessment based on the requirements set out in this qualification.

Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve.

The main pieces of evidence for the portfolio could include:

- ◆ Assessor observation – completed observational checklists and related action plans
- ◆ witness testimony
- ◆ candidate's proof of work
- ◆ worksheets
- ◆ assignments/projects/reports
- ◆ record of oral and written questioning
- ◆ candidate and peer reports
- ◆ Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro formas here:

www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for these qualifications are in accordance with the criteria set out by the regulatory authorities.

What is moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- ◆ made by competent and qualified Assessors
- ◆ the product of sound and fair assessment practice
- ◆ recorded accurately and appropriately.

We do this through:

- ◆ internal moderation – which you carry out
- ◆ external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Section 3

Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit, including:

- ◆ the unit title
- ◆ the unit overview
- ◆ guided learning hours
- ◆ credit value
- ◆ level.

Following the unit summary there's detailed information for each unit containing:

- ◆ the unit title and number
- ◆ learning outcomes (the learner will) and assessment criteria (the learner can)
- ◆ guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- ◆ assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116).

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

Unit summaries

Working with numbers up to 1,000 (Y/505/3452)

This unit aims to develop knowledge of numbers up to 1,000, for use in everyday situations.

Guided learning hours: 10

Credit value: 1

Level: Entry 3

Calculating with numbers – addition and subtraction (D/505/3453)

This unit will develop knowledge and skills needed to complete calculations involving addition and subtraction, for use in everyday situations.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

Calculating with numbers – multiplication and division (K/505/3455)

This unit develops knowledge and skills needed to complete calculations involving multiplication and division, for use in everyday situations.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

Simple algebra (M/505/3456)

In this unit the learner will develop skills needed to solve everyday maths problems, using algebra.

Guided learning hours: 10

Credit value: 1

Level: Entry 3

Understanding fractions (T/505/3457)

This unit aims to develop knowledge of common fractions. Learners will develop skills to use common fractions and be able apply these to everyday situations.

Guided learning hours: 10

Credit value: 1

Level: Entry 3

Understanding decimals (A/505/3458)

In this unit learners will develop knowledge of decimals and apply this to everyday situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

Calculations with money (F/505/3459)

This unit will help learners to develop skills for using money and to develop strategies to check the accuracy of transactions in everyday situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

Understanding time and temperature (T/505/3460)

This unit will help learners to develop skills using time and temperature, in everyday situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

Calculating length, weight and capacity (A/505/3461)

This unit aims to support learners to develop knowledge and skills needed to measure length, weight and capacity, for use in everyday situations.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

Understanding properties of shapes and positional vocabulary (F/505/3462)

This unit will develop skills in using 2D and 3D shapes and the use of positional vocabulary in everyday situations.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

Extract and compare information (J/505/3463)

This unit aims to develop skills in working with numerical information in different formats in everyday situations.

Guided learning hours: 10

Credit value: 1

Level: Entry 3

Record and present information (L/505/3464)

This unit will support learners to develop skills in recording information and presenting data to inform others.

Guided learning hours: 10

Credit value: 1

Level: Entry 3

Working with whole numbers up to 1,000 (Y/505/3452)

The learner will:

- 1 Know numbers up to 1,000

The learner can:

- 1.1 Identify values of 3-digit numbers in numerical and word format
1.2 Identify place values for each digit in 3-digit numbers
1.3 Identify when a 3-digit number is odd or even
-

The learner will:

- 2 Be able to count in tens and hundreds

The learner can:

- 2.1 Identify numbers of items counting on in tens and hundreds from 10 to 1,000
2.2 Count back in tens and hundreds from 1,000 to 10
-

The learner will:

- 3 Be able to approximate by rounding

The learner can:

- 3.1 Round numbers to the nearest ten and hundred
-

Working with numbers up to 1,000 (Y/505/3452) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: Candidates should be given tasks that allow them to demonstrate their knowledge of numbers up to 1,000, for use in everyday situations. The tasks, and any text used in the questions, should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must identify values and place values of 3-digit numbers
- ◆ candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question paper (multiple choice/tick box)
- ◆ question sheet/practical tasks:
 - match the word to the correct number (3-digit numbers)
 - put the numbers under the correct place value – hundreds, tens and units
 - show the numbers as sums – hundreds, tens and units
 - find (odd) page numbers in a book
 - fill in the (even) numbers in a sequence.

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Working with numbers up to 1,000 (Y/505/3452) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge of numbers up to 1,000, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must identify numbers of up to 100 and be able to count back in tens and hundreds (10 to 1,000)
- ◆ candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - put the stock items in sets of tens (10) and/or hundreds (100)
 - use the figures for stock bought
 - count back in tens or hundreds to find out how much stock has been sold.

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Working with numbers up to 1,000 (Y/505/3452) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge of numbers up to 1,000, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must round numbers to the nearest ten and hundred
- ◆ candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question paper (multiple choice/tick box)
- ◆ question sheet/practical tasks:
 - show the ticket sales for each concert to the nearest 10
 - show the number of children at each concert to the nearest 100
 - show how many seats we will need on the coach, to the nearest 10
 - show how many people are vegetarian, to the nearest 100
 - show the races that are about 10 kilometres long.

Note: candidates should be given a minimum of 4 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Working with numbers up to 1,000 (Y/505/3452) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Calculating with numbers – addition and subtraction (D/505/3453)

The learner will:

- 1 Be able to calculate using addition

The learner can:

- 1.1 Identify the place value when adding 3-digit numbers
1.2 Add 3-digit numbers with totals up to 1,000, using different methods
1.3 Use estimation to check that answers are realistic
-

The learner will:

- 2 Be able to calculate using subtraction

The learner can:

- 2.1 Identify the place value when subtracting 3-digit numbers
2.2 Subtract pairs of 3-digit numbers, using different methods
2.3 Use addition to check accuracy of results
-

The learner will:

- 3 Understand symbols and words used in calculations

The learner can:

- 3.1 Recognise and use appropriate vocabulary and symbols for addition and subtraction
-

Calculating with numbers – addition and subtraction (D/505/3453) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving addition, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must complete calculations of addition using 3-digit numbers with totals up to 1,000, with and without a calculator. They should also use estimation to check answers
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - show how you would set out the numbers to add them together
 - work out the sums using a calculator

AND

- work out the sums – you must not use a calculator
- show your calculations.

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria. Candidates must use a calculator to complete 50% of the questions.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Calculating with numbers – addition and subtraction (D/505/3453) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ marks should be awarded for correct methods
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1 – 2.3

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving addition and subtraction, for use in everyday situations.

The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must complete calculations with 3-digit numbers, using subtraction, with and without a calculator, and should also check the accuracy of the calculations
- ◆ candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet:
 - work out the sums (subtraction). You may use a calculator
 - show your calculations
 - show how you would check the results using addition. You may use a calculator. Show this for 2 sums

AND

- work out the sums (subtraction). You must not use a calculator; show your calculations
- show how you would check the results using addition. You must not use a calculator. Show this for 2 sums.

- ◆ practical tasks:
 - use the number cards (100 and above) and the signs ($-$ and $=$). Make 4 sums and show the answer for each. You may use a calculator

AND

- use the number cards (100 and above) and the signs ($+$ and $=$). Show how to check the answer for one of your sums.

Calculating with numbers – addition and subtraction (D/505/3453) (cont'd)

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note:** This must be work completed independently by the candidate.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to complete addition and subtraction.

The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be able to recognise and use vocabulary and symbols for addition and subtraction
- ◆ when working with numbers, candidates must use appropriate vocabulary and signs
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Calculating with numbers – addition and subtraction (D/505/3453) (cont'd)

Examples of tasks:

- ◆ question sheet/practical tasks:

- match the words to a symbol: add, subtract, minus, take away, equals, plus
 $+$ $-$ $=$ $+$

OR

- look at the sums and label each of the symbols.

Note: candidates should be given a minimum of 4 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

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Calculating with numbers – multiplication and division (K/505/3455)

The learner will:

- 1 Be able to calculate using multiplication

The learner can:

- 1.1 Multiply 2-digit whole numbers by single-digit whole numbers
1.2 Use addition to check answers to problems involving multiplication
1.3 Use knowledge of multiples of 2, 3, 4, 5, 7 and 10 in calculations
1.4 Use estimation to check that answers are realistic
-

The learner will:

- 2 Be able to calculate using division

The learner can:

- 2.1 Divide 2-digit whole numbers by single-digit whole numbers
2.2 Use multiplication to check accuracy of results
-

The learner will:

- 3 Understand words and symbols used in calculations

The learner can:

- 3.1 Recognise and use appropriate vocabulary and symbols for multiplication and division
-

Calculating with numbers – multiplication and division (K/505/3455) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.4

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving multiplication, for use in everyday situations.

The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must complete calculations of multiplication using 2-digit numbers by single-digit whole numbers, with and without a calculator. Candidates should use addition to check answers involving multiplication
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - work out the total number of drinks in the 3 boxes. There are 25 drinks in each box
 - work out how many plants there are in the trays. There are 4 plants in each tray. We have 15 trays:
 - use a calculator
 - show your calculations
 - use estimation to check one of your answers
 - show how you would check all answers using addition
 - show this for 2 sums.

AND

- as above (using different scenarios/contexts):
 - you must not use a calculator
 - show your calculations
 - use estimation to check one of your answers
 - show how you would check the results using addition
 - show this for 2 sums.

Calculating with numbers – multiplication and division (K/505/3455) (cont'd)

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria. Candidates must use a calculator to complete 50% of the questions.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note:** This must be work completed independently by the candidate.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving division, for use in everyday situations.

The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must complete calculations with 2-digit numbers, using division, with and without a calculator and should also use multiplication to check the accuracy of the calculations
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Calculating with numbers – multiplication and division (K/505/3455) (cont'd)

Examples of tasks:

- ◆ question sheet/practical tasks:
 - We have 48 plants. 4 people want the plants. How many plants will they have each?
 - There are 6 tables. We have 36 chairs. How many chairs will be at each table?:
 - you may use a calculator
 - show your calculations
 - show how you would check the results using multiplication
 - show this for 2 sums.

AND

- as above (using different scenarios/contexts):
 - you must not use a calculator
 - show your calculations
 - show how you would check the results using multiplication
 - show this for 2 sums.

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1

Calculating with numbers – multiplication and division (K/505/3455) (cont'd)

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to complete multiplication and division.

The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ♦ the tasks/questions can be read out to the candidate
- ♦ candidates must be able to recognise and use vocabulary and symbols for multiplication and division
- ♦ when working with numbers, candidates must use appropriate vocabulary and signs
- ♦ candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ♦ question sheet/practical tasks:
 - match the words to a symbol: multiply, times, times by, divide, into, equals
- $/ \times = \div$

OR

- look at the sums and label each of the symbols.

Note: candidates should be given a minimum of 4 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ♦ copy of the documents used (question sheet)
- ♦ centre-produced pro forma answer sheet.

Mark schemes

- ♦ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ♦ the mark scheme must include details of all correct and acceptable answers
- ♦ allocation of marks must be clearly indicated
- ♦ marks should be awarded for correct methods
- ♦ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note:** This must be work completed independently by the candidate.

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Simple algebra (M/505/3456)

The learner will:

- 1 Understand the use of algebra

The learner can:

- 1.1 Identify the numeracy elements in a simple word problem
 - 1.2 Use algebra to solve simple word problems
 - 1.3 Check results of calculations
-

Simple algebra (M/505/3456) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 60 minutes to complete the unit requirements as a summative assessment.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: candidates should be given tasks that allow them to demonstrate the skills needed to solve everyday maths problems, using algebra. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must demonstrate that they can use algebra to solve simple word problems
- ◆ candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet:
 - we had 40 tickets. We have sold 4 tickets and Kay wants 5. How many tickets do we have left to sell?
 - show how to check one of your answers.
- ◆ practical tasks:
 - use the number cards and symbols to solve the problem
 - we had 40 tickets. We have sold 4 tickets and Kay wants 5. How many tickets do we have left to sell?
 - show how to check one of your answers.

Note: candidates should be given a minimum of 4 questions/tasks relating to the assessment criteria.

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the text
- ◆ centre-produced pro forma answer sheet.

Simple algebra (M/505/3456) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ marks should be awarded for method
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Understanding fractions (T/505/3457)

The learner will:

- 1 Know common fractions

The learner can:

- 1.1 Identify common fractions written in words and figures
1.2 Write common fractions in words and figures
-

The learner will:

- 2 Be able to use common fractions

The learner can:

- 2.1 Find fractions of quantities of items
2.2 Match common fractions of the same value
-

Understanding fractions (T/505/3457) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 60 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1, 1.2

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to use common fractions, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must recognise and use words and figures used for common fractions
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - match the word to the figures (eg $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{2}$)
 - find examples of common fractions in everyday use:
 - sales promotions ($\frac{1}{3}$ off)
 - reduced-to-clear items ($\frac{1}{2}$ price)
 - sharing a pizza or a cake equally (8 equal pieces)
 - listen to these spoken fractions (eg $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{2}$):
 - write the fractions in figures
 - now write the fractions in words.

Note: candidates should be given a sufficient number of questions/tasks to ensure they have the opportunity to fully demonstrate their knowledge and skills across all the assessment criteria listed above.

Understanding fractions (T/505/3457) (cont'd)

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to use common fractions, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be able to use common fractions
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - work out fractions of a total number of items (eg $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$)
 - match all the figures that are equal to a half ($\frac{1}{2} = 50\% = \frac{2}{4} = \frac{4}{8} = .5$).

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge and skills across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Understanding fractions (T/505/3457) (cont'd)

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked
- ◆ allocation of marks must be clearly indicated.

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Understanding decimals (A/505/3458)

The learner will:

- 1 Know about decimals

The learner can:

- 1.1 Identify the use of decimals in everyday situations
1.2 Identify the purpose of the decimal point in common measures
1.3 Use decimal places to identify the units of common measure
-

The learner will:

2. Understand decimals

The learner can:

- 2.1 Use a calculator to solve problems which include whole numbers and decimals
2.2 Use decimal places to add and subtract decimals in column format
-

Understanding decimals (A/505/3458) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 60 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ♦ observation (to include Assessor feedback on how the candidate met the criteria)
- ♦ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge of decimals, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ♦ the tasks/questions can be read out to the candidate
- ♦ candidates must recognise and use decimals in common measures, in everyday situations
- ♦ candidates should be given a maximum of 30 minutes to complete the tasks
- ♦ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ♦ question sheet/practical tasks:
 - find everyday examples where decimals are in use:
 - money
 - measurement of length

AND

- match the decimal to the correct wording. Examples:
 - .5 = half, 2.5 = two and a half, £1.35 = one pound and thirty five pence

AND

- show the amounts as decimals, in pounds and pence. Examples:
 - 76p = £0.76, 309p = £3.09

AND

- show the measurements as metres and centimetres. Examples:
 - 244 cm = 2.44 m, 907 cm = 9.07 m.

Understanding decimals (A/505/3458) (cont'd)

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge and skills across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note:** This must be work completed independently by the candidate.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: Candidates should be given tasks that allow them to demonstrate the knowledge and skills needed to use decimals, for use in everyday situations. The tasks (and any text used in the questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be able to use decimals
- ◆ candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - work out problems which have whole and decimal numbers, using a calculator. Examples:
 - addition
 - subtraction
 - multiplication

AND

- work out problems which have whole and decimal numbers, without a calculator:
 - set out figures in correct column format
 - use addition
 - use subtraction.

Understanding decimals (A/505/3458) (cont'd)

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge and skills across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked
- ◆ allocation of marks must be clearly indicated.

***Note:** This must be work completed independently by the candidate.

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Calculations with money (F/505/3459)

The learner will:

- 1 Understand money in decimal notation

The learner can:

- 1.1 Write amounts of money in columns, using correct value places
1.2 Add columns of money to find totals, using correct value places
1.3 Check totals with and without a calculator
-

The learner will:

- 2 Be able to subtract sums of money

The learner can:

- 2.1 Calculate change from different purchases, with and without a calculator
2.2 Check answers, with and without a calculator
-

The learner will:

- 3 Be able to calculate costs

The learner can:

- 3.1 Work out costs for purchasing multiple items
3.2 Work out costs for simple budgets
3.3 Estimate costs using rounding
3.4 Check costs with and without a calculator
-

Calculations with money (F/505/3459) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: candidates should be given tasks that allow them to demonstrate their skills in using money in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must demonstrate that they have sufficient knowledge and understanding of money to be able to set out calculations, using correct place values. They must complete addition with sums of money and check calculations
- ◆ it is recommended that candidates should be given a minimum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - show the sum to work out the total amount of money
 - show correct place for decimal points
 - add the columns of money to show the total for each
 - check totals with a calculator

AND

- show the sum to work out the total amount of money
- show correct place for decimal points
- add the columns of money to show the total for each
- check totals without a calculator.

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria.

Calculations with money (F/505/3459) (cont'd)

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ marks should be awarded for correct methods
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate that they can calculate and check change from purchases, in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must demonstrate that they have sufficient knowledge and understanding of money to be able to set out calculations, using correct place values. They must complete subtraction with sums of money and check calculations
- ◆ candidates should be given a minimum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - work out the change from each of the purchases
 - show correct place for decimal points
 - check totals
 - use a calculator

Calculations with money (F/505/3459) (cont'd)

AND

- ◆ question sheet/practical tasks (using real/realistic money):
 - work out the change from the purchases
 - show correct place for decimal points
 - check totals
 - do not use a calculator.

Note: candidates should be given a minimum of 8 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1 – 3.4

Additional information: candidates should be given tasks that allow them to demonstrate skills in using money, in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must demonstrate that they have the skills, knowledge and understanding needed to work with money in a range of everyday situations, including purchasing multiple items, budgeting, estimating costs and checking of costs
- ◆ it is recommended that candidates should be given a minimum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Calculations with money (F/505/3459) (cont'd)

Examples of tasks:

- ◆ question sheet/practical tasks:
 - estimate, to the nearest 10p, the cost of each of the items on the list
 - estimate, to the nearest £1, the total cost for all the items on the list
 - show the items that could be purchased using the money in the budget
 - show any money left in the budget
 - check totals with a calculator

AND

- estimate, to the nearest 10p, the cost of each of the items on the list
- estimate, to the nearest £1, the total cost for all the items on the list
- show the items that could be purchased using the money in the budget
- show any money left in the budget
- check totals without a calculator.

Note: candidates should be given a minimum of 4 questions/tasks relating to the assessment criteria.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ marks should be awarded for correct methods
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Understanding time and temperature (T/505/3460)

The learner will:

- 1 Understand the different formats used to show, measure and record time

The learner can:

- 1.1 Read and record time in 12-hour and 24-hour formats
 - 1.2 Read and record dates using a range of popular formats
-

The learner will:

- 2 Be able to measure time

The learner can:

- 2.1 Measure time in 12-hour and 24-hour formats
 - 2.2 Identify measures of time using popular formats
-

The learner will:

- 3 Understand temperature scales

The learner can:

- 3.1 Identify the standard temperature scale
 - 3.2 Read and record temperature using different units and instruments
 - 3.3 Measure temperature using different instruments
 - 3.4 Compare temperature differences in everyday situations
-

Understanding time and temperature (T/505/3460) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1, 1.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills in measuring and recording time, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3):

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must demonstrate that they understand 12-hour and 24-hour time formats
- ◆ candidates must also demonstrate that they can read and record dates using popular formats
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - convert train times from 24-hour to 12-hour time (or vice versa)
- OR**
 - on everyday documents, literature and items, find examples of 24-hour time and convert these to 12-hour time (or vice versa)
- AND**
 - show dates in different ways, eg own date of birth, Christmas Day, today's date, holiday dates.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge and skills across all the assessment criteria listed above.

Understanding time and temperature (T/505/3460) (cont'd)

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the text
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills in measuring and recording time, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must demonstrate that they understand and can use 12-hour and 24-hour formats when measuring time. Candidates must also demonstrate that they understand measures of time using popular formats
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - look at analogue and digital clocks
 - write the times in 12-hour format
 - write the times in 24-hour format
 - find times of events on time sheets (in 12-hour and 24-hour format)

Understanding time and temperature (T/505/3460) (cont'd)

AND

- on a calendar identify measures of time identify the number of days in a week
- identify the weekdays
- identify the weekends
- mark one month
- mark a fortnight.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge and skills across all the assessment criteria listed above.

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the text
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1 – 3.4

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge, skills and understanding of temperature for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must show that they can measure, record and compare temperatures, in everyday situations
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Understanding time and temperature (T/505/3460) (cont'd)

Examples of tasks

- ◆ question sheet/practical tasks:

- identify the standard UK measurement for temperature

AND

- identify 3 situations when temperature would be measured

AND

- measure and record temperatures in everyday situations:
 - greenhouse
 - outdoors
 - indoors
 - water (hot, warm, cool)
 - body temperature

AND

- compare temperatures in everyday situations.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills understanding across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated.
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Calculating length, weight and capacity (A/505/3461)

The learner will:

- 1 Know the units used for measuring distances

The learner can:

- 1.1 Identify and use common formats for measuring distances
-

The learner will:

- 2 Understand simple scales used to measure length

The learner can:

- 2.1 Read and compare units used to measure length
2.2 Estimate and measure length
-

The learner will:

- 3 Understand simple scales used to measure weight

The learner can:

- 3.1 Read and compare units used to measure weight
3.2 Estimate and measure items and their weights
-

The learner will:

- 4 Understand simple scales used to measure capacity

The learner can:

- 4.1 Read and compare units used to measure capacity
4.2 Estimate and measure capacity
-

Calculating length, weight and capacity (A/505/3461) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 2 hours to complete the unit requirements as a summative assessment.

As there are 4 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills needed to measure distance, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to demonstrate that they know and can use common formats for measuring distances
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ any questions must be worded to work independently and must not require accurate answers from any previous questions (ie no follow-through).

Examples of tasks:

- ◆ question sheet/practical tasks:
 - name the common units used for measuring distances (kilometres and miles)
 - identify the common format used in the UK and its use in everyday situations
 - use examples of maps, road signs, sat nav.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Calculating length, weight and capacity (A/505/3461) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills in reading, measuring and comparing length, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to read, estimate, measure and compare length
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - identify the unit of measure for length for different items, objects and situations (eg fencing for a garden, car journey, fabric, gift box)

AND

- match units of measure (eg millimetres, centimetres, metres, kilometres)

AND

- choose and use appropriate equipment to measure length of an item using:
 - centimetre markings on a measure
 - metre markings on a measure
 - metre and centimetre markings on a measure

AND

- estimate length
- check estimation for accuracy.

Calculating length, weight and capacity (A/505/3461) (cont'd)

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note:** This must be work completed independently by the candidate.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1, 3.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills in reading, measuring and comparing weight, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to read, estimate, measure and compare weight
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - identify the units of measure for weight for different items, objects and situations (eg weight of people, measurements used in cookery, weight of lorries)

AND

- match units of measure (eg grams, kilograms)

Calculating length, weight and capacity (A/505/3461) (cont'd)

AND

- choose and use appropriate equipment to measure weight of given items, in grams and in kilograms

AND

- estimate weight of items
- check estimation for accuracy.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 4.1, 4.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills in reading, measuring, estimating and comparing capacity, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to read, estimate, measure and compare capacity
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Calculating length, weight and capacity (A/505/3461) (cont'd)

Examples of tasks:

- ◆ question sheet/practical tasks:

- identify the units of measure for capacity

AND

- identify units to measure capacity for a situation, eg a dose of cough medicine, filling a watering can

AND

- choose and use appropriate equipment to measure capacity of given containers in millilitres and in litres

AND

- estimate capacity of containers (litres and millilitres)
- check estimation for accuracy.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the text
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Understanding properties of shapes and positional vocabulary (F/505/3462)

The learner will:

- 1 Understand the properties of 2-dimensional (2D) shapes

The learner can:

- 1.1 Identify lines of symmetry in 2D shapes
1.2 Identify 2D shapes with similar properties
-

The learner will:

- 2 Understand the properties of 3-dimensional (3D) shapes

The learner can:

- 2.1 Identify lines of symmetry in 3D shapes
2.2 Identify 3D shapes with similar properties
2.3 Identify and find the perimeter of everyday items in practical tasks
-

The learner will:

- 3 Understand positional vocabulary

The learner can:

- 3.1 Follow directions to arrive at a set destination
3.2 Use compass points to indicate and find a destination
-

Understanding properties of shapes and positional vocabulary (F/505/3462) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1, 1.2

Additional information: Candidates should be given tasks that allow them to demonstrate their knowledge, skills and understanding of 2D shapes, in familiar situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to identify lines of symmetry in 2D shapes and 2D shapes with similar properties
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - identify lines of symmetry in 2D shapes found in familiar everyday situations
 - sort 2D shapes with similar properties, eg angles, curves, sides.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Understanding properties of shapes and positional vocabulary (F/505/3462) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1 – 2.3

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge, skills and understanding of 3D shapes and perimeter in familiar situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to identify lines of symmetry in 3D shapes and 3D shapes with similar properties. Tasks must also allow candidates to demonstrate that they can identify and find the perimeter of everyday items
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - find 3D shapes, using 2D representations
 - identify lines of symmetry in 3D shapes found in familiar everyday situations
 - sort 3D shapes with similar properties, eg right angles, curved faces, number of edges

AND

- show the perimeter line on objects, items, diagrams
- measure the perimeter of everyday items, eg a room, a mat, a sheet of paper.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

Understanding properties of shapes and positional vocabulary (F/505/3462) (cont'd)

Examples of appropriate documents:

- ◆ copy of the text
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 3.1, 3.2

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and understanding of positional vocabulary, in familiar situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3):

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to demonstrate that they can follow directions to get to a destination and that they can use compass points
- ◆ candidates should be given a minimum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - identify the 4 points on a compass
 - arrive at a set destination using, for example, a simple map, a compass, directions (head north to Main street, then head east to...).

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate their knowledge, skills and understanding across all the assessment criteria listed above.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Understanding properties of shapes and positional vocabulary (F/505/3462) (cont'd)

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
 - ◆ the mark scheme must include details of all correct and acceptable answers
 - ◆ allocation of marks must be clearly indicated
 - ◆ candidates must correctly complete/answer a minimum of 75% of the tasks/questions asked.
-

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Extract and compare information (J/505/3463)

The learner will:

- 1 Be able to use information from lists, tables, diagrams and tally charts

The learner can:

- 1.1 Identify the purpose of titles, labels and keys
 - 1.2 Identify numerical values or scales in lists, tables, diagrams and tally charts
 - 1.3 Find specific numerical details in lists, tables, diagrams and tally charts
-

The learner will:

- 2 Understand the need to compare numerical information

The learner can:

- 2.1 Find numerical information in a bar or pie chart
 - 2.2 Compare numerical information and state findings
-

Extract and compare information (J/505/3463) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 60 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: candidates should be given tasks that allow them to demonstrate the skills in working with numerical information in different formats, in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to show that they can understand and use information from lists, tables, diagrams and tally charts
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - explain what each of these tells you on a chart: title, label, key

AND

- identify the numerical values or scales used in a selection of lists, tables, diagrams, tally charts

AND

- find specific numerical information from lists, tables, diagrams, tally charts.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to show that they understand formats used to display recorded information.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Extract and compare information (J/505/3463) (cont'd)

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass candidates must clearly demonstrate the basic knowledge needed to sort items using common criteria, for use in everyday situations.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate the skills in using information in bar or pie charts, in everyday situations. The tasks (and any text used in questions) should be at the appropriate level for (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to show that they can find and compare numerical information in bar or pie charts
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks

- ◆ question sheet/practical tasks:
 - find numerical information from a bar or pie chart, eg:
 - what is the total number of ticket sales for January and February?
 - compare the number of tickets sold in January and December.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to show that they can find and compare numerical information from a bar chart.

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Extract and compare information (J/505/3463) (cont'd)

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must clearly demonstrate the basic knowledge needed to sort items using common criteria, for use in everyday situations.

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Record and present information (L/505/3464)

The learner will:

- 1 Be able to record numerical information

The learner can:

- 1.1 Identify the purpose of recording numerical information
1.2 Identify categories in preparation for recording numerical information
1.3 Record numerical information
-

The learner will:

- 2 Be able to present data to inform others

The learner can:

- 2.1 Use different ways to present data, for others to use
2.2 Label all information appropriately
-

Record and present information (L/505/3464) (cont'd)

Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 60 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 1.1 – 1.3

Additional information: candidates should be given tasks that allow them to demonstrate their knowledge and skills in recording numerical information, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that will enable them to show that they can record numerical information
- ◆ it is recommended that candidates should be given a minimum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet (with supporting resources)/practical tasks:
 - identify what information has been recorded in a set of examples

AND

- identify categories to use when recording numerical information, eg Which cold drinks do people like best?
 - cola
 - lemonade
 - orange
 - other

AND

- use a tally chart to collect the numerical information.

Note: candidates should be given questions/tasks to ensure that they have the opportunity to show that they understand the different ways used to collect information and that they can collect specified numerical information appropriately, in everyday situations.

Record and present information (L/505/3464) (cont'd)

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the documents used (question sheet)
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass candidates must clearly demonstrate they understand that they can plan and prepare and then collect specified numerical information.

***Note: This must be work completed independently by the candidate.**

Types of evidence (this may include tasks completed as part of a course of study*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording).

Assessment criteria: 2.1, 2.2

Additional information: candidates should be given tasks that allow them to demonstrate that they are able to correctly present data for others to see, for use in everyday situations. The tasks (and any text used in questions) should be at the appropriate level (Entry Level 3) and:

- ◆ the tasks/questions can be read out to the candidate
- ◆ candidates must be given tasks that enable them to correctly present data in different ways
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks.

Examples of tasks:

- ◆ question sheet/practical tasks:
 - the candidate could use the numerical data collected in the previous task and the data used should be presented in 2 forms (eg table, pictogram, chart, diagram).*

*All labelling must be completed and be accurate. The information must make sense to others.

Note: candidates should be given a sufficient number of questions/tasks to ensure that they have the opportunity to fully demonstrate that they can present data in different ways.

Record and present information (L/505/3464) (cont'd)

Where candidates provide non-written responses the Assessor should record these on the appropriate documents.

Examples of appropriate documents:

- ◆ copy of the text
- ◆ centre-produced pro forma answer sheet.

Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers/actions
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must clearly demonstrate that they can accurately use 2 different ways to present data.

***Note: This must be work completed independently by the candidate.**

The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

We've mapped the NCFE Entry Level 3 Maths units to the Adult Literacy Curriculum (Core Curriculum) at Entry Level 3.

The table below shows how the units cover the Core Curriculum at Entry Level 3.

NCFE unit title/number	Core Curriculum mapping
Working with numbers up to 1,000 (Y/505/3452)	N1/E3.1, N1/E3.7
Calculating with numbers – addition and subtraction (D/505/3453)	N1/E3.2, N1/E3.3, N1/E3.8, N1/E3.9
Calculating with numbers – multiplication and division (K/505/3455)	N1/E3.4, N1/E3.5, N1/E3.6, N1/E3.8, N1/E3.9
Simple algebra (M/505/3456)	N1/E3.10
Understanding fractions (T/505/3457)	N2/E3.1, N2/E3.2, N2/E3.6
Understanding decimals (A/505/3458)	N2/E3.3, N2/E3.4, N2/E3.5
Calculations with money (F/505/3459)	MSS1/E3.1, MSS1/E3.2
Understanding time and temperature (T/505/3460)	MSS1/E3.3, MSS1/E3.9
Calculating length, weight and capacity (A/505/3461)	MSS1/E3.4, MSS1/E3.5, MSS1/E3.6, MSS1/E3.7, MSS1/E3.8
Properties of shapes and positional vocabulary (F/505/3462)	MSS2/E3.1, MSS2/E3.2, MSS2/E3.3
Extract and compare information (J/505/3463)	HD1/E3.1, HD1/E3.2
Record and present information (L/505/3464)	HD1/E3.3, HD1/E3.4

Section 5

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.*