

# Essential Communication Skills and Essential Application of Number Skills

Changes to the Design Principles and the impact  
on assessments

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# Background

- The current version of Essential Skills Qualifications in Wales were introduced in 2016. As is good practice, qualifications of this nature undergo a review as they approach five years, to ensure that they are still fit for purpose and support learners in developing and evidencing their skills in Communication, Application of Number, Digital Literacy and Employability.
- The four awarding bodies who offer Essential Skills qualification in Wales, Agored Cymru, City & Guilds, Pearson and WJEC work collaboratively to develop the qualifications and assessments and work together as the Asset Management Group (AMG).
- The AMG and Qualification Wales reviewed the Design Principles on which the Essential Skills suite of qualifications is based with a view to:
  - improve manageability of the controlled tasks for candidates
  - further improve the clarity of expectations for each subject at each level, and
  - increase the available options for questions in the confirmatory tests

# Feedback

- The review took into consideration feedback from a wide variety of stakeholders, including providers, external quality assurers, question writers and assessment preparation teams
- In addition, analysis of the data collected at cross awarding body standardisation events was used to identify areas for attention.



- **Qualification Wales** confirm that a full review of the Essential Skills suite will take place to fall into line for the changes to Curriculum Wales in 2027
- Work will begin on this in 2025
- In the meantime ...

## Scope of the refresh of the Design Principles

- It was agreed that there were a number of changes which could be made to the Communication and Application of Number design principles at Levels 1 – 3, with a view to introduction from September 2022
- For Digital Literacy it was felt that the design principles would need a more substantial update so these are being developed for first teaching in September 2023
- The design principles Essential Employability Skills is not being amended

# Essential Communication Skills

## Controlled Task

- There are no proposed changes to the ECommS controlled task.



## Confirmatory Test

- The range of questions required for each skill has been broadened to enable the use of source documents of different text types. The increase in range should also enable the creation of more appropriate items for the text.
- No skills have been added or deleted.



# Essential Communication Skills Level 1

## Confirmatory test specification

The Essential Communication Skills test at level 1 will assess both reading and writing skills. It will involve at least two source documents, each providing a scenario and/or information to support a series of questions.

The test should consist of a maximum of 20 items, structured as follows to address these areas of the specification for Essential Communication Skills at level 1:

Skill Standard	Skills being assessed ( <i>Candidates need to know how to</i> )	Covered	Number of items / marks (current value)	Weighting
C1.2	1.2a identify the main points and ideas in documents and images	Always	2-3	9-12 (10-12) items
	1.2b read and understand relevant key words and phrases to suit purpose	Always	2-3	
	1.2c recognise the purpose of a variety of documents	Always	1-3 (2-3)	
	1.2e obtain information from text and images, including inferring meaning that is not explicit in the document, if required	Always	1-3 (2-3)	
C1.3	1.3d construct sentences accurately, including compound sentences, using appropriate conjunctions	Always	2-3 (2)	8-11 (8-10) items
	1.3g use language suitable for purpose and audience	Always	1-2 (2)	
	1.3i spell correctly	Always	1-2	
	1.3j use punctuation correctly	Always	1-2	
	1.3k use grammar correctly	Always	1-3 (1-2)	
			Total	20

# Essential Communication Skills – Level 1 Examples

1.2c - Recognise the purpose of a variety of documents

## Original Question:

The text can be best described as:

- a) a technical report
- b) an angry exchange
- c) a promotional leaflet
- d) an informative article

1.3d - construct sentences accurately, including compound sentences, using appropriate conjunctions

## New Question:

There is an incorrect word joining two sentences on:

- a) Line 3
- b) Line 7
- c) Line 10
- d) Line 23

## Rationale for change

The redistribution in the mark allocations allows between 2 to 3 marks for 1.3d and between 1 to 3 marks for 1.2c.

The rationale is that allowing fewer questions for 1.2c avoids any potential overlap between 1.2a & 1.2c . Allowing a wider range for 1.3d ensures that the standards are adequately covered according to text type.

This change exemplifies how a question may be changed to match the expansion in the mark distribution to 3 marks is utilised for 1.3d.

New wording gives more choices for the wording of stems for grammar questions. Replaces a ‘best of’ question about where text might be found.

# Essential Communication Skills – Level 1 Examples

1.2e - obtain information from text and images, including inferring meaning that is not explicit in the document, if required

## Original Question:

The text suggests that:

- a) parents should take greater control over the use of electronic devices
- b) children need the light from screens to help them get to sleep
- c) computers, smartphones and televisions can help children to relax
- d) all electronic devices should be turned off in the evening

1.3k - use grammar correctly

## New Question:

Which sentence has used grammar correctly?

- a) Children need the light from screens which helped them get to sleep.
- b) Computers, smartphones and televisions are for children to relaxing.
- c) Parents should took more control over the use of electronic devices.
- d) All types of electronic devices should be turned off in the evenings

## Rationale for change

This question has been rewritten to cover 1.3k rather than 1.2e.

The change in the mark distribution allows between 1 & 3 marks for 1.3k.

The rationale for the expansion of 1.3k is that it gives a greater range of questions that can be written to appropriately cover the text type and standards.

This is a new way of writing grammar questions, which increases marks allocated to this Learning Outcome while avoiding repetition of questions; previously these either asked candidates to find the line number with the error or to choose the right word to fill a gap in the text.

# Essential Communication Skills Level 2

## Confirmatory test specification

The Essential Communication Skills test at level 2 will assess both reading and writing skills. It will involve at least two source documents, each providing a scenario and/or information to support a series of questions.

The test should consist of a maximum of 20 items, structured as follows to address these areas of the specification for Essential Communication Skills at level 2:

Skill Standard	Skills being assessed ( <i>Candidates need to know how to</i> )	Covered	Number of items / marks (current value)	Weighting
C2.2	2.2a use a variety of strategies to identify: i) the main points ii) ideas, including by inference iii) lines of argument, and reasoning from text and images, including by inference	Always Always Always	2-3 (3) 2-3 (3) 2-3	9-12 (10-12) items
	2.2b recognise the writer's purpose and intentions, including where they are implicit	Always	2-3	
C2.3	2.3e construct complex sentences using a variety of appropriate conjunctions	Always	1-3 (2)	8-11 (8-10) items
	2.3i use formal and informal language to suit different purposes and audiences	Always	1-3 (2)	
	2.3j spell correctly	Always	1-2	
	2.3k use punctuation correctly	Always	1-2	
	2.3l use grammar correctly	Always	1-2	
<b>Total</b>			<b>20</b>	

# Essential Communication Skills – Level 2 Examples

## Rationale for change

The change in the mark distribution spreadsheet allows an expansion in the range for 2.2a(i), to allow the main points question to match the number of source documents if required, by reducing to 2 questions.

Styles of writing questions normally poorly answered.

Now using the word ‘conjunction’ in the stem.

## Original Question:

The style and tone of the bullet points are:

- a) descriptive
- b) instructional
- c) argumentative
- d) patronising

2.3i - use formal and informal language to suit different purposes and audiences

## New Question:

There is an incorrect conjunction on:

- a) Line 2
- b) Line 5
- c) Line 8
- d) Line 19

2.3e construct complex sentences using a variety of appropriate conjunctions

# Essential Communication Skills – Level 2 Examples

## Rationale for change

The change to the mark distribution allows an expansion in the mark distribution for 2.3i, demonstrating new flexibility to more adequately meet the standards.

This gives us an additional question style for grammar questions, avoiding repetition.

Papers now has an even split of questions on reading and writing.

## Original Question:

13. According to the text, what is not regarded as 'street clutter'?

- a) bollards and barriers
- b) statues and fountains
- c) traffic lights and guardrails
- d) road signs and road markings

2.2a - use a variety of strategies to identify:  
i) the main points

## New Question:

Which one of the following sentences uses the correct grammar?

- a) Wisdom about street design are apparent everywhere.
- b) Casualties from car accidents have continued to decline.
- c) Signs, bollards and guardrails always needs to be secure.
- d) In Europe, drivers have to take more responsibility for themselves.

2.3i - use grammar correctly

# Essential Communication Skills Level 3

## Confirmatory test specification

The Essential Communication Skills test at level 3 will assess both reading and writing skills. It will involve at least three source documents, each providing a scenario and/or information to support a series of questions.

The test should consist of a maximum of 30 items, structured as follows to address these areas of the specification for Essential Communication Skills at level 3:

Skill Standard	Skills being assessed ( <i>Candidates need to know how to</i> )	Covered	Number of items / marks (current value)	Weighting
C3.2	3.2b use a variety of strategies to identify: <ul style="list-style-type: none"> <li data-bbox="481 606 1530 642">i) the main points</li> <li data-bbox="481 656 1530 692">ii) ideas, including by inference</li> <li data-bbox="481 707 1530 807">iii) lines of argument, and reasoning from text and images, including by inference</li> </ul>	Always	3-4 3-4 <b>3-4 (4)</b>	14-16 items
	3.2c recognise the writer's purpose and intentions, including where they are implicit			
C3.3	3.3d use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject	Always	<b>3-5 (4)</b>	14-16 items
	3.3g spell correctly	Always	3-4	
	3.3h use punctuation correctly	Always	3-4	
	3.3i use grammar correctly	Always	<b>3-5 (3-4)</b>	
<b>Total</b>			<b>30</b>	

# Essential Communication Skills – Level 3 Examples

3.2b iii) use a variety of strategies to identify; lines of argument, and reasoning from text and images, including by inference

3.3i use grammar correctly

## Original Question:

In the text, the writer uses:

- a) descriptive language
- b) rhetorical questions
- c) personal evidence
- d) emotional appeal

## New Question:

The correct word to fill the space on Line 32 is:

- a) coincide
- b) coincides
- c) coincided
- d) coinciding

## Rationale for change

The change in the mark distribution allows between 3 to 4 marks for 3.2b(iii).

The rationale for the expansion for 3.2b(iii) is that not all text types have an argument, and reasoning may be limited. The Learning Outcome is specific to argument and reasoning in the text.

This range allows more flexibility in the number of questions asked supporting the fairness of the questions by further strengthening the link to the text.

The original question was challenging, with the answer not being found directly from the text. Replacing this with a grammar question on the sample gives us two grammar questions on Text 1 in the sample.

# Essential Communication Skills – Level 3 Examples

3.3d use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject

3.3i use grammar correctly

## Original Question:

The tone of the text is:

- a) authoritarian
- b) informative
- c) opinionated
- d) sympathetic

## New Question:

Which one of the following sentences is grammatically incorrect?

- a) After security there are time to enjoy some airport amenities.
- b) All electronic devices must be removed from hand luggage.
- c) Hand luggage should not contain any type of sharp items.
- d) Security companies improve the flow of passenger traffic.

## Rationale for change

The change in the mark distribution allows between 3 to 5 marks for 3.3d. In this instance, 3.3i remains within the previous mark distribution across the paper.

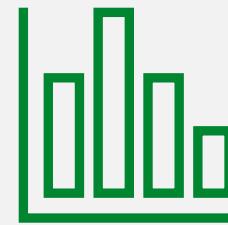
The rationale for the expansion for 3.3d is that more flexibility was needed to ensure appropriate questions are produced, according to text type, while still meeting the standards.

For this sample we now have two grammar questions on text 3, and five in all on sample 3. We will have a new stem style for grammar questions.

# Essential Application of Number Skills

## Controlled Task

- The mark allocations for the three components of the controlled tasks have been changed to give a reduced weighting for planning (N1.1, N2.1, N3.1). This change has been made to increase the manageability of the task.
- Candidates will no longer be required to evidence a manual calculation in the controlled task. This skill is evidenced sufficiently within the confirmatory test.
- The wording of other controlled task requirements within the Design Principles has been refined for clarity, but this has not altered the current expectations of the tasks.



# EAoNS - Level 1

In the Essential Application of Number Skills (EAoNS) Controlled Task, candidates are required to plan how they will tackle the task. The plan forms part of component 1 of the task specification, and the weighting for the plan has been reduced so that candidates will focus more on calculation and presentation of results.

The change to the spread of marks allocated to planning for Level 1 is shown here ...

OLD	Marks for the plan	Total marks for N1/2/3.1
Level 1	4	8
<b>NEW</b>		
Level 1	2	6

Candidates must achieve a minimum of 1 mark to be awarded for a plan in order to achieve a pass

# Essential Application of Number Skills – Level 1

## Controlled task specification

The task must be designed to integrate the assessment of the three components. Marks must be allocated within the following ranges:

Understanding Numerical Data	Levels 1, 2 and 3 (N1.1, N2.1, N3.1)	25-30%
Carry out calculations	Levels 1, 2 and 3 (N1.2, N2.2, N3.2)	35-45%
Interpret and Present Results and Findings	Levels 1, 2 and 3 (N1.3, N2.3, N3.3)	30-35%

When completing the task, candidates must show all their workings, the values and operators they input into a calculator and/or the formulas they use in a spreadsheet.

## Task plan

Candidates will be required to follow the process below in line with the three skill areas:

- What do I want to find out?
- How will I do it?
- How do I present my findings?

### Level 1 Understand Numerical Data

#### N1.1 Understand Numerical Data

The task must require candidates to select relevant numerical data and information from **at least two** different source documents. A range of source documents must be provided to support the task.

The source documents must include at least two of the following at the appropriate level:

- tables
- charts
- graphs
- diagrams

The task must require candidates to plan how they will approach the task, including:

- the information they will use
- the calculations they will do
- how they will present their results.

### Level 1 Carry Out Calculations

#### N1.2 Carry Out Calculations

The task must be designed to require the candidate to carry out calculations from **at least two** of the following three categories:

- amounts or sizes
- scales or proportion
- handling statistics

The task must require candidates to demonstrate the skills that comprise these categories in a way that provides evidence of proficiency at the level. This must include a **minimum of four** of the underpinning skills from N1.2 b–k.

The task must require candidates to show they have worked to the levels of accuracy required for the purpose and context.

### Level 1 Interpret and Present Results and Findings

#### N1.3 Interpret and Present Results and Findings

The task must require candidates to choose how to present the results of their calculations, using two different and appropriate ways, from:

- tables
- charts
- graphs or
- diagrams

The task must require candidates to present and describe their findings – they must explain their results and how they relate to the purpose of the task.

# EAoNS - Level 2

In the Essential Application of Number Skills (EAoNS) Controlled Task, candidates are required to plan how they will tackle the task. The plan forms part of component 1 of the task specification, and the weighting for the plan has been reduced so that candidates will focus more on calculation and presentation of results.

The change to the spread of marks allocated to planning for Level 2 is shown here ...

OLD	Marks for the plan	Total marks for N1/2/3.1
Level 2	5	9
<b>NEW</b>		
Level 2	3	7

Candidates must achieve a minimum of 1 mark to be awarded for a plan in order to achieve a pass

# Essential Application of Number Skills – Level 2

## Controlled task specification

The task must be designed to integrate the assessment of the three components. Marks must be allocated within the following ranges:

Understanding Numerical Data	Levels 1, 2 and 3 (N1.1, N2.1, N3.1)	25-30%
Carry out calculations	Levels 1, 2 and 3 (N1.2, N2.2, N3.2)	35-45%
Interpret and Present Results and Findings	Levels 1, 2 and 3 (N1.3, N2.3, N3.3)	30-35%

When completing the task, candidates must show all their workings, the values and operators they input into a calculator and/or the formulas they use in a spreadsheet.

## Task plan

Candidates will be required to follow the process below in line with the three skill areas:

- What do I want to find out?
- How will I do it?
- How do I present my findings?

Level 2 Understand Numerical Data	Level 2 Carry Out Calculations	Level 2 Interpret and Present Results and Findings
<p><i>N2.1 Understand Numerical Data</i></p> <p>The task will require candidates to select relevant numerical data and information from at least three different source documents. A range of source documents must be provided to support the task.</p> <p>The source documents must include at least two of the following at the appropriate level:</p> <ul style="list-style-type: none"> <li>• tables</li> <li>• charts</li> <li>• graphs</li> <li>• diagrams</li> </ul> <p>The task must require candidates to plan how they will approach the task, including:</p> <ul style="list-style-type: none"> <li>• the information they will use</li> <li>• the calculations they will do, with reason(s) for their choice</li> <li>• how they will present their results</li> </ul>	<p><i>N2.2 Carry Out Calculations</i></p> <p>The task must be designed to require the candidate to carry out calculations from <b>at least two</b> of the following three categories:</p> <ul style="list-style-type: none"> <li>• amounts or sizes</li> <li>• scales or proportion</li> <li>• handling statistics</li> </ul> <p>The task should require the use of formulae in at least one of the above <b>categories</b>.</p> <p>The task must require candidates to demonstrate the skills that comprise these categories in a way that provides evidence of proficiency at the level. This must include a minimum of five of the underpinning skills from N2.2 b, d-m</p> <p>The task must require candidates to show that they <b>have worked to the levels of accuracy required for the purpose and context</b>.</p>	<p><i>N2.3 Interpret and Present Results and Findings</i></p> <p>The task must require candidates to select how to present the results of their calculations, using two different and appropriate ways, from:</p> <ul style="list-style-type: none"> <li>• tables</li> <li>• comparative / component bar charts or pie charts</li> <li>• line graphs or</li> <li>• diagrams</li> </ul> <p>The task must require candidates to:</p> <ul style="list-style-type: none"> <li>• present their results and findings effectively</li> <li>• explain how their results meet the purpose of the task</li> <li>• identify main points of findings, draw conclusions, make comparisons and give valid explanations</li> </ul> <p>The task must require candidates to explain, emphasising the key points, what their results mean and how, and / or if, their methods and results meet their purpose, and are appropriate to the task.</p>

# EAoNS - Level 3

In the Essential Application of Number Skills (EAoNS) Controlled Task, candidates are required to plan how they will tackle the task. The plan forms part of component 1 of the task specification, and the weighting for the plan has been reduced so that candidates will focus more on calculation and presentation of results.

The change to the spread of marks allocated to planning for Level 3 is shown here ...

OLD	Marks for the plan	Total marks for N1/2/3.1
Level 3	6	11
NEW	Marks for the plan	Total marks for N1/2/3.1
Level 3	4	9

Candidates must achieve a minimum of 1 mark to be awarded for a plan in order to achieve a pass

# Essential Application of Number Skills – Level 3

## Controlled task specification

The task must be designed to integrate the assessment of the three components. Marks must be allocated within the following ranges:

Understanding Numerical Data	Levels 1, 2 and 3 (N1.1, N2.1, N3.1)	25-30%
Carry out calculations	Levels 1, 2 and 3 (N1.2, N2.2, N3.2)	35-45%
Interpret and Present Results and Findings	Levels 1, 2 and 3 (N1.3, N2.3, N3.3)	30-35%

When completing the task, candidates must show all their workings, the values and operators they input into a calculator and/or the formulas they use in a spreadsheet.

## Task plan

Candidates will be required to follow the process below in line with the three skill areas:

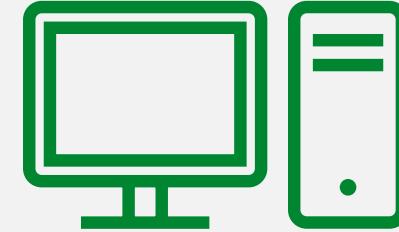
- What do I want to find out?
- How will I do it?
- How do I present my findings?

Level 3 Understand Numerical Data	Level 3 Carry Out Calculations	Level 3 Interpret and Present Results and Findings
<p><i>N3.1 Understand Numerical Data</i></p> <p>The task must require candidates to select numerical data and information from at least three different source documents. A range of source documents must be provided to support the task</p> <p>The source documents must include <b>at least two</b> of the following at the appropriate level:</p> <ul style="list-style-type: none"> <li>• tables</li> <li>• charts</li> <li>• graphs</li> <li>• diagrams</li> </ul> <p>At least one source document must be a large, complex data set.</p> <p>The task must require candidates to plan how they will <b>approach the task, including:</b></p> <ul style="list-style-type: none"> <li>• the information they will use</li> <li>• the calculations they will do, with a justification for their choice</li> <li>• how they will present their results.</li> </ul>	<p><i>N3.2 Carry Out Calculations</i></p> <p>The task must be designed to require the candidate to carry out calculations from <b>at least two</b> of the following three categories:</p> <ul style="list-style-type: none"> <li>• amounts or sizes</li> <li>• scales or proportion</li> <li>• handling statistics</li> </ul> <p>The task should require the use of formulae in at least one</p> <p>The task must require candidates to demonstrate the skills that comprise these categories in a way that provides evidence of proficiency at the level. This must include a minimum of six of the underpinning skills from N3.2 b-d, f-o</p> <p>The task must require candidates to show that they have worked to the levels of accuracy required for the purpose and context.</p>	<p><i>N3.3 Interpret and Present Results and Findings</i></p> <p>The task must require candidates to choose how to present the results of their calculations, using two different and appropriate ways, from:</p> <ul style="list-style-type: none"> <li>• complex tables</li> <li>• comparative / component bar charts or pie charts</li> <li>• multiple line graphs / line graphs or</li> <li>• complex diagrams</li> <li>• <b>and justify their choice of methods of presentation, with reference to the purpose of the task</b></li> </ul> <p>The task must require candidates to:</p> <ul style="list-style-type: none"> <li>• explain the main points of their findings, draw conclusions, make comparisons and give valid explanations</li> <li>• explain how their results meet the purpose of the task</li> <li>• describe how possible sources of error might have affected the results.</li> </ul>

# Essential Application of Number Skills

## Confirmatory Test

- The range of marks for each skill is being increased to give greater flexibility when designing questions
- The wording of the standards has changed in places. This is to clarify the specification requirements for teaching and learning purposes. This will have no effect on the current test expectations.
- At level 2 a new skill has been added to the confirmatory test: *Solve problems involving 2D shapes and parallel lines*. This skill is covered at level 1 and level 3 but had previously been omitted at level 2. Its inclusion will allow a better coverage of the specification and aid progression between the levels.
- At level 3 a new skill has been added: *Compare distributions using measures of average and interquartile range, and estimate mean, median and range of grouped data*. This skill is included in the controlled task and its addition here will allow inclusion of questions involving statistical measure, thus giving a more comprehensive coverage of the specification. Statistical measure is also considered a valuable skill for the workplace.



# Essential Application of Number Skills – Level 1

## Confirmatory test specification

- The Essential Application of Number Skills test at level 1 will assess aspects of N1.1 and N1.2.
- The test should consist of a maximum of 20 items, structured as follows to address these areas of the specification for Essential Application of Number Skills at level 1:

Skill Standard	Skills being assessed ( <i>Candidates need to know how to</i> )	Covered	Number of items / marks (current value)	Weighting
N1.1	read, understand and extract information from tables, diagrams, charts and simple graphs	Always	2-3 (2)	7-9 items
	read and understand numbers presented in different ways, including large numbers in figures or words, simple fractions, decimals, percentages, ratios and negative numbers	Always	2	
	read scales on familiar measuring equipment using everyday units	Always	1-2 (2)	
	read, measure and record time in common date and time formats and in context	Sampled	0-1	
	use scales on diagrams to find and interpret information	Sampled	0-1	
	use mathematical properties of 2D shapes to record measurements	Sampled	0-1	
N1.2	<b>add and subtract with whole numbers and simple decimals</b>	Always	2	11-13 items
	multiply and divide a whole number or a simple decimal by a whole number	Always	2	
	use simple fractions and percentages	Always	2	
	use equivalences between common fractions, percentages and decimals	Always	2	
	add, subtract, multiply, divide and record sums of money	Always	2	
	calculate within a system by <ul style="list-style-type: none"> <li>adding and subtracting common units of measure</li> <li>converting units of measure</li> </ul>	Sampled Sampled	0-1 0-1	
	work out perimeters, areas and volumes; <ul style="list-style-type: none"> <li>perimeter of regular or irregular 2D shapes</li> <li>area of a rectangle</li> <li>volume of a cuboid</li> </ul>	Sampled	0-1	
	use ratios and proportions	Sampled	0-1	
	find the range and average (mean) of up to 10 items	Always	1	
<b>Total</b>			<b>20</b>	

# Essential Application of Number Skills – Level 2

## Confirmatory test specification

- The Essential Application of Number Skills test at level 2 will assess aspects of N2.1 and N2.2.
- The test should consist of a maximum of 20 items, structured as follows to address these areas of the specification for Essential Application of Number Skills at level 2:

Skill Standard	Skills being assessed ( <i>Candidates need to know how to</i> )	Covered	Number of items / marks (current value)	Weighting
N2.1	read, understand and interpret information from tables, diagrams, charts and graphs	Always	2-3 (2)	4-6 items
	read and understand numbers presented in different ways	Sampled	0-1	
	read scales on a range of equipment to given levels of accuracy	Sampled	0-1	
	calculate time in different formats	Sampled	0-1	
	understand compound measures	Sampled	0-1	
N2.2	carry out calculations involving two or more steps, with numbers of any size	Always	2	14-16 items
	fractions, decimals and percentages: • i convert between fractions decimals and percentages • ii express one number as a fraction or percentage of another	Always	2	
	calculate with sums of money and convert between currencies	Always	2	
	calculate within a system and between systems using: i. conversion tables and scales ii. approximate conversion factors	Sampled Sampled	0-1 0-1	
	solve problems involving 2D shapes and parallel lines	Sampled	0-1	
	use proportions and calculate using ratio	Always	2	
	identify the range of possible outcomes of combined events through probability and record the information	Sampled	0-1	
	compare sets of data of a suitable size, selecting and using the mean/median/mode as appropriate	Sampled	0-1	
	use range to describe the spread within sets of data	Sampled	0-1	
	understand and use relevant formulae	Always	2	
	calculate (efficiently) using whole numbers, fractions, decimals and percentages ( <b>increase or decrease a number or quantity by a fraction or percentage</b> )	Always	2	
<b>Total</b>			<b>20</b>	

# Essential Application of Number Skills – Level 3

## Confirmatory test specification

- The Essential Application of Number Skills test at level 3 will assess aspects of N3.1 and N3.2.
- The test should consist of a maximum of 30 items, structured as follows to address these areas of the specification for Essential Application of Number Skills at level 3:

Skill Standard	Skills being assessed ( <i>Candidates need to know how to</i> )	Covered	Number of items / marks (current value)	Weighting
N3.1	read and understand numbers presented in different ways	Always	1-3 (2-3)	7-10 items
	read, understand and interpret information from tables, diagrams, charts and graphs	Always	4-7 (5-7)	
N3.2	carry out multi-stage calculations efficiently with numbers of any size	Always	3	20-23 items
	use powers and roots	Always	2-3 (3)	
	use compound measures	Always	2-4 (3)	
	calculate missing angles and sides in right-angled triangles from known side and angles	Always	1-2	
	calculate, measure, record and compare time in different formats	Always	1-2	
	calculate within and between systems and make accurate comparisons	Always	2-4 (3)	
	solve problems involving irregular 2D shapes	Always	1-3 (1-2)	
	work out actual dimensions from scale drawings and scale quantities up and down	Always	1-2	
	work out proportional change	Always	1-2	
	compare distributions using measures of average and interquartile range, and estimate mean, median and range of grouped data	Sampled	0-1	
rearrange and use formulae, equations and expressions		Always	2-3 (3)	
		Total		30

# Questions and answers



## About City & Guilds

Founded in 1878 to develop the knowledge, skills, and behaviours needed to help businesses thrive, we offer a broad and imaginative range of products and services that help people achieve their potential through workbased learning. We believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future. So we work with likeminded partners to develop the skills that industries demand across the world.

## About ILM

ILM is the leading specialist provider of leadership qualifications in the UK. Last year, over 70,000 people enhanced their skills and performance with ILM, including 14,000 management apprentices. We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

**To learn more about City & Guilds Maths, English and Functional Skills, please contact**

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**Alternatively, visit our dedicated webpages**

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