

Pass Descriptors for Reformed (4748) / Legacy (3748) Functional Skills Assessments

Level 1 Functional Skills Mathematics

This descriptor is based on scrutiny by FS awarding organisations of the work of candidates who have achieved the qualification at the pass mark. A threshold candidate (i.e. a candidate demonstrating the minimum competence required to pass the qualification) would generally be expected to demonstrate the following:

Problem Solving

The candidate has generally demonstrated that they can:

- Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine
- Identify and obtain necessary information to tackle problems.
- Select and apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes.
- Work with given data (most of the time) and select data (some of the time).
- Use appropriate checking procedures at each stage.
- Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.

To solve most one step problems and at least some multi-step problems. More limited performance on some problems is compensated by strong performance on other problems.

Underpinning skills

The candidate has generally demonstrated secure understanding and accurate application of the level 1 skills specified in each of the three content areas of number and the number system, measure shape and space and statistics and data.

Performance may be limited in a few of more peripheral and less familiar aspects of one or more content area.

Level 2 Functional Skills Mathematics

This descriptor is based on scrutiny by FS awarding organisations of the work of candidates who have achieved the qualification at the pass mark. A threshold candidate (i.e. a candidate demonstrating the minimum competence required to pass the qualification) would generally be expected to demonstrate the following:

Problem Solving

The candidate has generally demonstrated that they can:

- Understand routine and non-routine problems in familiar and non-familiar situation situations and
- Identify and select the maths needed to solve the problems
- Work with given data (most of the time) and select data (some of the time)
- Apply a range of mathematics to find solutions.
- Use appropriate checking procedures and evaluate their effectiveness at each stage

to solve most problems with up to 3 steps and at least some problems with more than 3 steps. More limited performance in some problems is compensated for by stronger performance in other problems.

They can generally:

- Interpret and communicate solutions
- Draw conclusions and provide mathematical justifications.

For at least some multi-stage practical problems with more limited performance in some problems compensated for by stronger performance in other problems.

Underpinning Skills

The candidate has generally demonstrated secure understanding and accurate application of the level 2 skills specified in each of the three content areas of number and the number system, measure shape and space and statistics and data.

Performance may be limited in a few of the more peripheral and less familiar aspects of one or more content area.

Level 1 Functional Skills English

This descriptor is based on scrutiny by FS awarding organisations of the work of candidates who have achieved the qualification at the pass mark. A threshold candidate (i.e. a candidate demonstrating the minimum competence required to pass the qualification) would generally be expected to demonstrate the following:

Reading Level 1

The candidate has generally demonstrated they can read and understand a range of straightforward texts. They can identify the main points and ideas and how these are presented in a variety of texts and utilise information contained in these texts.

The candidate has demonstrated at least some ability to understand texts in detail and some ability to identify suitable responses to these.

Writing level 1

The candidate has generally demonstrated that they can write texts to communicate information, ideas and opinions, using formats and styles suitable for purpose and audience:

- writing clearly and coherently;
- including an appropriate level of detail;
- presenting information in a logical sequence;
- using language, format and structure suitable for purpose and audience;

mostly or at least some of the time. Weaker performance in some of these requirements (some of the time) is compensated for by stronger performance on others (most of the time).

The candidate can produce written work that includes acceptably accurate punctuation, spelling and grammar including generally consistent use of tense with overall clear meaning. Acceptable accuracy means at least some degree of accuracy in each of spelling, punctuation or grammar and where more limited accuracy in one of these areas is compensated for by stronger performance in one or more of the others. *Any inaccuracy does not impact adversely on overall meaning and sense.*

Level 2 Functional Skills English

Reading Level 2

This descriptor is based on scrutiny by FS awarding organisations of the work of candidates who have achieved the qualification at the pass mark. A threshold candidate (i.e. a candidate demonstrating the minimum competence required to pass the qualification) would generally be expected to demonstrate the following:

The candidate has generally demonstrated they can read, understand and compare texts and use these to gather information, ideas, arguments and opinions. They can:

- obtain and use relevant information;
- summarise information and ideas from different sources;
- identify the purposes of texts;
- detect point of view, implicit meaning and bias.

The candidate has generally demonstrated at least some awareness of how meaning is conveyed in written documents and at least some ability to analyse texts in relation to audience needs.

Writing level 2:

The candidate has generally demonstrated that they can write a range of texts, including extended written documents,

- containing appropriate information, ideas and opinions clearly, concisely, logically and persuasively;
- using an appropriate level of detail;
- writing in paragraphs;
- using language, format and structure suitable for purpose and audience;
- using a range of sentence structures accurately;

mostly or at least some of the time. Weaker performance in some of these requirements (some of the time) is compensated for by stronger performance on others (most of the time).

The candidate can punctuate written text using commas, apostrophes and inverted commas with an acceptable degree of accuracy and produce written work that is fit for purpose with acceptable accuracy in spelling and grammar.

Acceptable accuracy means at least some degree of accuracy in each of spelling, punctuation or grammar and where more limited accuracy in one of these areas is compensated for by stronger performance in one or more of the others. Any inaccuracy does not impact adversely on overall meaning and sense.