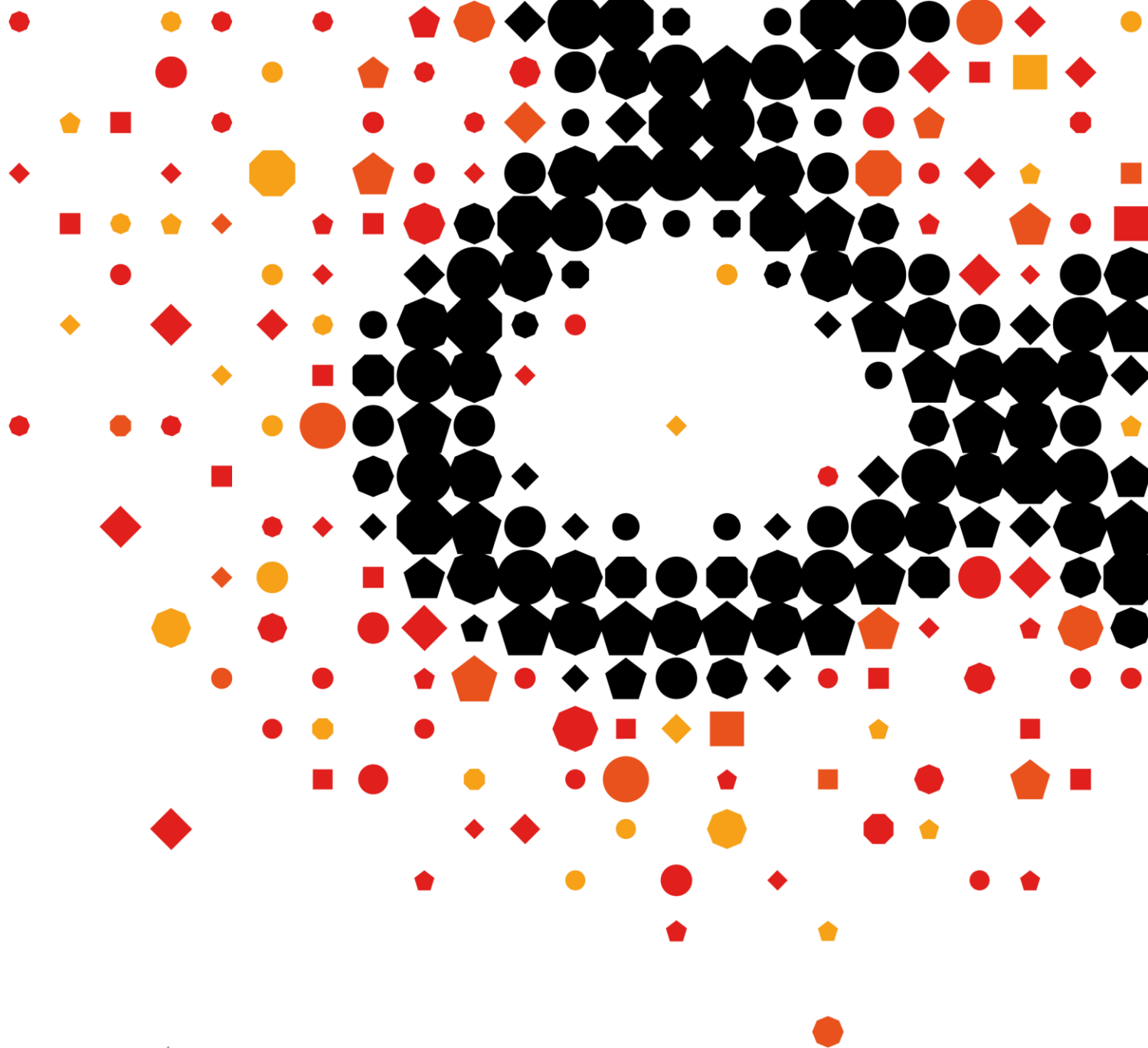


#FunSkills2019

# Functional Skills 2019 monthly updates

Entry level

Webinar 08 | April 2019





# Welcome to webinar 8 – Entry level



**Amanda Kelly**  
Industry Manager



**Katherine Cooper**  
Technical Advisor



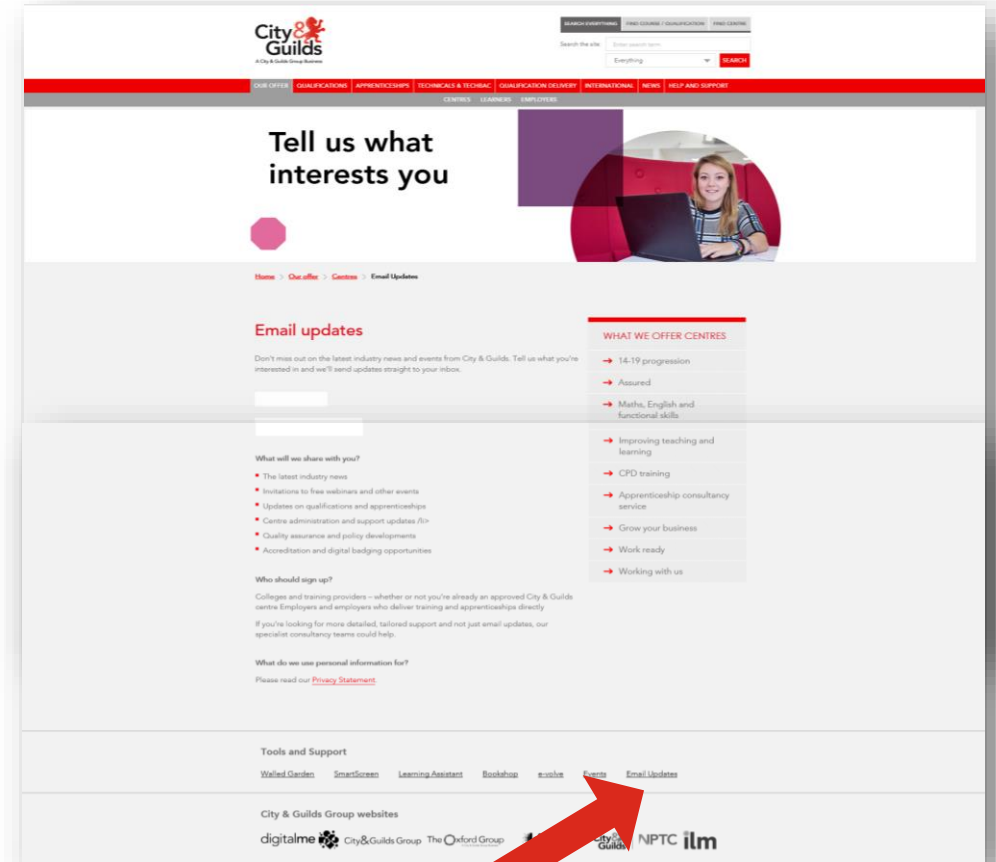
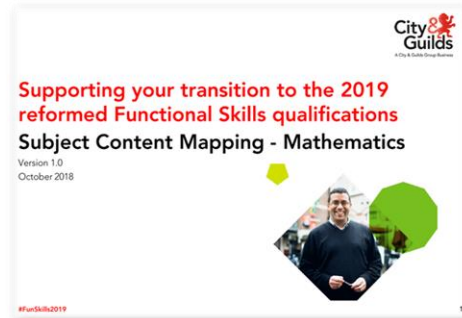
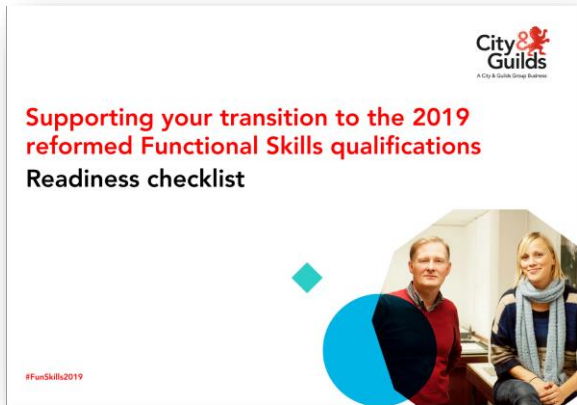
**Paul Sceeny**  
Technical Advisor

## Any questions?

As usual, please post your questions during the webinar.  
We might not be able to answer them live, but if not we'll add to the FAQs.

# New to these webinars?

If this is your first webinar, you can find the link to the recordings of **all** previous webinar on our **Functional Skills Updates** page.



**Don't forget**

To stay up-to-date, you need to sign up for our email alerts!



# Latest news



Don't forget the **draft** samples assessments for the reformed FS qualifications are on our **current [Functional Skills \(3748\) qualification documents webpage](#)**.

They are available from a folder called **Functional Skills reform** in the **Additional documents** folder.

# #FunSkills2019 launch events

A full-day session, looking at the new Functional Skills subject content and assessments for **both** subject areas.

Book your place: [bit.ly/CGMathsEnglishEvents](https://bit.ly/CGMathsEnglishEvents)

Date	Venue
Wednesday 1 May	<a href="#">ILM, Burntwood</a>
Friday 10 May	<a href="#">City &amp; Guilds, London</a>
Tuesday 21 May	<a href="#">City &amp; Guilds, Wakefield</a>
Thursday 6 June	<a href="#">City &amp; Guilds, Warrington</a>
Thursday 27 June	<a href="#">Sunderland College, North East</a>
Thursday 4 July	<a href="#">ILM, Burntwood</a>
Monday 8 July	<a href="#">City &amp; Guilds, London</a>
Thursday 25 July	<a href="#">City &amp; Guilds, Warrington</a>



# Entry level

## Diving a little deeper...

# Entry level - overview

## English

Demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in **familiar situations** ... provide the basis for further study at levels 1 and 2.

- Students should be able to:
  - Listen, understand and respond to verbal communication in a range of familiar contexts;
  - Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts;
  - Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely; and
  - Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.
- Students should, with **some direction and guidance**, be able to **apply these functional skills to informal and some formal contexts, in familiar situations.**

## Mathematics

Demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve simple problems in **familiar situations** ... provide the skills for further study at Levels 1 and 2

- Students should be able to:
  - become confident in their use of fundamental mathematical knowledge and skills, as described through the content; and
  - demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.
- Students should, with **some direction and guidance**, be able to **apply these functional skills to informal and some formal contexts, in familiar situations.**





# Entry level English – points to note

## Entry 1

### Reading:

- 30 minutes
- One assessment with two documents

### Writing:

- 40 minutes (25+15)
- no dictionaries
- two free-writing tasks
- spelling task
- SPaG: 50% of marks
- composition: 50% of marks

### SLC:

- 20 minutes
- two discussions (one-to-one)

## Entry 2

### Reading:

- 40 minutes
- One assessment with two documents

### Writing:

- 45 minutes (30+15)
- no dictionaries
- two free-writing tasks
- spelling task
- SPaG: 50% of marks
- composition: 50% of marks

### SLC:

- 20 minutes
- two discussions (one-to-one)

## Entry 3

### Reading:

- 45 minutes
- One assessment with two documents

### Writing:

- 55 minutes (40+15)
- no dictionaries
- two free-writing tasks
- spelling task
- SPaG: 50% of marks
- composition: 50% of marks

### SLC:

- 20 minutes
- two discussions (group)

# English – draft sample assessments

## Reading

- example of **Entry 3** Reading activity
- subject to **Ofqual Technical Evaluation**.

### Activity 1

#### Read Document 1 (327 words)

Your *Lifestyle* magazine



Research suggests that small changes to wellbeing can not only improve mental health but also help people to develop and grow. NEF (New Economics Foundation) developed 'five ways to wellbeing' a series of actions to improve personal wellbeing.

**CONNECT**

Connect with the people around you, with family, friends, colleagues and neighbours. This can be at home, work, school or in your local community. Think of these as the cornerstone of your life and invest time in developing these relationships. Growing your relationships will help to support you every day.

**TAKE NOTICE**

Be curious. Look for the beautiful things and remark on the unusual. Notice the changing seasons. Value the moment - whether you are walking to work, eating lunch or washing the dishes. Be aware of the world around you and what you're feeling. Reflecting on your experiences will help you appreciate what really matters to you.

**BE ACTIVE**

Go for a walk or run outside. You can cycle, play a game, garden or dance. Exercising makes you feel good. Most importantly, choose an activity you really enjoy and one that suits your level of fitness. Join a class or group and have fun with people who enjoy the same as you.

**KEEP LEARNING**

Try something new or rediscover an old interest. Sign up for a course. Take on a different responsibility at work or in your community. Fix a bike or learn to play an instrument. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

**Give**

Do something nice for a friend or a stranger. It's easy to just thank someone or smile. Volunteer your time. Join a community group. Linking to the wider community can be incredibly rewarding and create new relationships with the people around you.

If you'd like to find out more information about our wellbeing projects and what's happening where you live, go to our website [www.lifestyleconnect.com](http://www.lifestyleconnect.com). We'd love to hear from you.

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<https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing>

### Answer the questions about document 1.

- What is document 1?  
Tick the correct answer
  - ☐ A news item.
  - ☐ A lifestyle article.
  - ☐ A website feature.
  - ☐ A community advert.
- Which three paragraphs talk about getting to know other people?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- The word 'cornerstone' could be replaced by
  - ☐ wall
  - ☐ angle
  - ☐ centre
  - ☐ problem.

# English – draft sample assessments

## Writing

- example of **Entry 3** Writing activity
- subject to **Technical Evaluation**.

### Activity 2

Write an article or blog about health and wellbeing.

Write about:

- the benefits of a healthy lifestyle
- how you keep fit and healthy
- changes you would like to make to your lifestyle.

Write at least three paragraphs.

This activity will be assessed on:

- content and detail
- layout (e.g. headings)
- paragraphs
- sentence structure
- grammar
- spelling
- punctuation.

22 marks

You can use this space to plan your writing.

Write your article/blog here.



# English – draft sample assessments

## Writing

- example of **Entry 3** spelling task, administered by tutor/assessor.
- subject to **Technical Evaluation**.

### Activity 3

#### Spelling

Listen to **ten** words and write them down.

Your tutor will say the word and use the word in a sentence, then say the word you need to write down again.

1
2
3
4
5
6
7
8
9
10

10 marks

### Spelling Task

In Activity 3 the following 10 words must be read out to candidates.

Read the word on its own, then read the word within the sentence, then read the word again.

1	pleasure	It is a pleasure to meet you.	pleasure
2	cough	I've got a bad cough so I can't come to work.	cough
3	education	A good education is very important.	education
4	vegetables	Eating vegetables every day is good for you	vegetables
5	favourite	My favourite film is ET	favourite
6	weather	What's the weather forecast for tomorrow?	weather
7	women	There were six women in the group.	women
8	actually	Actually, there are five not six of us.	actually
9	knowledge	She's very good at general knowledge quizzes.	knowledge
10	crumbs	There are crumbs all over the floor.	crumbs

Assessor notes for marking



# English – draft sample assessments

## Speaking, listening and communicating

- example of **Entry 3** SLC assessor guidance
- subject to **Technical Evaluation**.

### Entry 3 Speaking, Listening and communicating assessment guidelines

The candidate will need to take part in **two** activities as part of a **group**:

A formal group discussion on a familiar topic

An informal group discussion on a familiar topic

Candidates will need to demonstrate the following skills:



- Identified and extracted relevant information and detail in straightforward explanations
- Made requests and asked concise questions using appropriate language
- Communicated information and opinions clearly
- Responded appropriately to questions
- Followed and understood the main points
- Made relevant contributions
- Listened to and responded appropriately to other points of view, respecting the conventions of turn-taking



Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the assessment criteria.



# Entry level Mathematics – points to note

## Entry 1

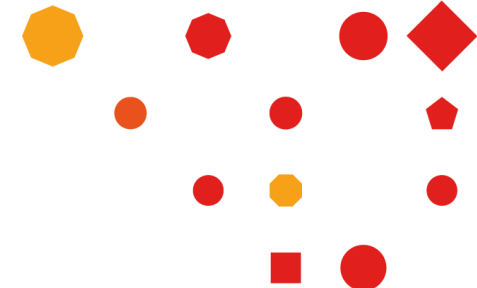
- 1 hour 45 minutes
- non-calculator = 25%
- calculator = 75%
- single pass mark for **both** sections
- underpinning skills = 25%
- problem solving = 75%

## Entry 2

- 1 hour 45 minutes
- non-calculator = 25%
- calculator = 75%
- single pass mark for **both** sections
- underpinning skills = 25%
- problem solving = 75%

## Entry 3

- 1 hour 45 minutes
- non-calculator = 25%
- calculator = 75%
- single pass mark for **both** sections
- underpinning skills = 25%
- problem solving = 75%



# Mathematics – draft sample assessments

## Entry 3 – non-calculator

- subject to **Technical Evaluation**.

### Non-calculator section

There are **10** marks available.

You must **not** use a calculator.



<p><b>Q1.</b> What is the next number in this sequence?</p> <p>1.2   2.4   3.6   ?</p> <p>.....</p>	<b>1 mark</b>	<p><b>Q4.</b> Tick all the shapes below that have two lines of symmetry.</p> <p><b>1 mark</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>
<p><b>Q2.</b> Which one of the following is the best to measure out 15 ml of medicine?</p> <p>A. cup <input type="checkbox"/></p> <p>B. scales <input type="checkbox"/></p> <p>C. teaspoon <input type="checkbox"/></p> <p>D. measuring jug <input type="checkbox"/></p>	<b>1 mark</b>	<p><b>Q5.</b> What is £244.75 rounded to the nearest pound?</p> <p>£.....</p> <p><b>1 mark</b></p>
<p><b>Q3.</b> Which one of the following lists is in order starting with the smallest amount?</p> <p>A. 50 ml   1 litre   500 ml <input type="checkbox"/></p> <p>B. 50 ml   500 ml   1 litre <input type="checkbox"/></p> <p>C. 1 litre   50 ml   500 ml <input type="checkbox"/></p> <p>D. 1 litre   500 ml   50 ml <input type="checkbox"/></p>	<b>1 mark</b>	<p><b>Q6.</b> Look at this calculation</p> <p><b>1 mark</b></p> <p style="text-align: center;"><math>322 + 249 = 571</math></p> <p>Show how to check this calculation by rounding 322 and 249 to the nearest ten.</p> <p><input type="text"/> + <input type="text"/> = <input type="text"/></p>
		<p><b>Q7.</b> Work out <math>480 \div 50 =</math></p> <p>Show the remainder in your answer.</p> <p><b>1 mark</b></p>

# Mathematics – draft sample assessments

## Entry 3 – calculator

- subject to **Technical Evaluation**.

Calculator paper  
There are 30 marks available.  
You may use a calculator.



Q4. A customer wants to buy some furniture.  
He has some vouchers.

Furniture Shop Voucher  
  
£25

Furniture Shop Voucher  
  
£25

Furniture Shop Voucher  
  
£25

Furniture Shop Voucher  
  
£25

Furniture Shop Voucher  
  
£25

a. What is the total amount of the vouchers?

Show your working out

Total amount of vouchers £ \_\_\_\_\_

2 marks

b. The customer also has £130 cash.

What is the **total** amount of money the customer has to spend in cash and vouchers?

Show your working out

Total amount to spend £ \_\_\_\_\_

2 marks

Q5. A customer buys a sofa.

Sofa price  
£200

She must pay a quarter of the price today.  
She will pay the rest when the sofa is delivered.

a. Work out how much she will pay today.

Show your working out

Amount to pay today £ \_\_\_\_\_

2 marks

b. Work out how much she will pay when the sofa is delivered.

Show your working out

Amount to pay when sofa is delivered £ \_\_\_\_\_

2 marks

# Questions

Any comments, questions or feedback...

[fsreform@cityandguilds.com](mailto:fsreform@cityandguilds.com)

# Keeping up with developments

## #FunSkills2019 webinars every month - right through to the summer

- You'll get an email reminder each month as long as you've signed up.
- Recordings of **every** session to-date (apart from the special phonics webinar) available from the [Functional Skills updates](#) page.

## Next month's webinar

- Wednesday **1 May**  
(same day as our first launch event 😊).
- Topic – **delivery, administration and exam conduct.**



# Thank you

For more information about the Functional Skills reform programme, please visit

[cityandguilds.com/mathsandenglish](https://cityandguilds.com/mathsandenglish)

Then follow links to [Functional Skills updates](#).

There's a dedicated email address:

[fsreform@cityandguilds.com](mailto:fsreform@cityandguilds.com)

Use **#FunSkills2019** to join the social media conversation:

- follow Amanda [@MathsEnglish\\_CG](#)
- follow Paul [@PaulSceeny\\_CG](#)
- follow Katherine [@KatherineC\\_CG](#)