

Essential Skills Wales suite of qualifications (3868)

Controlled tasks standardisation review

Summary report

September 2018



Maths &
English

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1 Overview

The controlled tasks assessment model for the Essential Skills Wales qualifications in Application of Number, Communication, Digital Literacy and Employability was developed jointly by the four Essential Skills awarding bodies:

- Agored Cymru
- City & Guilds
- Pearson Education
- WJEC/CBAC.

The four awarding bodies met in September 2018 to review a range of completed controlled tasks at each level across the four skills areas. Both the standard of candidates' work and quality/integrity of assessment decisions were considered.

This meeting followed a similar exercise in September 2017.

2 Essential Application of Number Skills

Planning

Evidence of effective planning was seen in some of the candidate and plans generally showed that candidates had read through the task. In some cases, however, the plan was unclear, and centres should note that the logical sequence of the plan should be shown, for example by use of lettering or numbering of the steps. Where arrows are used on a spider diagram, they should clearly show a logical sequence of steps.

It is not acceptable for candidates to copy large sections of the task instructions for their plan, as this does not show understanding of the task or engagement with the planning process. At Level 1, candidates should describe how they plan to do at least one of their calculations, for example, 'To work out the area of the rectangle, I will multiply the length by the width.'

Calculations

In the work sampled, candidates generally showed the process they used to obtain their answers. In some cases, the process was unclear or incomplete. Where a calculation involves several steps, all these steps must be shown for the process mark to be awarded.

In most instances, manual calculation was clearly evidenced, including one example of long division, as well as carrying and crossing out.

There were some instances where incorrect processes were awarded marks. Assessors should note that for a process to be correct, candidates should have used not only suitable operations but also the correct values (unless allowing for following through of a previous error).

Interpreting and presenting results

Examples of well-constructed graphs, tables and diagrams were seen and generally assessors awarded marks appropriately. Candidates, overall, chose suitable methods to present results, and populated them with correct data. Labels were sometimes omitted from diagrams and the axes on graphs, and some tables did not have column headings. Correct units must be shown in all tables, graphs and diagrams. Candidates should be aware that for money, the symbol for £ or p should be used, not both, so for example, '£35.82p' is incorrect.

Candidates at Level 3 should be familiar with a range of methods of presentation including comparative and stacked bar charts and multiple line graphs, and they should be encouraged to use methods of presenting their results at an appropriate level. Candidates

should avoid making comments that are too general when justifying their methods for calculating or presenting results. Comments should refer to aspects of the current task and explain why one method was chosen in preference to others. Similarly, when explaining how sources of error may have affected their results, they should refer to specific data or calculations used in the task and explain what difference any errors may have made to their results.

Assessment

In the main, good use was made of the Assessment Record to comment on work and justify decisions and give page numbers to show where evidence was found. The principle of errors carried forward/ follow through was generally applied correctly and annotated.

In some cases, annotation was missing or unclear. A comment such as 'unclear plan' is not sufficient to indicate why a mark has not been awarded. In this case 'plan does not include VAT calculation' would be preferable. Similarly, 'missing title' would be preferable to 'basic diagram'.

2 Sgiliau Hanfodol Cymhwyso Rhif

Cynllunio a defnyddio data rhifol

Gwelwyd tystiolaeth o gynllunio effeithiol mewn rhai o'r ymgeiswyr, ac roedd y cynlluniau'n dangos yn gyffredinol bod yr ymgeiswyr wedi darllen drwy'r dasg. Fodd bynnag, mewn rhai achosion nid oedd y cynllun yn glir, a dylai canolfannau nodi bod yn rhaid dangos dilyniant rhesymegol y cynllun, er enghraifft drwy ddefnyddio llythrennau neu rifo'r camau. Pan fydd saethau'n cael eu defnyddio ar ddiagram pry cop, dylent ddangos dilyniant rhesymegol y camau yn glir.

Nid yw'n dderbyniol i ymgeiswyr gopïo darnau mawr o gyfarwyddiadau'r dasg ar gyfer eu cynllun, gan nad yw hynny'n dangos dealltwriaeth o'r dasg nac ymgysylltiad â'r broses gynllunio. Ar Lefel 1, dylai'r ymgeiswyr ddisgrifio sut maen nhw'n bwriadu gwneud o leiaf un o'u cyfrifiadau, er enghraifft, 'I gyfrifo arwynebedd y petryal, byddaf yn lluosio'r hyd â'r lled.'

Cyfrifiadau

Yn y samplau gwaith, yn gyffredinol roedd yr ymgeiswyr yn dangos y broses a ddefnyddiwyd i ganfod yr ateb. Mewn rhai achosion, roedd y broses yn aneglur neu'n anghyflawn. Pan fydd cyfrifiad yn cynnwys sawl cam, mae'n rhaid dangos pob un o'r camau hynny er mwyn dyfarnu'r marc am y broses.

Fel arfer, roedd tystiolaeth glir i ddangos y gwaith cyfrifo heb gyfrifiannell, gan gynnwys un enghraifft o rannu hir, yn ogystal â chario a chroesi allan.

Roedd rhai achosion lle dyfarnwyd marciau ar gyfer prosesau anghywir. Dylai aseswyr nodi y dylai ymgeiswyr nid yn unig fod wedi defnyddio camau addas ond hefyd gwerthoedd cywir (oni bai eu bod yn caniatáu ar gyfer bwrw ymlaen â chamgymeriad blaenorol) er mwyn i broses fod yn gywir.

Dehongli a chyflwyno canlyniadau

Gwelwyd enghreifftiau o graffiau, tablau a diagramau wedi'u llunio'n dda, ac yn gyffredinol roedd yr aseswyr yn dyfarnu marciau'n briodol. Yn gyffredinol, dewisodd ymgeiswyr ddulliau addas i gyflwyno canlyniadau, a'u llenwi â data cywir. Weithiau, roedd labeli yn cael eu hepgor o ddiagramau a'r echelinau ar graffiau, ac nid oedd penawdau colofn ar rai tablau. Mae'n rhaid dangos unedau cywir ym mhob tabl, graff a diagram. Dylai ymgeiswyr fod yn ymwybodol y dylid defnyddio'r symbol £ neu c ar gyfer arian, ac nid y ddau, felly er enghraifft, mae '£35.82c' yn anghywir.

Dylai ymgeiswyr ar Lefel 3 fod yn gyfarwydd ag ystod o ddulliau cyflwyno gan gynnwys siartiau bariâu cymharol ac wedi'u pentyrru a graffiau aml-linell, a dylid eu hannog i ddefnyddio dulliau cyflwyno eu canlyniadau ar lefel briodol. Dylai ymgeiswyr osgoi gwneud sylwadau sy'n rhy gyffredinol wrth gyfiawnhau'r dulliau maen nhw wedi'u defnyddio i gyfrifo neu gyflwyno canlyniadau. Dylai sylwadau gyfeirio at agweddau ar y dasg gyfredol ac esbonio pam y dewiswyd un dull yn hytrach na rhai eraill. Yn yr un modd, wrth esbonio sut y gallai ffynonellau gwall fod wedi effeithio ar eu canlyniadau, dylent gyfeirio at ddata neu gyfrifiadau penodol a ddefnyddiwyd yn y dasg ac egluro pa wahaniaeth y gallai unrhyw wallau fod wedi'i gael ar y canlyniadau.

Asesiad

Ar y cyfan, gwnaed defnydd da o'r Cofnod Asesu i wneud sylwadau ar y gwaith a chyfiawnhau penderfyniadau a rhoi rhifau tudalen i ddangos ble cafwyd hyd i dystiolaeth. Yn gyffredinol, roedd yr egwyddor o wallau yn cael eu cario ymlaen/bwrw ymlaen yn cael ei chymhwyso a'i hanodi'n gywir.

Mewn rhai achosion, roedd yr anodi ar goll neu'n aneglur. Nid yw sylw fel 'cynllun aneglur' yn ddigon i ddangos pam na ddyfarnwyd marc. Yn yr achos hwn byddai 'nid yw'r cynllun yn cynnwys cyfrifiad TAW' yn well. Yn yr un modd, byddai 'teitl ar goll' yn well na 'diagram sylfaenol'.

3 Essential Communication Skills

General Observations

Overall standard of work at levels 1 and 2 seems to be stabilising as the qualifications continue to be embedded and practitioners have become more confident in the assessment process.

Tasks with broad appeal generally seem to be more commonly used than those geared towards specific vocational contexts.

There tend to be more examples of strong candidates presenting work at Level 1 – suggesting a risk aversion on the part of some centres to stretch and challenge learners sufficiently.

Plans and drafts should be clearly identifiable, so the development process is evident.

Assessors and IQAs are reminded of the importance of understanding the qualification specifications, especially the Learner Guidance column, which articulates the standard of work expected at each level. Mark schemes must always be applied within the context of the expected standard. For example, Level 3 work should:

- have multiple strands
- be challenging in terms of the ideas presented
- deal with abstract or sensitive issues or include lines of reasoning that are not immediately clear.

Where candidates are choosing their own topic for the presentation, this must be appropriate in terms of subject/treatment for the level.

3 Sgiliau Hanfodol Cymhwyso Rhif

Arsylwadau Cyffredinol

Mae'n ymddangos bod safon gyffredinol y gwaith ar lefelau 1 a 2 yn sefydlogi wrth i gymwysterau barhau i gael eu gwreiddio, ac wrth i ymarferwyr ddod yn fwy hyderus yn y broses asesu.

Yn gyffredinol, mae'n ymddangos bod tasgau ag apêl eang yn cael eu defnyddio'n amlach na'r rhai sydd wedi'u hanelu at gyd-destunau galwedigaethol penodol.

Mae tueddiad i weld mwy o enghreifftiau o ymgeiswyr cryf yn cyflwyno gwaith ar Lefel 1 - sy'n awgrymu bod rhai canolfannau'n gyndyn o gymryd risgiau o ran ymestyn a herio dysgwyr yn ddigonol.

Dylai cynlluniau a drafftiau fod yn glir, fel bod y broses ddatblygu yn amlwg.

Atgoffir aseswyr a swyddogion sicrhau ansawdd mewnol ei bod hi'n bwysig deall manylebau'r cymhwyster, yn enwedig y golofn Canllaw i Ddysgwyr, sy'n nodi safon y gwaith a ddisgwylir ar bob lefel. Rhaid defnyddio cynlluniau marcio bob amser yng nghyd-destun y safon ddisgwyliedig. Er enghraifft, dylai gwaith Lefel 3:

- gynnwys sawl elfen
- fod yn heriol o ran y syniadau a gyflwynir
- ymdrin â materion haniaethol neu sensitif neu gynnwys ymresymiau nad ydynt yn glir ar unwaith.

Pan fydd ymgeiswyr yn dewis eu pwnc eu hunain ar gyfer y cyflwyniad, mae'n rhaid iddo fod yn briodol o ran pwnc/triniaeth ar gyfer y lefel.

4 Essential Digital Literacy Skills

Candidates continue to demonstrate a wide range of skills and strong engagement with the subject. Most samples seen were at Level 1 and level 2. No samples were available at entry 1 and entry 2. Some samples exhibited very good evidence of research skills and summarising of the evidence obtained.

To improve consistency across all centres, there are still some topics that need to be addressed. At level 2, when candidates are required to review two methods of securing digital data, this should include reference to what is a strong password and the review should give advantages and disadvantages of the methods.

Candidates are required to set criteria for advanced searches. Candidates should be encouraged to refine these further as the filtering is quite generous.

Files and folders also need to be given meaningful names to aid retrieval of information.

Assessors and IQAs need to be particularly mindful of the security of papers and candidate evidence. Papers should not be downloaded until the candidate is ready to sit the paper. This ensures that the most recent version is used and there is less likelihood of exposure of live papers. The very nature of the tasks requires candidates to share information online. Assessors and IQAs are required to check that appropriate security settings are set on collaborative groups, such as Padlet, and that web sites are taken off line as soon as possible after assessment. If candidates are using a cloud-based drive, they should not be able to access any of the evidence outside of the controlled task conditions.

In the creativity strand, when completing the assessment paperwork, assessors should identify the techniques used and obtain print screens of tools; this would help IQAs and EQAs in their judgements when links are no longer available.

Some good documentation of the structured discussion was evident in most cases though assessors need to be reminded to provide examples of points made during the discussion.

4 Sgiliau Llythrennedd Digidol Hanfodol

Mae ymgeiswyr yn parhau i ddangos ystod eang o sgiliau ac ymgysylltiad cryf â'r pwnc. Roedd y rhan fwyaf o'r samplau a welwyd ar Lefel 1 a lefel 2. Nid oedd samplau ar gael ar lefel mynediad 1 a mynediad 2. Dangosodd rhai samplau dystiolaeth dda iawn o sgiliau ymchwil a chrynhof'r dystiolaeth a gafwyd.

Er mwyn gwella cysondeb ar draws pob canolfan, mae rhai pynciau y mae angen mynd i'r afael â hwy o hyd. Ar lefel 2, pan ofynnir i ymgeiswyr adolygu dau ddull o gael data digidol, dylai gynnwys cyfeiriad at yr hyn sy'n gwneud cyfrinair yn gryf a dylai'r adolygiad nodi manteision ac anfanteision y dulliau.

Mae'n ofynnol i ymgeiswyr osod meini prawf ar gyfer chwiliadau manwl. Dylid annog ymgeiswyr i fireinio'r rhain ymhellach gan fod yr hidlo'n eithaf hael.

Hefyd, mae angen rhoi enwau ystyrion ar ffeiliau a ffolderi fel ei bod hi'n haws adalw gwybodaeth.

Mae angen i aseswyr a swyddogion sicrhau ansawdd mewnol dalu sylw arbennig i ddiogelwch papurau a thystiolaeth ymgeiswyr. Ni ddylid lawrlwytho papurau nes bydd yr ymgeisydd yn barod i sefyll y papur. Mae hyn yn sicrhau mai'r fersiwn ddiweddaraf sy'n cael ei defnyddio, a bydd yn llai tebygol i'r papurau byw gael eu gweld. Mae natur y tasgau yn golygu bod yn rhaid i ymgeiswyr rannu gwybodaeth ar-lein. Disgwylir i aseswyr a swyddogion sicrhau ansawdd mewnol wirio bod gosodiadau diogelwch priodol ar waith ar gyfer grwpiau cydweithredol, fel Padlet, a bod gwefannau'n cael eu datgysylltu o'r we cyn gynted â phosibl ar ôl yr asesiad. Os yw'r ymgeiswyr yn defnyddio gyriant yn y cwmwl, ni ddylai bod modd iddynt gael mynediad at unrhyw ran o'r dystiolaeth y tu allan i'r dasg dan reolaeth.

Wrth gwblhau'r gwaith papur asesu yn yr elfen greadigol, dylai aseswyr nodi'r technegau a ddefnyddiwyd a thynnu llun sgrin o'r offer; byddai hyn yn helpu'r swyddogion sicrhau ansawdd mewnol a'r swyddogion sicrhau ansawdd allanol â'u dyfarniadau pan nad yw'r dolenni bellach ar gael.

Roedd peth gofnod da o'r drafodaeth strwythuredig yn amlwg yn y rhan fwyaf o achosion er bod angen atgoffa aseswyr i gynnwys enghreiffiau o'r pwyntiau a wnaed yn ystod y drafodaeth.

5 Essential Employability Skills

General Observations

There was clear evidence of engagement by the candidates throughout the tasks sampled. Teaching and skills development was also evident in terms of the quality, presentation and organisation of the tasks. The tasks presented by candidates showed progression through levels for this qualification.

Candidates need to carefully consider the pros and cons of decision-making techniques and ensure the technique decided upon is appropriate and evidenced in the task.

Assessors and tutors are encouraged to provide individual detailed feedback to candidates. If for example a mark is not awarded, an explanation should be provided by the assessor or tutor for not awarding the mark. Assessors and tutors should also annotate where criteria are met throughout the task.

Candidates should be encouraged through teaching and learning to evidence criteria using a variety of methods. Several candidates used extensive narrative within the task however, for example, mind maps, lists and bullet points are acceptable examples of how to provide evidence to meet the criteria.

Reminders

As the emphasis of this qualification is on the process, candidates need to show evidence of how they plan and present their ideas within the maximum working time allowed. Consequently, the planned activities must be achievable within this time frame.

The Candidate Pack is divided into six sections, aspects of which the candidate is instructed to complete 'on your own' and 'in your team'. Candidates should be reminded that they must record evidence of both their individual and team contributions throughout the working time of the task. Failure to do so will risk the potential of losing marks as each candidate is assessed individually.

Essential Employability Skills is a 'holistic' qualification comprising four strands i.e. Critical Thinking and Problem Solving (CP), Planning and Organisation (PO), Creativity and Innovation (CI) and Personal Effectiveness (P). As each is embedded within the Controlled Task it is important that assessors annotate candidate evidence to show where marks have been awarded for each strand. This could be done by recording on the candidate's evidence the references found on the assessment record within each Assessment Pack e.g. 'CP1.1 – 1 mark'. A justification of why a mark was or was not awarded can also be outlined on this assessment record. Such annotation helps guide both the Internal (IQA)

and External Quality Assurer (EQA) through the assessor's decision-making process. It is also good practice to identify within the main body of evidence the candidate who completed aspects of the work.

As the use of templates is not permitted during the Controlled Task a team member could be allocated the role of creating templates or researching and adapting templates from the internet. It is the role of the assessor to ensure that use of researched templates is appropriate.

5 Sgiliau Cyflogadwyedd Hanfodol

Arsylwadau Cyffredinol

Roedd tystiolaeth glir o ymgysylltiad gan yr ymgeiswyr drwy gydol y tasgau a samplwyd. Roedd addysgu a datblygu sgiliau hefyd yn amlwg o ran ansawdd y tasgau, yn ogystal â'r ffordd roedden nhw'n cael eu cyflwyno a'u trefnu. Dangosodd y tasgau a gyflwynodd yr ymgeiswyr ddilyniant trwy'r lefelau ar gyfer y cymhwyster hwn.

Mae'n rhaid i ymgeiswyr ystyried yn ofalus beth yw manteision ac anfanteision y technegau gwneud penderfyniadau, a gwneud yn siŵr bod y dechneg a ddefnyddir yn briodol ac yn cael ei dangos yn y dasg.

Anogir aseswyr a thiwtoriaid i roi adborth manwl unigol i ymgeiswyr. Os na ddyfernir marc, er enghraifft, dylai'r asesydd neu'r tiwtor gynnig esboniad am beidio â dyfarnu'r marc. Dylai aseswyr a thiwtoriaid hefyd anodi lle mae meini prawf yn cael eu bodloni drwy'r dasg gyfan.

Dylid annog ymgeiswyr drwy addysgu a dysgu i ddefnyddio amrywiaeth o ddulliau i ddangos y meini prawf. Defnyddiodd nifer o ymgeiswyr naratif helaeth o fewn y dasg, fodd bynnag, mae mapiau meddwl, rhestrau a phwyntiau bwled yn enghreifftiau derbyniol o sut i ddarparu tystiolaeth i fodloni'r meini prawf.

Nodiadau atgoffa

Gan fod pwyslais y cymhwyster hwn ar y broses, mae'n rhaid i ymgeiswyr ddangos tystiolaeth o sut maen nhw'n cynllunio ac yn cyflwyno eu syniadau o fewn yr amser gweithio a ganiateir. O ganlyniad i hynny, dylai bod modd cyflawni'r gweithgareddau a gynlluniwyd o fewn y ffrâm amser hon.

Rhennir y Pecyn i Ymgeiswyr yn chwe rhan, ac mae'r ymgeisydd yn cael ei gyfarwyddo i gwblhau agweddau ohono 'ar eich pen eich hun' ac 'yn eich tîm'. Dylid atgoffa'r ymgeiswyr bod yn rhaid iddynt gofnodi tystiolaeth o'u cyfraniadau unigol ac mewn tîm drwy gydol cyfnod gweithio ar y dasg. Gellir colli marciau os methir â gwneud hynny gan fod pob ymgeisydd yn cael ei asesu'n unigol.

Mae Sgiliau Cyflogadwyedd Hanfodol yn gymhwyster 'holistaidd' sy'n cynnwys pedair elfen h.y. Meddwl yn Feirniadol a Datrys Problemau (CP), Cynllunio a Threfnu (PO), Creadigrwydd ac Arloesi (CI) ac Effeithiolrwydd Personol (P). Gan fod pob un wedi'i wreiddio o fewn y Dasg dan Reolaeth mae'n bwysig bod aseswyr yn anodi tystiolaeth yr ymgeisydd i ddangos ble dyfarnwyd marciau ar gyfer pob elfen. Gellid gwneud hynny drwy wneud nodyn ar dystiolaeth yr ymgeisydd o'r cyfeiriadau a ganfuwyd yn y cofnod

asesu ym mhob Pecyn Asesu e.e. 'CP1.1 - 1 marc'. Gellir cyfiawnhau pam y rhoddwyd marc neu pam na ddyfarnwyd marc ar y cofnod asesu hwn hefyd. Mae anodi yn y fath fodd yn helpu i arwain y Swyddog Sicrhau Ansawdd Mewnol a'r Swyddog Sicrhau Ansawdd Allanol trwy broses gwneud penderfyniadau'r asesydd. Hefyd, mae'n arfer da nodi ym mhrif gorff y dystiolaeth enw'r ymgeisydd a gwblhaodd agweddau ar y gwaith.

Gan nad yw'r defnydd o dempledi yn cael ei ganiatáu yn ystod y Dasg dan Reolaeth, gellid neilltuo rôl o greu templedi neu ymchwilio ac addasu templedi o'r rhyngwyd i aelod o'r tîm. Rôl yr asesydd yw gwneud yn siŵr bod y defnydd o dempledi ymchwil yn briodol.

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