Assessors must be given access to this document at least 4 weeks prior to scheduling any assessments.
About this document

This document provides instructions for centres offering City & Guilds Functional Skills 4748 Mathematics at Entry level. All centre staff conducting assessment must read and be familiar with these instructions at least 4 weeks before any assessment takes place.

All assessment of Functional Skills 4748 Mathematics at Entry level must be conducted in accordance with these instructions. Compliance will be checked through City & Guilds external quality assurance process. Any questions about this document or the assessment should be raised with your City & Guilds EQA before any assessment takes place.

Before each assessment takes place, the assessor must check to ensure they have the most up to date version of this document.

Assessment summary

There is a single assessment at each of Entry 1, Entry 2 and Entry 3. Each assessment consists of two sections: the calculator permitted paper and the non-calculator paper.

The assessments are set by City & Guilds and marked and internally quality assured by the centre. The assessments are subject to City & Guilds external quality assurance processes as detailed in the Qualification Handbook, the City & Guilds Centre Manual and Our Quality Assurance Requirements.

Assessment Titles

Assessors must ensure they refer to the most up to date version of this document before conducting assessments. The list of available assessment titles is given below. This will be regularly updated as new assessment titles are added and this document must be checked to ensure that centres are using the most up-to-date set of titles.

<table>
<thead>
<tr>
<th>Sample assessments</th>
<th>Live assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 Travel</td>
<td>E1 Food and Drink</td>
</tr>
<tr>
<td>E1 Craft Shop</td>
<td>E1 Garage Services</td>
</tr>
<tr>
<td>E1 Party Planning</td>
<td>E1 Saving and budgeting</td>
</tr>
<tr>
<td>E1 At the Bakery</td>
<td>E2 Letters and Parcels</td>
</tr>
<tr>
<td>E2 Holidays</td>
<td>E2 Music Festival</td>
</tr>
<tr>
<td>E2 Garden Centre</td>
<td>E2 Information Technology</td>
</tr>
<tr>
<td>E2 Working in a Charity Shop</td>
<td>E3 Home Improvements</td>
</tr>
<tr>
<td>E2 At the Vets</td>
<td>E3 Floristry</td>
</tr>
<tr>
<td>E3 Furniture Shop</td>
<td>E3 Job Search</td>
</tr>
<tr>
<td>E3 At the Airport</td>
<td></td>
</tr>
<tr>
<td>E3 On the Farm</td>
<td></td>
</tr>
<tr>
<td>E3 Community Events</td>
<td></td>
</tr>
</tbody>
</table>

Assessments should be downloaded from the City & Guilds website. Live assessments will be password-protected and passwords available on the Walled Garden.
Calculator / non-calculator sections

Each assessment title comprises a non-calculator section and a calculator-permitted section. Each section that comprises a title must only be taken with the corresponding section that forms that title.

Please see page 8 for instructions on how the available assessment titles should be used when candidates are retaking the assessment.

Centre records of rotation of titles by candidate must be kept. These will be inspected for compliance with these instructions as part of City & Guilds external quality assurance processes.

Time available

The time allowed to complete each section is shown in the table below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Time available (up to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-calculator</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Calculator</td>
<td>65 minutes</td>
</tr>
</tbody>
</table>

Candidates may not need the full allocation of time, but at this level there will be occasions where candidates require additional support (e.g., to support literacy needs, respond orally to questions or to have questions read out). Candidates should work through each assessment at their own pace, demonstrating their achievement without having added time pressure.
Administering the assessment

- Assessors must read this document in conjunction with the following sections from the Functional Skills Entry Level Mathematics (Entry Levels 1 – 3) Qualification Handbook:
  o Functional skills Subject Content for Entry 1-3 Mathematics – Section 5 Assessment
  o Assessment Specifications for Entry 1-3 Mathematics – Section 5 Assessment

- Assessments are summative and must be taken when the candidate is considered by their tutor to have the skills and knowledge necessary to pass.

- Candidates must be supervised at all times during the assessment.

- Candidates must not have access to mobile phones or any other unauthorised materials during the assessment.

- Candidates must not see either section in advance of sitting it.

- Candidates must not take their work away at any point.

- Assessments must be completed in no more than two sessions. Sessions must be consecutive (with no teaching or preparation between), but need not be the same day. The sections can be completed in either order. Candidates must not take part of one section (eg the non-calculator or calculator section) in one session and complete that section at another session. Candidates must not take any work away between assessment sessions and assessment materials must be collected in and stored securely between sessions.

- If the assessment is taking place in one session candidates must not return to the non-calculator paper once they have access to a calculator.

- All assessments materials issued by City & Guilds remain live at all times. Centres must not use any live assessments for practice or teaching and learning purposes.

- The assessor should instruct the candidate(s) to write their answers on the Candidate Paper provided by the centre and to show all their workings clearly as they may get some marks for their workings even if their answers are incorrect.

- The assessor may read the instructions and the questions to the candidate. The assessor may explain any of the words in the question but not the numbers, operators/symbols or source material. This means that

  Assessors must NOT
  - read any number given in figures whether in the question stem, source material or question options for multiple choice
  - read any operators (eg +, ÷, =) anywhere on the papers
  - read any fractions given in figures
  - explain any source material

  Assessors MAY
  - read words in the paper
  - read the units on the answer prompt lines

  See Annex 1 for examples.

- Assessors must not answer any questions about how to tackle specific problems.
• Assessors may prompt the candidate to provide more detailed answers but must not give clues.

• Candidates may give their answers that are not numerical orally, e.g. the answer to: Explain why you think your answer is correct. These responses must be transcribed accurately by the assessor. This means that

Assessors must NOT transcribe any response
- where the answer is a number.
- to a question that specifically asks the candidate to write a number in words.

Assessors MAY
- write down the candidate’s explanations, reasons and descriptions.

See annex 1 for examples.

• Marks should always be awarded for correct answers whether numbers are written as words or figures, unless otherwise stated by the question paper or mark scheme.

• Assessors must not penalise incorrect spelling.

• At the end of the assessment, all assessment materials must be collected before the candidates leave the room.

Access arrangements

Support to candidates described by this document is available to all learners. Additionally, access arrangements can be given to individual candidates. Assessors should refer to the Qualification Handbook for more information.

Resources required for assessments

• a pen, pencil and eraser
• a calculator (for Calculator paper only)
• a 30cm ruler with millimetres

Where a question includes pictures of coins or notes, assessors may provide real coins or notes as long as exactly the same combination is provided as given by the question. Where a question has a picture of a clock a real clock may be used as long as the time is set exactly as in the question.

Supervision

All assessments require continuous supervision by the Assessor or another responsible and suitably qualified adult and should take place under the candidate’s normal working conditions (as opposed to a formal examination setting).

Where both papers are completed in one session:
• Candidates should complete the non-calculator section first.
• The assessor should collect in the non-calculator paper, then hand out the calculator paper.
• Centres can choose one of two following methods to ensure candidates do not have access to calculators during the non-calculator paper:
  o candidates can place their calculators on the floor under their desk; or
  o the assessor can hand out calculators when collecting the non-calculator paper.
• At the end of the assessment, the calculator paper must be collected before the candidates leave the room.

Storing assessment materials

All entry level assessment materials remain live at all times and must be kept secure. Centres must meet the following requirements:

• Live assessments are printed from the City & Guilds website, centres must do this no more than one week before the assessment is due to take place.

• Centres must restrict access to live assessment materials to only those responsible for administering or assessing Entry Level Functional Skills Mathematics, such as assessors, internal quality assurers, exams officers and other staff responsible for administering the assessment. Other members of staff must not have access to live assessment materials.

• Assessors must keep live assessment materials secure and confidential at all times whilst in their possession.

• Candidates must not be allowed to retain any live assessment materials. They may be shown their work as part of feedback from their assessor, but must not keep or copy this. It is not acceptable for assessors to share a candidate’s work with other candidates.

• The Mark scheme/Assessment Record must be kept securely in the centre for three years. The Candidate Paper must be kept securely in the centre until the next External Quality Assurance (EQA) activity and the certificate has been received, after which point it can be securely destroyed. Some centres may find it useful to keep the Candidate Paper together with the Mark Schemes/Assessor Record for the full three years for audit purposes.

• City & Guilds must be informed immediately if the security of any live assessment materials is put at risk.

Centres must be able to demonstrate and account for the secure movement and secure storage of live assessment materials at all times. Live assessment materials must be stored securely and centres must keep records of who has access to live assessment materials. Live assessment materials should be stored in the centre’s secure storage facility for exam materials. Where this is not possible, live assessment materials must be stored in a strong safe or security cabinet or metal cabinet with locking bar.

Centres will need to demonstrate how they are meet all of the requirements listed above as part of qualification approval and any external quality assurance activity.
Vocabulary needed for the assessments

Annex 1 provides examples of questions from the sample assessments indicating words that may/may not be read out to candidates/answered orally.

Annex 2 lists general vocabulary that candidates will need to be familiarised with and understand in order to complete the assessment. Centres should ensure that these are shared and discussed with candidates before the assessment is attempted but clarification of these words can also be given by the assessor during the assessment, as required.

Annex 3 lists words used in each assessment version that will need to be understood by the candidate in taking the assessment. Centres should ensure that these are shared and discussed with candidates before the assessment is attempted but clarification of these words can also be given by the assessor during the assessment, as required.

Mark schemes

The assessor must mark the Candidate Paper using the mark scheme provided.

Before any assessment version is attempted, all assessors for Functional Skills Mathematics at that level must review and discuss the mark scheme to ensure that all are interpreting this consistently. Any queries about interpretation of a mark scheme must be raised and resolved with the centre’s EQA before any assessment takes place.

Accurate and consistent interpretation of mark schemes will be checked as part of City & Guilds’ external quality assurance process. Inaccurate or inconsistent interpretation or application of the mark scheme may result in assessments being re-marked and candidate’s result being changed.

Pass marks

The pass mark for the assessment will be indicated clearly on the mark scheme for that assessment. Pass marks are set by City & Guilds. The pass marks may differ between assessment versions. This is to ensure that each version makes equal demands on candidates and is to take account for any minor variation between the demand of each version.
Re-sitting the assessments

Centres must keep a record, which can be made available for inspection, showing each assessment title attempted by each candidate.

If a candidate fails the assessment, they may re-sit the assessment but the centre must select a different title from the live assessment bank.

City & Guilds will regularly add to and rotate the number of assessment titles available. Centres must ensure that all candidates are sufficiently prepared and ready to take an assessment before they do so. For this reason, in most circumstances, we would not expect the number of resits required by an individual candidate in a given period to exceed the number of different assessment titles available during that period. In exceptional circumstances, we accept that it may be necessary for a candidate to take an additional resit when they have already taken all available titles. In this event, then the candidate can retake a previously attempted title and the centre should select the title first attempted by the candidate. As we add to and rotate the bank of available titles, the need for any candidate to retake a previously-sat title may become less likely depending on the order in which they were taken. We will therefore, keep this instruction under review and notify centres of any changes to it. Usage of the bank of assessments by centres will be checked by the EQA during External Quality Assurance activities and this may be followed up where it is found that centres may be entering candidates for assessment before they are ready.

At any time, any newly available title should be prioritised above a candidate retaking a previously attempted assessment.

When re-sitting assessment, candidates must re-sit both the calculator and the non-calculator section using a different assessment title. Centres cannot ‘bank’ a candidate’s score for either section (calculator / non-calculator) and:

- add this to their score for the other section from another assessment title, or
- allow the candidate to retake the corresponding section of the same title and add the two scores together.
Annex 1

Examples

Q1. What is £244.75 rounded to the nearest pound?

The assessor can read all of the words but cannot read any number given in figures so must point to £244.75 and say ‘that amount’

ie Assessor says, ‘What is that amount [points to £244.75] rounded to the nearest pound?’

Q2. A passenger wants to take these things on a plane.

Tick all of the things that are less than 100 ml.

The assessor can read all of the words but cannot read any number given in figures so must point to the source material and point to 100ml and say ‘that amount’

ie Assessor says ‘A passenger wants to take these things on a plane. [points to source material] Tick all of the things that are less than that amount [points to 100ml].’

Q3. How many hours are in one day?

The assessor may read the whole question including ‘one’ because the number is in words not figures.
Q4. A flight leaves from Gate 5 at quarter to twelve.

a. Tick the clock that shows **quarter to twelve**.

This sign shows the Gates at the airport.

b. Put a cross (X) on the sign to show where **Gate 5** is.

The assessor cannot read any number given in figures so may **not** read ‘5’ or the numbers on the graphics (and must not explain where the hands point to on the clocks) but may read the numbers in words because the number is in words not figures.

ie Assessor says ‘A flight leaves from this Gate number [points to 5] at quarter to twelve. Tick the clock that shows quarter to twelve. This sign shows the Gates at the airport. Put a cross on the sign to show where that gate [points to 5] is.’
Q5. A supervisor says there are 31 passengers waiting at the check-in desks.

At Desk A there are 12 passengers
At Desk B there are 19 passengers

a. Round the number of passengers at each desk to the nearest ten and use them to check if the supervisor is right.

Think about your answer.

b. Write down why you think the supervisor is correct.

The assessor cannot read any number given in figures so may not read the numbers of passengers (ie 31, 12, 19), but may read the number in words (ie to the nearest ten).

ie Assessor says ‘A supervisor says there that many [points to 31] passengers waiting at the check-in desks. At Desk A there are that many [points to 12], at Desk B there are that many [points 19] passengers.
Round the number of passengers at each desk to the nearest ten and use them to check if the supervisor is right.’

The assessor can read out the next part of the question as it is all in words.
ie ‘Think about your answer. Tell me why you think the supervisor is correct.’

The candidate may answer this orally as it is an explanation rather than a figure.

Assessor writes exactly what the candidate says.
Annex 2

**General terms/phrases**
To help assessors prepare, there follows lists of general terms/phrases found in many of the assessments and lists with terms/phrases included in particular assessment titles.

<table>
<thead>
<tr>
<th>Entry 1</th>
<th>Entry 2</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>total marks</td>
<td>As Entry 1, plus</td>
<td>As Entry 1 and 2, plus</td>
</tr>
<tr>
<td>choose</td>
<td>special offer</td>
<td>items</td>
</tr>
<tr>
<td>compare</td>
<td>calendar</td>
<td>estimate</td>
</tr>
<tr>
<td>describe</td>
<td>temperature</td>
<td>compare</td>
</tr>
<tr>
<td>tick</td>
<td>check</td>
<td>difference</td>
</tr>
<tr>
<td>sentence</td>
<td>maximum</td>
<td>popular</td>
</tr>
<tr>
<td>includes</td>
<td>minimum</td>
<td>complete</td>
</tr>
<tr>
<td>price</td>
<td>measurement</td>
<td>clockwise</td>
</tr>
<tr>
<td>amount</td>
<td>diagram</td>
<td>frequency</td>
</tr>
<tr>
<td>expensive</td>
<td>survey</td>
<td>voucher</td>
</tr>
<tr>
<td>altogether</td>
<td>SHOW/INCLUDE THE REMAINDER IN YOUR ANSWER</td>
<td>APPROXIMATION</td>
</tr>
<tr>
<td>answer</td>
<td>GIVE A REASON</td>
<td>MANAGER</td>
</tr>
<tr>
<td>correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put units on your answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show your working out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 3

Vocabulary for individual assessments

Candidates need to understand the following terms/phrases found in the assessment they will sit.

**Entry 1**

**Entry 1 Sample - Travel**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>train fare</th>
<th>shoe shop</th>
<th>airport</th>
<th>toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bus ticket</td>
<td>post office</td>
<td>level</td>
<td>lift</td>
</tr>
<tr>
<td></td>
<td>bus station</td>
<td>zone</td>
<td>flight arrivals</td>
<td>buttons</td>
</tr>
<tr>
<td></td>
<td>timetable</td>
<td>blue</td>
<td>check in</td>
<td>garage</td>
</tr>
</tbody>
</table>

**Entry 1 Sample - Craft Shop**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>craft shop</th>
<th>watch</th>
<th>owner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>jug</td>
<td>model animals</td>
<td>empty</td>
</tr>
<tr>
<td></td>
<td>delivery</td>
<td>owl</td>
<td>yesterday</td>
</tr>
<tr>
<td></td>
<td>wooden</td>
<td>horse</td>
<td>gift box</td>
</tr>
<tr>
<td></td>
<td>duck</td>
<td>picture</td>
<td>keep a record</td>
</tr>
<tr>
<td></td>
<td>height</td>
<td>display</td>
<td>mug</td>
</tr>
<tr>
<td></td>
<td>gift tag</td>
<td>paint</td>
<td>bowl</td>
</tr>
<tr>
<td></td>
<td>wrapping paper</td>
<td>plate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sign</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Entry 1 Sample - Party Planning**

<table>
<thead>
<tr>
<th>party bags</th>
<th>mains</th>
<th>chef</th>
<th>Leisure centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthday cake</td>
<td>dessert</td>
<td>waiter</td>
<td></td>
</tr>
<tr>
<td>party planner</td>
<td>vegetarian</td>
<td>place settings</td>
<td></td>
</tr>
</tbody>
</table>

**Entry 1 Sample - At the Bakery**

<table>
<thead>
<tr>
<th>bakery</th>
<th>assistant</th>
<th>candles</th>
<th>cherry</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheapest</td>
<td>cupcake</td>
<td>biscuit</td>
<td>loaves</td>
</tr>
<tr>
<td>customer</td>
<td>display</td>
<td>cutter (for biscuits)</td>
<td></td>
</tr>
</tbody>
</table>
Entry 1 Live Assessment - Food and Drink

**Vocabulary**

| waitress | drink(s) | eggs | crisps |
| food     | tin(s)   | packet(s) | popcorn |
| loaf     | tomatoes | farm | sausages |
| beans    | assistant | shelf/shelves | note/notice |
| bill     | shop      | scoop | supervisor |
| clock    | empty     | biscuits | customer |
| sauce    | label     | orange | chocolates |
| bottle(s)| ice cream | cola | carton |

Entry 1 Live Assessment - Garage Services

**Vocabulary**

| stock list | voucher | payments | hire |
| polish     | showroom | garage   | minibus |
| shampoo    | display | MOT test | petrol |
| buckets    | windscreen wipers | repair | services |
| sponges    | lorries | oil change | mechanic |
| buttons (as in buttons to press) | | | |

Entry 1 Live Assessment - Saving and Budgeting

**Vocabulary**

| savings account | | | |

| | | | |
## Entry 2

### Entry 2 Sample - Holidays

**Vocabulary**

<table>
<thead>
<tr>
<th>flight delay</th>
<th>liquids</th>
<th>different</th>
<th>sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>airport</td>
<td>pastes</td>
<td>suitcase</td>
<td>supervisor</td>
</tr>
<tr>
<td>passenger</td>
<td>weather forecast</td>
<td>gate</td>
<td></td>
</tr>
</tbody>
</table>

### Entry 2 Sample - Garden Centre

**Vocabulary**

<table>
<thead>
<tr>
<th>trainee</th>
<th>dried herbs</th>
<th>file the invoices</th>
<th>wooden post</th>
</tr>
</thead>
<tbody>
<tr>
<td>flower pot</td>
<td>seed tray</td>
<td>shelf</td>
<td>work shift</td>
</tr>
<tr>
<td>mint plant</td>
<td></td>
<td></td>
<td>greenhouse</td>
</tr>
<tr>
<td>altogether</td>
<td>a flower planter</td>
<td>compost</td>
<td>bonus payment</td>
</tr>
</tbody>
</table>

### Entry 2 Sample - Working in a Charity Shop

**Vocabulary**

<table>
<thead>
<tr>
<th>donate</th>
<th>interview</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>recycling</td>
<td>route</td>
<td>Correct change</td>
</tr>
<tr>
<td>volunteer</td>
<td>website</td>
<td>till</td>
</tr>
<tr>
<td>temperature</td>
<td>items</td>
<td>vase</td>
</tr>
</tbody>
</table>

### Entry 2 Sample – At the Vets

**Vocabulary**

<table>
<thead>
<tr>
<th>vets</th>
<th>treatment/treated (at the vets)</th>
<th>(vet's) fees</th>
<th>healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>tablet (medicine) and worming tablets</td>
<td>(animal) cage</td>
<td>bone treats (for dogs)</td>
<td>syringe (for medicine)</td>
</tr>
<tr>
<td>puppy/puppies</td>
<td>receptionist</td>
<td>rabbit</td>
<td></td>
</tr>
</tbody>
</table>
### Entry 2 Live Assessment - Letters and Parcels

**Vocabulary**

<table>
<thead>
<tr>
<th>hottest</th>
<th>key ring</th>
<th>amounts</th>
<th>post office</th>
</tr>
</thead>
<tbody>
<tr>
<td>stickers</td>
<td>trainee</td>
<td>envelope</td>
<td>Leeds</td>
</tr>
<tr>
<td>supervisor</td>
<td>gift(s)</td>
<td>deliver</td>
<td>voucher</td>
</tr>
<tr>
<td>postman</td>
<td>scales</td>
<td>mirror</td>
<td>information</td>
</tr>
<tr>
<td>parcel(s)</td>
<td>water</td>
<td>customer</td>
<td>letter(s)</td>
</tr>
<tr>
<td>friend</td>
<td>debit card</td>
<td>note</td>
<td>torch</td>
</tr>
<tr>
<td>record</td>
<td>stamp(s)</td>
<td>notepad</td>
<td>post room</td>
</tr>
<tr>
<td>phone case</td>
<td>pen</td>
<td>notepad</td>
<td>purse</td>
</tr>
</tbody>
</table>

### Entry 2 Live Assessment - Music Festival

**Vocabulary**

<table>
<thead>
<tr>
<th>weather</th>
<th>forecast</th>
<th>cool box</th>
<th>star rating</th>
</tr>
</thead>
</table>

| boot (as in boot of a car) | sunscreen |

### Entry 2 Live Assessment - Information Technology

**Vocabulary**

| indicator board | digital | journey planner | ticket type |

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Entry 3

Entry 3 Sample - Furniture shop

Vocabulary

- medicine
- customer
- wardrobe
- manager
- delivery driver
- voucher
- model
- café
- delivering/delivered
- cash
- collect
- sandwich
- furniture
- sofa
- supervisor

Entry 3 Sample - At the Airport

Vocabulary

- airport
- departures
- holiday maker
- on board
- waist
- ticket
- hand luggage
- (to buy in) advance
- a luggage company
- due to land
- delayed
- duty free
- biscuit box
- satisfaction/satisfied
- currently
- food order

Entry 3 Sample - On the Farm

Vocabulary

- measuring instruments
- dairy cows
- field
- cattle feed
- yogurt
- tractor and trailer
- supplier
- farm dairy
- harvest time
- new born lamb
- carton

Entry 3 Sample - Community Events

Vocabulary

- Fun Race
- Quiz
- Cricket Match
- sugar
- Marathon
- Talent Show
- Summer Ball
- charity
- Street Party
- Spring Fair
- organiser
Entry 3 Live Assessment - Home Improvements

Vocabulary

- trainee
- plank(s) of wood
- assistant
- manager
- sticker(s)
- online
- rug
- fence post/panel
- order(s)
- curtain pole
- paste
- label
- store (ie keep)
- collection
- store (ie shop)
- information
- screw(s)
- bracket(s)
- items
- wall/floor/border tile
- wallpaper (rolls)
- cushions
- shelf/shelves
- display
- mirror
- tile cleaner
- grout
- paint
- storage
- forecast
- voucher

Entry 3 Live Assessment - Floristry

Vocabulary

- plant food
- flower cooler
- foam blocks
- labour charge

Entry 3 Live Assessment - Job Search

Vocabulary

- advertisements
- advert
- employed
- induction
- applicants
- deductions
- National Minimum Wage
- interview