

# **Centre Assessment Grades – Guidance for Teachers Pass Descriptors Level 1 and Level 2**

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# OCR Reformed and Legacy Functional Skills Qualifications

## Centre assessment grades – Guidance for Teachers

### Pass descriptors – Level 1 and Level 2

These pass descriptors will support you in forming a judgement for your candidates' Centre assessment grades for Functional Skills Level 1 and 2 legacy and reformed qualifications, as part of the Ofqual Extraordinary Regulatory Framework in place for assessments this year.

The descriptors were drafted by a working group of representatives from Awarding Organisations through the Federation of Awarding Bodies. They describe a minimally competent candidate for the Reformed Functional Skills qualifications in English and Mathematics. They also reference the standard of the Legacy qualifications. The concept of a minimally competent candidate is a candidate who is borderline pass, rather than secure or operating above the level being assessed.

The descriptors will help you form a judgement for each eligible candidate, as you will be able to consider the extent to which they demonstrate competence for each statement and how the evidence which you have for them supports this. They provide guidance on what is regarded as minimally competent at each level and component.

A minimally competent candidate may have strengths in some of the scope of study but be less successful in others. It is important to consider a candidate's competency as a whole and their ability to demonstrate functionality across the component's content and whether you can justify a pass grade on the basis of the pass descriptor. These judgements will be based on what you have already assessed in the delivery of Functional Skills to date. Breadth of competency is as important as depth, as the candidate needs to demonstrate functionality across most areas in order to achieve a pass.

The pass descriptors include statements where the extent of the functionality is modified by 'some'. It is not expected that candidates are proficient in all aspects of subject content; however there should be evidence that overall, minimal competence has been demonstrated across the range of content which is regarded as sufficiently functional to achieve a pass at that level.

In making your judgement, think about the candidate's progress towards fulfilling the pass descriptors and the balance of what you think they would have been able to do. It is important that the judgement you reach reflects your confidence that the candidate would be able to meet the descriptors and that you are confident it will fairly support the candidate's progression in the future.

The centre assessment grades process acknowledges that candidates have missed some teaching and learning, and that you are judging how they would have progressed without this being disrupted. However given the nature of these qualifications, if you propose a pass grade for a candidate then they need to be able to function adequately, otherwise they may find the next stage of their progression is problematic.

A balance needs to be struck between their progression and potential, and how close to being functional they were at the time teaching and learning was halted.

## **Level 1 Functional Skills Mathematics**

A borderline 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**

A borderline 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
- 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.

## **English**

### **Reading Level 2**

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.

### **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 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.

### **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.*

### **ICT (legacy) – Level 1 skills standards**

Candidates need to be able to:

- identify the ICT requirements needed to solve a straightforward task and apply their knowledge and understanding to produce an appropriate solution (complexity)
- apply their knowledge and skills within a non-routine but familiar context (familiarity)
- apply a range of techniques in a number of applications to produce an appropriate outcome (technical demand)
- solve problems that are essentially tutor guided, demonstrating the confidence to make informed choices and knowing when to seek guidance (independence).

### **ICT (legacy) – Level 2 skills standards**

Candidates need to be able to:

- analyse multi-step tasks and separate the components, identifying the relevant ICT requirements and applying their knowledge and understanding to produce an appropriate solution (complexity)
- apply their knowledge, skills and understanding within non-routine and non-familiar contexts (familiarity)
- demonstrate the application of a wide range of techniques across several applications to produce an appropriate outcome (technical demand)
  - solve problems independently, overcoming challenges to produce successful outcomes (independence).