

**ESSENTIAL SKILLS**



**City & Guilds**



**APPLICATION OF NUMBER**

# **TUTOR GUIDE**

**LEVELS 1 & 2**



**DESKTOP TASKS AND**

**ACTION-BASED ACTIVITIES**

**ISSUED SEPTEMBER 2005**

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## **PART 1 INTRODUCTION**

### **About the qualification**

Essential Skills are national qualifications. In order to achieve the qualification in Application of Number at level 1 or 2 learners must:

- (i) produce a portfolio of evidence based on one or more **Action-based Activities**. The evidence must meet the standard at either level 1 or level 2.
- (ii) obtain a pass mark of at least 70% in a level 1 or level 2 **Desktop Task**. However, learners taking a level 2 Desktop Task who do not achieve this percentage but score 50% or more will be awarded a level 1.

### **Learners must:**

- have successfully completed the portfolio of evidence **before** undertaking the Desktop Task
- pass **both** components to achieve the Essential Skills qualifications.

### **Action-based Activities**

Action-based activities are projects or assignments undertaken mainly independently by a learner. They are:

- undertaken by learners during their programme of study/course
- marked on the basis of evidence filed in the learner's portfolio
- internally marked by the tutor using the assessment scheme set out in Part 4 of this guide
- internally standardised
- externally moderated
- set within one or more broad themes of:
  - Citizen and Community
  - Economic Activity
  - Domestic and Everyday Life
  - Leisure
  - Education and Training
  - Using ICT in Social Roles
- based on one or more of the Action-based Activities provided.

### **Desktop Tasks**

A Desktop Task is:

- an externally set short task used to **confirm** the level of the portfolio work produced by the learner
- to be completed in 75 minutes (including reading time) for level 1 and in 90 minutes for level 2
- set within the same broad themes outlined on pg 1
- assessed by tutors using the marking guidelines provided
- externally moderated.

### **Administering Desktop Tasks**

Desktop Tasks must be:

- administered **after** assessment of the portfolio at a time chosen by the tutor
- taken by learners in their usual learning environment
- treated as confidential material by centres
- taken unseen by learners
- completed unaided – except for any assistance allowed for in the tutor guidance
- taken by a learner only once. However, there is no restriction on the number of different Desktop Tasks a learner may take.

Learners are **NOT** permitted to use calculators.

### **Preparing learners for Desktop Tasks**

It is important that your learners are fully aware that to obtain an Essential Skills qualification in Application of Number they must "pass" both components – Action-based Activities and Desktop Task. Learners should also be told about the nature of the Desktop Task and the regulations associated with them (e.g. they cannot use calculators). It is good practice to prepare learners for the Desktop Tasks by:

- explaining the format of the Desktop Tasks
- giving them an exemplar Desktop Task under timed conditions
- providing feedback.

### **Assessing Desktop Tasks**

The assessment of Desktop Tasks is carried out internally and moderated externally. Assessors should use the relevant Assessment Scheme that accompanies each task. The Assessment Scheme explains how to aggregate marks and arrive at a level.

### **The role of the tutor**

Your role as tutor is vital both in respect of preparing learners for the two components of the qualification and assessing the work produced. The Action-based Activities in particular will require you to:

- develop your learners' skills
- support and guide them through the portfolio building process
- mark and assess their work
- complete assessment documentation for the relevant level (Appendix 1a, 1b)
- prepare and submit work for moderation

It is important that learners are aware of the degree of support you are able to give and when that support must cease. You may, for example, point out that a calculation is incorrect and suggest that the learner should try again. However, if the work is being presented for assessment, you may not do the calculation nor correct it for the learner.

### **Developing other important skills**

As learners work towards their Essential Skills qualification, there will be many opportunities to develop not only their number skills but also other important skills such as ICT skills, problem solving, working with others and improving own learning and performance.

Learners should be encouraged to use ICT as part of the Action-based Activities e.g. using spread sheets, developing word processing skills, drawing diagrams and graphs. Also, as the Action-based activities suggest, portfolio work may be enhanced if the learner sets her/himself a problem to solve or a question to answer.

Learners should be encouraged to record the development of these additional essential skills in their Record of Achievement (see 2.1 below) and should know that they may be able to use this evidence towards additional qualifications.

## **PART 2 RECORDS OF ACHIEVEMENT AND INDIVIDUAL LEARNING PLANS**

### **Records of Achievement (ROAs)**

The use of ROAs is NOT a requirement for this qualification. However, most people find that use of an ROA is beneficial and can improve performance. You should encourage learners to maintain an ROA throughout their course of study.

The purposes of the ROA are:

- to provide the learner with an on-going record of progress towards meeting their long term goals
- to support and provide evidence of learners working towards the wider essential skill of improving their own learning performance.

As a minimum, therefore, the ROA should contain:

- completed Individual Learning Plans {ILPs} (see page 5) showing the targets achieved and the dates by which they were achieved
- a 'Planning and Reviewing Learning' log relating to each ILP. This will consist of a series of prompts for the learner to complete as appropriate (see example on page 6).

**Individual Learning Plans (ILPs)**

It is not a requirement to use ILPs, but there is considerable evidence that using them helps adults perform better. ILPs should be drawn up for each learner at regular intervals (e.g. fortnightly or monthly) during their course of study. An ILP is a document agreed between the tutor and the learner. It details how a group of learning sessions will enable progression towards agreed goals. Progression will be marked by the achievement of identified targets. There is no prescribed format for an ILP. However, the completed ILP given below offers an example.

<b>INDIVIDUAL LEARNING PLAN</b>			
<b>Application of Number levels 1 and 2</b>			
<b>Name of learner:</b> <i>George Jones</i>		<b>Date:</b> <i>9/11/04</i>	
<b>Long Term Goals:</b> <i>To achieve AoN Level 2</i>			
<b>Short Term Goals:</b> <i>To complete a portfolio of evidence based on my chosen action-based activity: Is the provision of leisure facilities in my town sufficient to meet the needs of local people?</i>			
<b>Targets</b>	<b>Action to be taken by the learner</b>	<b>By date</b>	<b>Achieved</b>
<i>To collect data from a range of sources</i>	<i>1. Collect background information from, e.g. newspapers, the internet 2. Devise a questionnaire 3. Interview 20 people</i>	<i>Mon 1 Dec</i>	
<i>Compare the data</i>	<i>1. Put data on spreadsheet 2. Convert results to charts and graphs</i>	<i>Fri 5 Dec</i>	
<i>Present the results</i>	<i>Select, present and explain main points, using appropriate graphs and charts</i>	<i>Fri 12 Dec</i>	
<b>Signatures:</b>			
<b>Learner:</b>		<b>Tutor:</b>	
<b>Start date:</b> <i>Monday 17 Nov.</i>		<b>Date of next review:</b> <i>Monday 15 Dec</i>	

**PLEASE NOTE:** A blank photocopyable ILP is included (see Appendix 3)

**EXAMPLE**

<b>PLANNING AND REVIEWING LOG</b> <b>Application of Number level 2</b>	
<b>Name of learner:</b>	<i>George Jones</i>
<b>Date:</b>	<i>22/11/04</i>
<b>In order to meet the ILP targets:</b>	
<b>I got information from:</b>	
<i>local newspapers</i>	
<i>our local government website</i>	
<i>interviews with an initial sample of 20 people</i>	
<b>I discussed my ideas with:</b>	
<i>my tutor, other learners</i>	
<b>I checked my work with:</b>	
<i>my tutor</i>	
<b>I practised:</b>	
<i>using the results from the data I collected and converting them into graphs and charts</i>	
<b>Other things I did:</b>	
<ul style="list-style-type: none"> <li>• <i>I worked with another learner to devise the questionnaire</i></li> <li>• <i>I used a word processor to produce the questionnaire</i></li> <li>• <i>I entered the data onto a spreadsheet and used the computer to convert the information into graphs and charts</i></li> </ul>	
<b>In meeting the targets:</b>	
<b>I found it easy to:</b>	
<i>devise and word process the questionnaire</i>	
<b>I had difficulties with:</b>	
<ul style="list-style-type: none"> <li>• <i>using spreadsheets</i></li> <li>• <i>getting a representative sample of males and females for the interview</i></li> </ul>	
<b>I had to make the following changes to my plan:</b>	
<i>Some people dropped out, others volunteered – realised male/female composition of data set was not balanced. Therefore had to interview an additional 6 people.</i>	
<b>I need to improve:</b>	
<ul style="list-style-type: none"> <li>• <i>My spreadsheet skills</i></li> <li>• <i>Using pie charts appropriately</i></li> </ul>	

**PLEASE NOTE: A blank photocopyable Planning and Reviewing Log is included in this Guide. (See Appendix 4)**

## PART 3      MANAGING ACTION-BASED ACTIVITIES (ABAs)

### The size and scope of an Action-based Activity

An ABA can vary in length, scale and scope. The Learner Planner and Guide and the ABAs demonstrate how all criteria may be met in a single extended investigation or assignment. You should guide your learners on this and emphasise that:

- it is generally advisable to undertake one ABA
- if one activity does not cover all the standards, a second activity will be required to cover the missing standards

### Using Action-based Activities

There is a wide selection of ABAs to choose from. They cover the broad themes outlined on page 1.

Learners **MUST** select and undertake one or more of the ABAs. It should be emphasised that within each ABA there is enormous flexibility and learners should be encouraged to identify subjects, issues and problems that are of particular interest to them. You may need to guide them on this and spend some time exploring mind maps and other devices for exploring possible topics.

### What is a Portfolio?

A portfolio is a collection of material compiled and organised by the learner, to show that they meet the Essential Skills evidence requirements for level 1 or level 2.

A portfolio **must** contain:

- the learner's own work assessed by the tutor
- an overall record of outcomes (Appendix 1 or 2)
- evidence of the sources used
- a statement in the learner's own words of the purpose of each activity, the choice of methods to be used and the calculations needed to get the required results
- evidence showing calculation and checking methods for each of the required topics
- explanations of how results and findings were interpreted and presented and how they related to the stated purpose of the activity
- a presentation of findings using two different methods (see Standards on page 9 & 10)

**EXAMPLES** of material that can be included:

- written and/or word processed work by the learner
- images – graphs, tables, pictures, maps etc
- supporting evidence e.g. annotated photocopies (of sources)
- Individual Learning Plans and Planning and Reviewing Logs (optional)
- relevant evidence in non-written forms – audio tape, CD ROM, film, models etc.
- evidence annotated and authenticated by another agreed person e.g. teaching colleague, workplace supervisor

A portfolio should be:

- properly organised with:
  - an index or contents page
  - page numbering
  - clear headings and labels
- quite "thin" – quality of evidence rather than quantity should be the goal

### IMPORTANT NOTE ON ANNOTATION

**It should be stressed that the work in learners' portfolios must be annotated throughout to emphasise where evidence of assessment is demonstrated. For example:**

Level 1	Level 2
N1.1 Source	N2.1 Source
N1.2a } Calculation Evidence	N2.2a } Calculation Evidence
N1.2b } Calculation Evidence	N2.2b } Calculation Evidence
N1.2c } Calculation Evidence	N2.3c } Calculation Evidence
N1.2 Checking	N2.3d } Calculation Evidence
N1.3	N2.2 Checking
	N2.3

**PART 4 ASSESSING ACTION-BASED ACTIVITIES**

**What is being assessed?**

Essential Skills Application of Number involves interpreting information, carrying out and checking calculations and interpreting results and presenting findings. It can be summarised as follows:

**Level 1**

<p><b>Level 1 Application of Number [September 2004 Standards]</b></p>	<p><b><i>Evidence must show you can:</i></b></p>
<p><b>N1.1</b> Interpret information from <b>two</b> different sources, at least <b>one</b> source must include a table, chart, graph or diagram.</p>	<p>1.1.1 obtain the information you need to meet the purpose of your task. 1.1.2 Identify suitable calculations to get the results you need.</p>
<p><b>N1.2</b> Carry out and check calculations to do with a. Amounts/sizes b. Scales/proportions c. Handling statistics</p>	<p>1.2.1 carry out calculations to the levels of accuracy you have been given 1.2.2 check your results make sense.</p>
<p><b>N1.3</b> Interpret the results of your calculations and present your findings in two different ways using charts or diagrams</p>	<p>1.3.1 choose suitable ways to present your findings 1.3.2 use more than one way of presenting your findings 1.3.3 present your findings clearly using a chart or diagram 1.3.4 describe what your results tell you.</p>

**LEVEL 2**

Carry out at least one Action-based Activity that includes tasks for all three of N2.1, N2.2 (a, b, c or d) and N2.3\*.

<p><b>Level 2 Application of Number [September 2004 Standards]</b></p>	<p><b><i>Evidence must show you can:</i></b></p>
<p><b>N2.1</b> Interpret information from two different sources, at least one of which includes material containing a graph or chart</p>	<p>2.1.1 choose how to get the information you need to meet the purpose of your activity</p> <p>2.1.2 obtain relevant information</p> <p>2.1.3 choose appropriate methods to get the results you need</p>
<p><b>N2.2</b> Use information to carry out and check calculations using two or more steps to do with: a) Amounts/sizes b) Scales/proportions c) Handling statistics d) Using formulae</p>	<p>2.2.1 carry out calculations, clearly showing your methods and levels of accuracy</p> <p>2.2.2 check your methods to identify and correct any errors, and make sure your results make sense</p>
<p><b>N2.3</b> Interpret the results of your calculations and present your findings in at least two different ways using charts, graphs or diagrams</p>	<p>2.3.1 select effective ways to present your findings</p> <p>2.3.2 present your findings clearly using a chart, graph or diagram and describe your methods</p> <p>2.3.3 use more than one way of presenting your findings</p> <p>2.3.4 describe what your results tell you and how that meet your purpose</p>

\*If you need to carry out additional activities to meet all the requirements of N2.2 (a, b, c, d) each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.2.

**Assessing Action-based Activities**

**The Best-Fit Assessment Guide**

When assessing the learner’s action-based activity work a best-fit assessment guide should be applied. This means that the learner must *broadly* i.e. on the whole and in the main; meet each of the assessment evidence requirements outlined in the following pages.

The following best-fit assessment tables on the next pages are laid out as shown below:

Column 1 <u>Standards</u>	Column 2 <u>Evidence required:</u>	Column 3 <u>Notes</u>
This column lists the assessment standard that the learner must meet at this level.	This column outlines the detail of the evidence that the learner must demonstrate in their action-based activity work.	This column provides additional helpful guidance to assist the tutor in arriving at an overall decision that the learner has met the evidence requirements.

**Level 1: N1.1 Interpret Information**

**In order to achieve level 1**, learners must demonstrate in their portfolio that they have met the following evidence requirements for interpreting information from suitable sources.

<b>Standard</b>	<b>Evidence required</b>	<b>Notes</b>
<p>Interpret information from two different sources, at least one of which should contain a table, chart, graph or diagram.</p>	<ul style="list-style-type: none"> <li>• A statement in the learners own words of the purpose of the activity</li> <li>• An indication of the methods to be used to get the required results</li> <li>• Labelled copies of source materials used and an explanation of how they relate to the purpose of the activity.</li> </ul>	<p><i>One source must include a table, chart, graph or diagram. The other source could be direct observation, measurement or a different type of graphical source not used before. Records of information obtained should include copies of source material used and, where relevant, details of direct observation or measurement.</i></p>

**Level 1: N1.2 Carrying out Calculations**

**In order to achieve level 1**, learners must demonstrate in their portfolio that they have met the following evidence requirements for carrying out and checking calculations involving **one or more** steps.

<b>Standard</b>	<b>Evidence required</b>	<b>Notes</b>
<p>Carry out and check calculations to do with:</p> <p>a. Amounts/sizes</p> <p>b. Scales/proportions</p> <p>c. Handling statistics</p>	<ul style="list-style-type: none"> <li>• At least one example of carrying out calculations in <b>each</b> of the categories, working to the level of accuracy given, e.g. round to the nearest 10</li> <li>• A record of how the calculations were checked and errors corrected.</li> </ul>	<p><i>Some examples of evidence for each category include:</i></p> <p><b>Amounts/sizes:</b> e.g. working out costs or the area of a room</p> <p><b>Scales/proportions:</b> e.g. in using a map or working out how to mix or dilute a household product</p> <p><b>Handling statistics:</b> e.g. working out temperature mean and range</p>

**Level 1: N1.3 Interpreting Results and Presenting Findings.**

**In order to achieve level 1**, learners must demonstrate in their portfolio that they have met the following evidence requirements for interpreting results and presenting findings.

<b>Standard</b>	<b>Evidence required</b>	<b>Notes</b>
Interpret results and present findings in two different ways using charts and/or diagrams	<ul style="list-style-type: none"> <li>• An interpretation of results, describing how they relate to the purpose of the activity</li> <li>• Evidence of the learner’s choice of suitable presentation methods with appropriate labels and correct use of units</li> <li>• Presentation of findings using at least two methods chosen from charts and/or diagrams</li> <li>• Descriptions of what the charts/diagrams show and how they relate to the purpose of the activity.</li> </ul>	<p><i>Information technology can be used for producing charts and diagrams, providing the learner can use these to clearly present findings and can demonstrate understanding in their interpretations.</i></p>

**Level 2: N2.1 Interpreting Information**

**In order to achieve level 2,** learners must demonstrate in their portfolio that they have met the following evidence requirements for interpreting information from suitable sources.

<b>Standard</b>	<b>Evidence required</b>	<b>Notes</b>
<p>Interpret information from at least two different sources at least one of which must contain a graph or chart</p>	<p>Information must be obtained from at least two different sources. The learner’s notes should indicate how the choice of information was made, how each source was relevant to the purpose of the task(s) and how they selected, unaided, appropriate calculations to get the results needed.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> <li>• a statement of the purpose of the activity in the learners own words</li> <li>• an indication of the methods to be used to get the results needed</li> <li>• labelled copies of source materials used and an explanation about how they relate to the purpose of the activity.</li> </ul>	<p><i>One source must be material that includes a chart or graph. You will need to extract discrete or continuous data from the charts or line graphs. The other sources could be direct observation, measurement or could be a different type of graphical source not used before. Records of information obtained should include copies of source material and, where relevant, details of direct observation/ measurement.</i></p> <p><i>The learner cannot use a graph, chart or diagram they have created themselves. It must be an original primary source!</i></p>

**Level 2: N2.2 Using Information to carry out calculations**

**In order to achieve level 2**, learners must demonstrate in their portfolio that they have met the following evidence requirements for using information to carry out calculations involving **two or more** steps.

Standard	Evidence required	Notes
<p>Carry out and check calculations using two or more steps to do with:</p> <p>a) Amounts/sizes</p> <p>b) Scales/proportion</p> <p>c) Handling statistics</p> <p>d) Using formulae</p>	<ul style="list-style-type: none"> <li>At least one example of calculations involving two or more steps (i.e. using at least two operations in sequence), from each category clearly showing the methods and levels of accuracy used</li> <li>In handling statistics the learner shows that he/she can compare data sets with a minimum of 20 items.</li> <li>A record of how calculations were checked and any errors corrected.</li> </ul>	<p><i>Learners need to show methods in full so that they are able to pick up errors and make sure results make sense. Levels of accuracy could be to the nearest 10mm when making measurements, but it could also include lower and upper limits e.g. between 15 m<sup>2</sup> and 20m<sup>2</sup>. They should be able to use approximations to corroborate results.</i></p> <p><i>Some examples of evidence for each category include:</i></p> <p><b>Amounts/sizes:</b> working out the area of a floor and the cost of carpeting; finding the volume of a container; making out a bill for a meal in a restaurant etc.</p> <p><b>Scales/Proportion:</b> using a map to work out distances; ratio and proportion calculations etc.</p> <p><b>Handling statistics:</b> calculating temperature mean and range; working out midpoint and finding the median etc.</p> <p><b>Using formulae:</b> using formula for perimeter <math>P = 2(l + b)</math>; Volume <math>V = l \times b \times h</math> etc.</p>

**Level 2: N2.3 Interpreting Results and Presenting Findings**

**In order to achieve level 2,** learners must demonstrate in their portfolio that they have met the following evidence requirements for interpreting results and presenting findings.

<b>Standard</b>	<b>Evidence required</b>	<b>Notes</b>
<p>Interpret results and present findings in more than one way using charts, graphs or diagrams</p>	<ul style="list-style-type: none"> <li>• an interpretation of the results describing how they relate to the purpose of the activity</li> <li>• evidence of the learner’s choice of effective presentation methods chosen from graphs, charts and/or diagrams</li> <li>• presentation of findings using at least two different methods chosen from graphs, charts or diagrams</li> <li>• explanations of what the graphs/charts/ diagrams show and how they relate to the purpose of the activity.</li> </ul>	<p><i>Learners should know how to draw accurate and clear pie charts, frequency diagrams and graphs, so they understand how they can be used in presenting data, including the conventions for labelling.</i></p> <p><i>Information technology can be used to construct the graph, chart or diagram, providing the learner can use these clearly to present findings.</i></p> <p><i>The learner must show that she/he has checked the accuracy of, and can explain the examples she/he has used.</i></p>

## PART 5 FREQUENTLY ASKED QUESTIONS

### **How much help can tutors give?**

The guiding principle for giving help is that the work learners submit for assessment should be a fair reflection of their own efforts and capabilities. It is important, therefore, that:

- learners are clear from the start that **you** will be marking their work and that although you will check that they are on the right lines **they** are responsible for ensuring that the final product satisfies all the criteria and is free of mistakes
- you establish clear rules that state precisely where help has to stop and formal assessment begins. E.g. that you will offer advice on finding information; on the types of chart or diagram that could be used; on the kind of calculations that could be useful, etc.

### **How long can a learner take on an Action-based Activity?**

There are no restrictions on the length of time a learner may take on an Activity, although they will need to plan carefully to ensure that their work fulfils all the requirements.

### **How many times should an Action-based Activity be corrected?**

As a general rule, you should not correct the draft of a piece of written work more than once. Any corrections should be limited to indicating where mistakes and inaccuracies need to be rectified rather than providing the learner with the correct version.

### **Should tutors annotate work?**

Work must be annotated to indicate the standard being evidenced, e.g. N1.2a. Whilst it is acceptable for you to write comments and offer suggestions on learners' drafts, these should be of a general rather than a specific nature.

### **Can computers be used?**

Learners should be encouraged to use a computer for some of their portfolio, but this is not a requirement.

### **Can learners collaborate?**

Learners may discuss their work and ideas with others in the initial stages, but all information gathering, calculating and interpreting tasks to be presented for assessment should be carried out by learners individually.

**Can learners share data collection?**

Learners can share the collection of data (e.g. carry out a survey together) but learners should do all data analysis individually.

**Can learners produce a report/give a talk together?**

No. Any reports must be the work of individual learners.

**Can a portfolio be re-submitted?**

Yes, however if there is a substantial lack of evidence to meet the standards it may be preferable to do a new Action-based Activity. Tutors may use their professional judgement in this decision.

**Can non-teaching staff verify work (e.g. a talk/discussion)?**

Yes. Portfolio evidence may be authenticated by an agreed person other than the tutor. The agreed person may be either a teaching colleague or a non-teacher, for example a workplace supervisor.

**Appendix 1**

**Application of Number Level 1  
Overall Record of Outcomes**

Use the record below to track a learner’s achievements for each Action-based Activity. Tick the final column only when each evidence requirement has been met.

**Name of learner:** .....

**Title of Topic:** .....

**Date:** .....

**For a level 1 award**

<b>Evidence requirements</b>	<b>Page Ref.</b>	<b>Requirement met</b>
Interpret information from at least two different sources <ul style="list-style-type: none"> <li>• Source which includes material containing a table, graph, chart or diagram.</li> <li>• Other source(s)</li> </ul>		
Carry out and check calculations to do with: <ol style="list-style-type: none"> <li>a. Amounts/sizes</li> <li>b. Scales/proportions</li> <li>c. Handling statistics</li> </ol>		
Interpret results and present findings using two different methods using charts and/or diagrams. <ul style="list-style-type: none"> <li>• Method 1 – chart/diagram</li> <li>• Method 2 – chart/diagram</li> </ul>		

Assessor’s/Tutor’s Signature: .....

Date Completed: .....

Internal Moderator’s Signature: .....

Date: .....

**Appendix 2**

**Application of Number Level 2  
Overall Record of Outcomes**

Use the record below to track a learner’s achievements for each Action-based Activity. Tick the final column only when each evidence requirement has been met.

**Name of learner:** .....

**Title of Topic:** .....

**Date:** .....

**For a level 2 award**

<b>Evidence requirements</b>	<b>Page Ref.</b>	<b>Requirement met</b>
Interpret information from at least two different sources <ul style="list-style-type: none"> <li>• Source which includes material containing a graph or chart</li> <li>• Other source(s)</li> </ul>		
Carry out and check calculations with at least 2 steps to do with: <ol style="list-style-type: none"> <li>a. Amounts/sizes</li> <li>b. Scales/proportions</li> <li>c. Handling statistics</li> <li>d. Using formulae</li> </ol>		
Interpret results and present findings using two different methods using charts and/or diagrams. <ul style="list-style-type: none"> <li>• Method 1 – chart/graph/diagram</li> <li>• Method 2 – chart/graph/diagram</li> </ul>		

Assessor’s/Tutor’s Signature: .....

Date Completed: .....

Internal Moderator’s Signature: .....

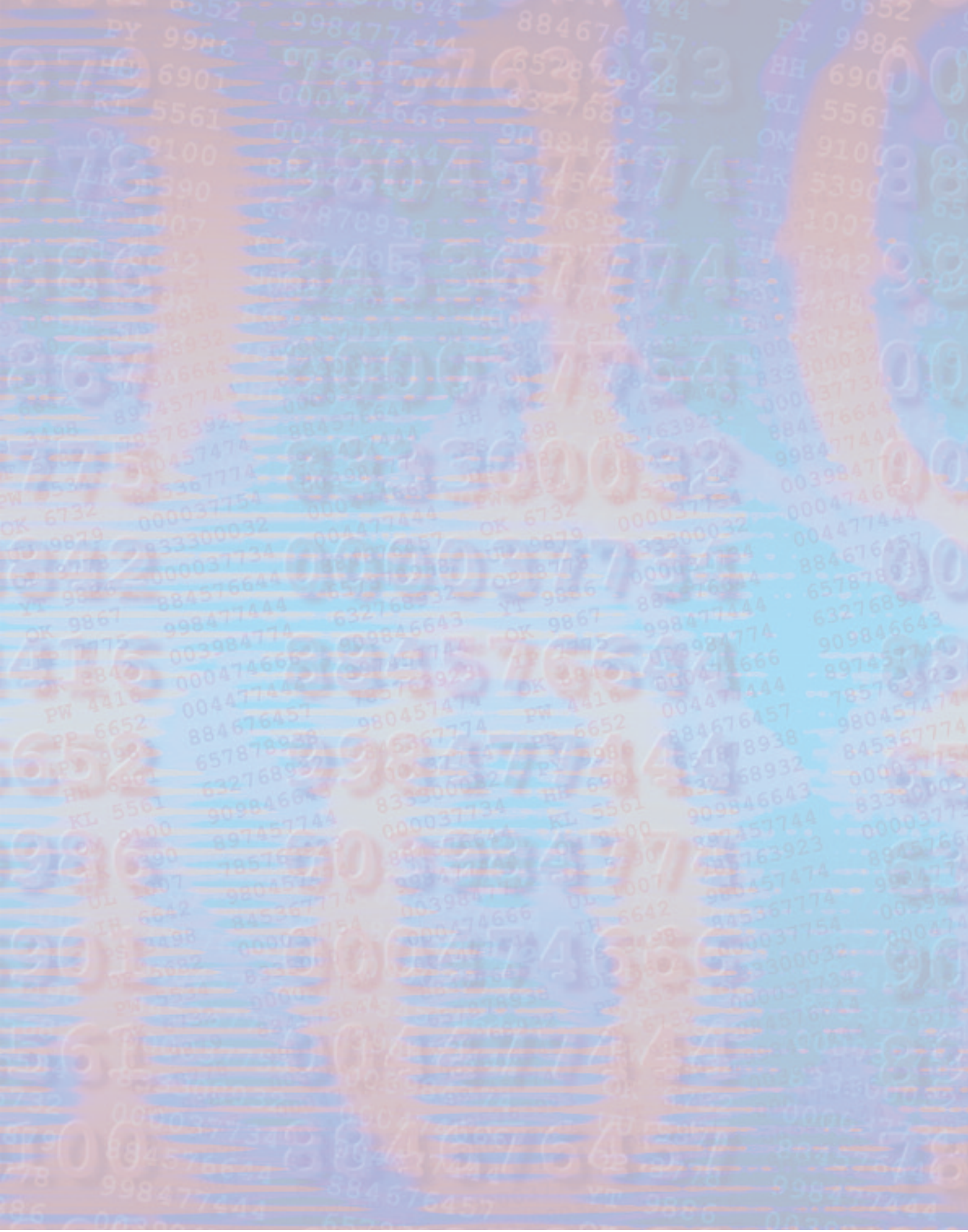
Date: .....

**Appendix 3**

<b>INDIVIDUAL LEARNING PLAN</b>			
<b>Name of learner:</b>		<b>Level:</b>	
<b>Long Term Goals:</b>			
<b>Short Term Goals:</b>			
<b>Targets</b>	<b>Action to be taken by the learner</b>	<b>By date</b>	<b>Achieved</b>
<b>Signatures:</b>			
<b>Learner:</b>		<b>Tutor:</b>	
<b>Start date:</b>		<b>Date of next review:</b>	

**Appendix 4**

<b>PLANNING AND REVIEWING LOG</b>	
<b>Name of learner:</b>	<b>Date:</b>
<b>Level:</b>	
<b>In order to meet the ILP targets:</b>	
<b>I got information from:</b>	
<b>I discussed my ideas with:</b>	
<b>I checked my work with:</b>	
<b>I practised:</b>	
<b>Other things I did:</b>	
<b>In meeting the targets:</b>	
<b>I found it easy to:</b>	
<b>I had difficulties with:</b>	
<b>I had to make the following changes to my plan:</b>	
<b>I need to improve:</b>	



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