

# APPLICATION OF NUMBER

# Application of Number

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## Application of Number

The aim of the application of number standards is to encourage candidates to develop and demonstrate skills in interpreting information involving numbers, carrying out calculations, interpreting results and presenting findings.

The activities planned to meet the requirements of the Welsh Baccalaureate Core will vary considerably between centres and therefore the opportunities to generate evidence of Application of Number will be very different. An important factor is that number work is used as evidence for an area of study so that students see the relevance of the work. An example of activities that could be used is provided at each level in order to demonstrate the type of calculations needed to meet the requirements of the level.

### Main differences between the levels

Level 1	Level 2	Level 3
<p>Candidates are required to:</p> <ul style="list-style-type: none"> <li>• Handle simple numerical and graphical information</li> <li>• Use simple techniques in the context of short activities</li> <li>• Carry out calculations which involve only one or two steps</li> <li>• Cover each element of the Collect, Process, Interpret cycle but not necessarily combined</li> <li>• Handle statistics of approximately 10 items of data</li> <li>• Interpret information from a table, chart, graph or diagram</li> <li>• Present their findings in two different ways using charts or diagrams</li> </ul>	<p>Candidates are required to:</p> <ul style="list-style-type: none"> <li>• Carry out at least one activity that covers all of the assessment criteria ie collect, process, interpret cycle, other activities need only cover collect, process, or process, interpret</li> <li>• Carry out calculations involving two or more steps and a more demanding range of techniques and understanding</li> <li>• Know how to work with numbers of any size</li> <li>• Use formulae</li> <li>• Handle statistics where they compare two data sets each containing approximately 20 items of data</li> <li>• Interpret information from a graph or chart</li> </ul>	<p>Candidates are required to:</p> <ul style="list-style-type: none"> <li>• Be responsible for the planning and carrying through of at least one activity that cover all of the criteria</li> <li>• Compare distributions of grouped data in a large data set of approximately 50 items.</li> <li>• Carry out calculations which involve several stages</li> <li>• Justify their approaches and methods as well as presenting their findings</li> <li>• Cover each element of the collect, process, interpret cycle for every activity</li> </ul>

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### Evidence Presentation

It is important that candidates present their evidence effectively and not as pages of “sums”. A more holistic approach should be encouraged.

Candidates should provide an introduction where they clearly identify the purpose, the methods they will be using and the calculations that they will need in order to obtain the desired results. At level 3, this will be preceded by a plan - N1.1, N2.1 and N3.1.

The main body of the work will show the candidate working systematically through the tasks, carrying out the calculations (showing their methodology) and how they have effectively checked their work for accuracy for each type of calculation – N1.2, N2.2, N3.2.

Finally the candidates should provide a conclusion explaining what they have established from the results of the calculations and how this relates to the original purpose of the task – N1.3, N2.3, N3.3.

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### Level 1

At this level, the subject matter and materials should be straightforward and have content put across in a direct way so that the candidates can easily identify the information they need for the task.

Candidates should show that they understand the purpose of the task ie the purpose for obtaining information, carrying out calculations and how their results relate to the purpose of the task. Candidates cannot be told how to carry out the calculations or whether to use a chart or diagram to present their findings. These choices must be their own. It is also important that the candidates provide evidence of checking each type of calculation.

The location of the evidence against each element of the criteria should be recorded by page number on the Unit Summary. See **Appendix A**.

#### **N1.1 – Interpret information from two different sources. At least one source must include a table, cart or diagram**

One source must be a table, chart, diagram or graph. The second source may be direct observation or measurement or even a different graphical source eg a chart if a graph was used for the first source.

##### **N1.1.1 – obtain the information you need to meet the purpose of your task**

In order to obtain the information, the candidate must understand the purpose of what they are doing. Therefore it is always useful to get the candidate to explain what the purpose is first. They should then explain what information they are obtaining from the sources. Source documents should also be included as evidence within the portfolio.

##### **N1.1.2 – identify suitable calculations to get the results you need**

It is important that candidates demonstrate that they can identify unaided the calculations that they will need to carry out in order to get the results they need. They may be told that they will need to work out the average, but they must identify **how** they do this.

Candidates should clearly explain what calculations they will use.

#### **N1.2 – Carry out and check calculations to do with:**

- A** amounts or sizes
- B** scales or proportion
- C** handling statistics

Assessors should look for examples (at least one from each category). The calculations should be documented in full with clear evidence of how the

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candidate checked each type of calculation to ensure that their results were accurate and made sense. Candidates can use any appropriate checking method eg estimation, using ICT (eg entering data into a spreadsheet) or inverse operations.

### **N1.2.1 – carry out calculations to the level of accuracy you have been given**

The assessor is checking whether the candidate has carried out the correct calculation and with accuracy. The candidates can be given the level of accuracy to work to eg 2 decimal places or rounded to the nearest whole number.

### **N1.2.2 – check your results make sense**

It is important that there is evidence of the candidate checking each type of calculation.

### **N1.3 – Interpret the results of your calculations and present your findings – in two different ways using charts or diagrams**

Assessors should look for evidence and document the fact that the candidate can select unaided, a suitable choice of chart and/or diagram, with appropriate labels and correct use of units. It is also important to note that candidates **cannot** use the same data/information to present different types of charts, it must be different information. The candidate must also describe how the results of their calculations met the purpose of the task eg in the example that follows they could comment on the number of Welsh speakers currently living in Wales is below the average for the last 10 years.

#### **N1.3.1 – choose suitable ways to present your findings**

Candidates must select unaided appropriate charts and/or graphs to present their findings.

#### **N1.3.2 – use more than one way to present your findings**

Candidates must present different information for each way of presentation. In the example that follows they could use a bar chart to show the comparison of ethnic groups within Wales and a pie chart to represent the proportion of Welsh speakers over the last 10 years.

#### **N1.3.3 – present your findings clearly using a chart or diagram**

The presentation of the graphs and/or diagrams should be accurate with appropriate labels and units.

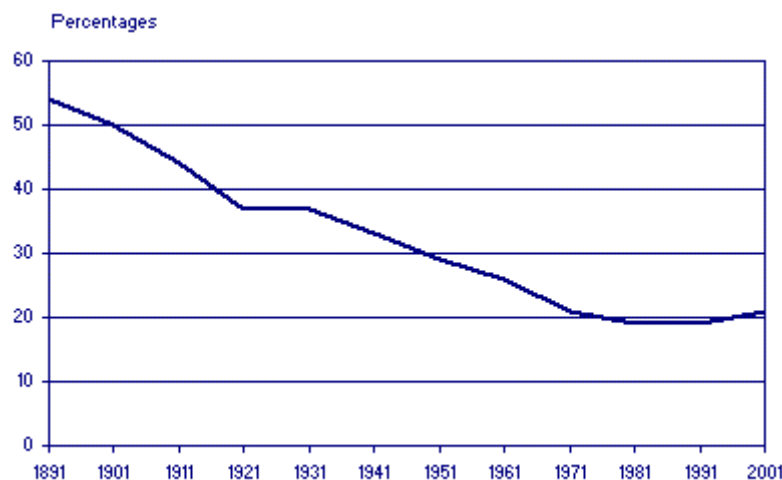
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### N1.3.4 – describe what your results tell you

Candidates must explain their results, identifying what they have discovered and how it has met the original purpose of the task.

### Level 1 Example

Candidates could carry out activities where they analyse “the position of the Welsh language in contemporary Wales”. There are numerous sites on the Internet eg: <http://www.statistics.gov.uk/> where they can be provided with source information to interpret eg the line graph below was obtained from this site.



Proportion of people aged 3 and over able to speak Welsh

Candidates could be asked to interpret the graph. What does it tell them about the use of the Welsh language? You will note that it covers a 110 year period, so they could then be asked to find out the range between the years and the average – this will then cover handling statistics.

To carry on the theme, they could analyse the population in Wales by ethnic group and identify what percentage of the total population each group represents (proportion). The table below was obtained from the following website: <http://www.statistics.gov.uk/>

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Office for National Statistics: January 2004

# Ethnicity and Religion

Population of Wales: by ethnic group, April 2001

### Numbers

White British 2,786,605

White Irish 17,689

Other White 37,211

**White 2,841,505**

Indian 8,261

Pakistani 8,287

Bangladeshi 5,436

Other Asian 3,464

**Asian or Asian British 25,448**

Black Caribbean 2,597

Black African 3,727

Other Black 745

**Black or Black British 7,069**

**Chinese 6,267**

**Other 5,135**

**Total population? Candidates would be required to find this total**

The candidates could then interpret their results and present their findings. They could use a pie chart to show the proportion of each group to the total population.

Another activity that they could carry out is to calculate the proportion of males to females within each group from the table below. They could then interpret their results and using a bar chart to present their findings effectively.

### Limiting long-term illness, by age and sex, April 2001

<u>Wales</u>			<u>Numbers</u>
<u>Age group</u>	<u>Males</u>	<u>Females</u>	<u>All people</u>
0-15	17,003	11,466	28,469
16-24	10,436	9,636	20,072
25-44	47,475	50,148	97,623
45-59	77,891	80,981	158,872
60-74	102,134	98,348	200,482
75 and over	52,666	91,884	144,550
All ages	307,605	342,463	650,068

Source: Census, April 2001, Office for National Statistics

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### Appendix A – Level 1 Unit Summary

Candidate \_\_\_\_\_

COMPONENT		REFERENCE(S)
<b>N1.1 Interpret information from two different sources. At least one source must include a table, chart, graph or diagram.</b>	Table/chart/graph or diagram source	
	Other source	
<b>N1.2 Carry out and check calculations to do with:</b> <b>a. amounts or sizes</b> <b>b. scales or proportion</b> <b>c. handling statistics.</b>	(a) amounts or sizes	
	(b) scales or proportion	
	(c) handling statistics	
<b>N1.3 Interpret the results of your calculations and present your findings in two different ways using charts or diagrams.</b>	Chart	
	Diagram	

I confirm that the evidence submitted is the candidate's own work and that it meets all the evidence requirements for this Key Skill.

**ASSESSOR** \_\_\_\_\_

**CANDIDATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

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### Level 2

Candidates are expected to demonstrate a familiarity with the Collect, Process and Interpret cycle. At least one of the activities they undertake must include all three parts of the cycle ie evidence for at least part of N2.1, N2.2 and N2.3. Standalone activities are not permitted at level 2. All other activities must cover at least two parts of the cycle ie N2.1 and N2.2 or N2.2 and N2.3. They must use two different sources either in a single activity or in separate activities, one of which must be material containing a chart or graph.

Guidance can be given to the candidates on the types of activities that will provide sufficient scope for covering the criteria, but candidates must both identify and carry out the tasks for themselves.

The types of activities could include the following:

- Analysis of Welsh speakers in the local community by age, social background and employment
- Comparing work and employment trends between Wales and other countries
- Analysis of interviews of people from different social and ethnic groups regarding their interests in contemporary music

It is important when providing evidence for handling statistics that candidates have the opportunity to compare two data sets of approximately 20 items each.

The location of the evidence against each element of the criteria should be recorded by page number on the Unit Summary. See **Appendix B**.

### **N2.1 – Interpret information from a suitable source**

Assessors should look for evidence that the candidate has obtained information from two different sources of which one must be a graph or chart. The other could be a graph or another form of graphical or written material, direct measurement or observation.

#### **N2.1.1 – choose how to get the information you need to meet the purpose of your activity**

In order to do this, the candidate must be clear about the purpose of the activity. It is therefore advisable that they explain the purpose of the activity, identify the information that they will need and how they will obtain the information.

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### N2.1.2 – obtain relevant information

Having identified the information they require, they should provide evidence of actually obtaining it. This may be in the form of completed questionnaires, graphs or charts obtained from appropriate websites, books etc as appropriate to the task. Candidates must include the source information as part of their evidence.

### N2.1.3 – choose appropriate methods to get the results you need

Candidates must identify, unaided, the calculations that they will need to use in order to get the required results.

### N2.2 – Use your information to carry out calculations to do with:

- A amounts or sizes
- B scales or proportion
- C handling statistics
- D using formulae

The calculations should require two or more steps and using the information obtained from N2.1, should cover at least one example from each category. When handling statistics candidates **must** be able to compare two sets of data (of approximately 20 data items each).

Examples of amounts and sizes could be evaluating one number as a fraction or percentage of another, working out volumes, converting between fractions and decimals.

Examples of scales and proportion could be calculating ratios eg 1:7 people in Wales can speak Welsh or enlarging shapes by using a scale factor.

Examples of handling statistics could be finding the mean, median and/or mode and using them to compare the two sets of data.

Examples of using formulae could be through calculating volumes, interest rates, insurance premiums.

In the example that follows, the candidate analyses population growth in Wales and another appropriately sized country. This activity would not provide evidence for all of the key skill and a second activity would be required. However, there would be the opportunity if carried out appropriately that it would cover amounts, sizes, proportion as well as being extended to include statistics.

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### **N2.2.1 – carry out calculations, clearly showing your methods and levels of accuracy**

It is important that the candidate shows exactly how they carried out the calculations involved, showing all of their methods of working and the accuracy they are working to.

### **N2.2.2 – check your methods to identify and correct any errors, and make sure your results make sense**

There should be clear evidence of the candidate checking each type of calculation using, for example, estimation, inverse calculations or ICT (inserting data into a spreadsheet). The candidate should explain how the calculations were checked, what errors, if any, were corrected and how they ensured that the results made sense.

### **N2.3 – Interpret the results of your calculations and present your findings**

Assessors should look for evidence that the candidate can select, unaided, the forms of presentation using a chart, graph or diagram to match the information being presented. The candidate must also describe the methods they used and what the results of their calculations means with respect to the purpose of the activity.

#### **N2.3.1 – select effective ways to present your findings**

It should be clear as to what ways the candidate selected to present the findings and on what they based their decisions.

#### **N2.3.2 – present your findings clearly using a chart, graph or diagram and describe your methods**

Candidates should be able to clearly present their findings and explain their results using numerical, graphical and written formats as appropriate to the purpose and their findings. Graphs, charts and/or diagrams should be constructed accurately using appropriate labels and scales.

#### **N2.3.3 – use more than one way to present your findings**

This links strongly to N2.3.2 as the candidate is expected to include written and numerical information relating to their findings eg it can be seen from the table of figures that..... , in addition to presenting their findings in a pictorial view.

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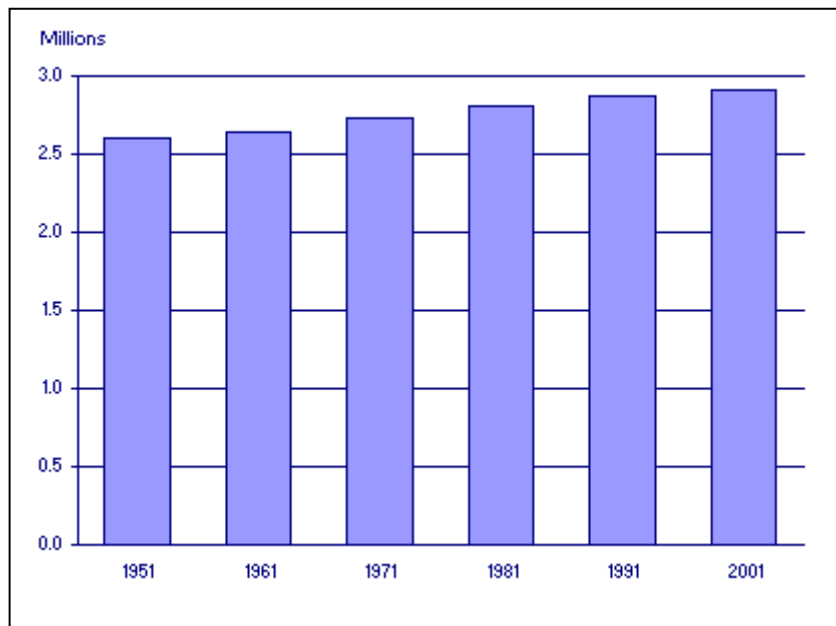
### N2.3.4 – describe what your results tell you and how they meet your purpose

Candidates should present the main results of their findings and calculations, rather than give a narrative account of every step they took. They should be able to describe what the results tell them and how these results relate to the original purpose of the task.

### Level 2 Example

The candidate could compare the population growth between Wales and another country of similar size. They could analyse whether the trends are similar or different and why this may be the case.

The candidate could then provide a plan to identify the other country selected and why. They would identify where they will obtain the information from eg Internet, library etc, including what information they need. They would identify the calculations they need to use and checking methods as well as levels of accuracy eg 2 decimal places. They could analyse a graph on the population growth of one country and perhaps extract the data to put it in a table to compare with the data from the other country. Below is a table taken from the national statistics website for the population in Wales.



Population in Wales

The graph is over a period of 50 years but for the purpose of including it in this example has been changed to 10 yearly increments. The candidate could interpret the information from the graph and then obtain the data for say the last 20 years and compare it with the data for the last 20 years from the other chosen country. They could compare the average population growth, the range and also identify the percentage change in population. The opportunities are vast.

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The candidate is then able to draw conclusions from their calculations and relate it to the original purpose of the task. They can then use charts and/or graphs to help present their findings. They may identify that the population growth rate in Wales is steadily increasing whilst the growth rate in X is.....

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### Appendix B – Level 2 Unit Summary

Candidate \_\_\_\_\_

Carry out at least one activity that includes tasks for all three of N2.1, N2.2 (a or b or c or d) and N2.3.

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.

**Overall, through one or more activities you must:**

- use two different sources which include material containing a chart or graph (N2.1)
- do calculations for a, b, c and d (N2.2)
- present findings in two different ways using charts, graphs or diagrams (N2.3)

COMPONENT	ACTIVITY REFERENCES	ADDITIONAL ACTIVITY REFERENCES
<b>N 2.1 Interpret information from a suitable source.</b>	Graph/chart source	Graph/chart source
	Other source	Other source
<b>N 2.2 Use your information to carry out calculations to do with:</b> <b>a amounts or sizes</b> <b>b scales or proportion</b> <b>c handling statistics</b> <b>d using formulae.</b>	(a) Amounts or sizes	(a) Amounts or sizes
	(b) Scales or proportion	(b) Scales or proportion
	(c) Handling statistics	(c) Handling statistics
	(d) Using formulae	(d) Using formulae
<b>N 2.3 Interpret the results of your calculations and present your findings.</b>	Findings must be presented using <b>TWO</b> from: a chart, a graph, a diagram	
	Chart	Chart
	Graph	Graph
	Diagram	Diagram

I confirm that the evidence submitted is the candidate's own work and that it meets all the evidence requirements for this Key Skill.

**ASSESSOR** \_\_\_\_\_

**CANDIDATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

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### Level 3

Candidates are expected to demonstrate complete understanding of the Collect, Process, Interpret cycle. All of the activities that they undertake must cover all three parts of the cycle.

They should use two different types of sources for N3.1 of which one is a large data set of 50+ items. This data set should be able to be grouped into classes of width across the data.

Appropriate activities are those that can be broken down into a series of tasks where the techniques needed to carry out the activity are more involved eg interrelated multi-stage calculations rather than ones requiring two or more separate steps.

Guidance should be given to the candidates on the types of activity that will provide sufficient scope, but candidates must plan the activity and identify and carry out the tasks for themselves. The plan must cover the whole of the Collect, Process, Interpret cycle. The activity should be complex and require the candidate to consider carefully the nature and sequence of tasks when planning how to obtain and use information to meet the purpose. It must be agreed in advance between the teacher/tutor and candidate that the activity is sufficiently demanding and challenging.

The location of the evidence against each element of the criteria should be recorded by page number on the Unit Summary. See **Appendix C**.

Each of the modules within the Welsh Baccalaureate can provide opportunities for this key skill. One of the main areas could be the analysis of health data within Personal and Social Education or the analysis of Welsh speakers, ethnic groups etc within Wales, Europe and the World.

### **N3.1 – Plan an activity and get relevant information from relevant sources**

The candidate should be able to break the task down into interrelated tasks and identify the problems to be tackled. They need to identify the data that they will require and plan how they will obtain the information. They will also need to identify what they are going to do with respect to organising the data eg tabulating and grouping, types of calculations, the variability or bias. The data set should be of an appropriate complexity to be challenging to interpret and sufficiently large to enable the candidate to carry out statistical calculations relating to grouped data. If graphs or charts are used they should also be sufficiently complex eg weight against heights for a range of body mass indexes.

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### **N3.1.1 – plan how to get and use the information needed to meet the purpose of your activity**

Evidence of planning must include a clear description of the activity and its purpose with candidates providing a good, detailed plan of the whole process. What do they need, how will they get it, what will they do with it etc. It must show that the candidate has given thought and attention to the overall activity as well as demonstrating the ability to break the main activity down into interrelated tasks. Candidates should be encouraged to use the **Activity Planning Sheet – Appendix D**.

### **N3.1.2 – obtain the relevant information**

Having made their decisions in N3.1.1, they need to obtain the information and include it as part of their evidence. This may include questionnaires, data from websites, equipment, books etc.

### **N3.1.3 – choose appropriate methods to get the results you need and justify your methods**

Candidates are expected (within the planning process) to identify the various methods that they can use to get the results eg use of calculations and formulae. They must compare the advantages and disadvantages of each method and when making a choice, justify their decision in relation to the purpose of the activity.

### **N3.2 – Use the information to carry out multi-stage calculations to do with:**

- A** amounts or sizes
- B** scales or proportion
- C** handling statistics
- D** using formulae

Candidates should demonstrate the ability to carry out calculations that involve at least two or more interrelated stage ie where the results from one stage are used to provide some of the data for calculations at the next stage and so on.

Amounts or sizes could include the use of powers, roots, identifying missing angles or sides.

Scales or proportion could include calculating proportional change, or calculating actual sizes from scales diagrams.

Handling statistics could include the calculation of mean, median and interquartile ranges to compare the distribution of group data.

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Using formulae could include the use of simultaneous linear equations, using a formula containing letters and rearranging them so as to change the subject (output).

Candidates should use the information obtained from N3.1 and show their methods of calculation and levels of accuracy used. The candidates should also provide evidence of checking each type of calculation and making corrections if required.

### **N3.2.1 – carry out calculations to appropriate level of accuracy, clearly showing your methods**

The methods must be clearly shown, candidates cannot just provide the answers to the calculations. They must also adjust the results to the level of accuracy that they have identified within their plans.

### **N3.2.2 – check methods and results to help ensure that errors are found and corrected**

Each type of calculation should be checked to confirm accuracy and that the results are valid. Candidates should be encouraged to show where they have discovered errors and how they have corrected them. Checking methods could include estimation, use of ICT (eg spreadsheet) and inverse calculations.

### **N3.3 – Interpret the results of your calculations, present your findings and justify your methods**

Candidates should demonstrate that they are able to identify the strengths and weaknesses of alternative methods in order to determine the most suitable form of presentation for the data concerned. They should be able to justify their choices.

The assessor should check that the candidate has presented their findings effectively using two different ways eg two from graphs, charts or diagrams in other words using a chart and graph or chart and diagram etc.

It is important that the candidate's conclusions are supported by evidence and that the accuracy and dependability of the results is assessed. This may require taking into account approximation within calculations and possible inaccuracies in the original information.

### **N3.3.1 – select appropriate methods of presentation and justify your choice**

It is important that candidates demonstrate the ability to make informed choices based on the results that they have obtained and what they are trying to present.

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### **N3.3.2 – present your findings effectively**

Candidates must present their findings in two different ways using for examples charts and graphs, or charts and diagrams or graphs and diagrams as appropriate to the data being presented. The labels and units used must be accurate. Examples could include a graph with several graph lines on the same axis, bar chart, pie chart, histogram, frequency polygon, scatter graph, network diagram, scale drawing etc.

### **N3.3.3 – describe what your results tell you and whether they meet your purpose**

The candidates must describe their results just providing the “numerical data” is not sufficient. They must also explain how the results of their calculations met the original purpose of their task.

### **Level 3 Example**

A candidate could carry out an activity where they investigate the number and ethnicity of immigrants in Wales over a period of time and compare it with the national statistics for the UK. They would be trying to establish whether the influx of immigrants in Wales is comparable with the influx nationally. The data that they collect should be readily available from the Internet. They would group the data and use calculations such as mean, median and range as appropriate to assist with their statistical analysis. They could produce a scatter graph and insert a trend line and then compare this with a regression line, which they calculate.

It is important throughout that they provide details of the methods used for calculations and evidence of checking each type of calculation. On completion they will then interpret their results and as well as providing a written explanation, could support it by producing a line graph which shows the comparison lines between Wales and the UK. They could also establish whether there is a trend, which can help predict the number of immigrants coming to Wales say over the next 10 years.

**or**

A candidate could carry out an activity where they look at the eating habits and general fitness of a range of people. If they select 50 people they could collect data on their height, weight, eating habits (on an average day) eg carbohydrates, protein, sugar etc. They would be able to group the data for example by sex and age.

The candidate could calculate the mean, median, mode and/or range as appropriate for the data set and establish whether a person's age has any correlation to what they eat and/or what they weigh. There are numerous charts available which, provides a guidance to height/weight ratios and whether a person has the ideal weight, is overweight, obese etc. BMIs could

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be calculated for each person using the appropriate formula and a comparison made to the ideal BMI for a healthy person.

Further analysis could then take place with respect to what they eat on an average day, and a comparison as to whether what they typically eat has any effect on their weight/BMI. This could be compared with other areas by gathering statistical information from another country or another area of the UK.

There are many opportunities associated with health including diseases, mortality rates, birth rates and population growth. As long as the activity can be broken down into a series of related tasks and the calculations require multiple stages it should be fit for purpose.

It is important that throughout the activity, the candidate provides evidence of planning the:

- collecting of information
- processing of information
- presenting of information

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### Appendix C – Level 3 Unit Summary

**Candidate** \_\_\_\_\_

Plan and carry out one or more activities that each includes tasks for all three of N3.1, N3.2. (a or b or c or d) and N3.3.

**Overall, through one or more activities you must:**

- use two different types of sources, including a large data set ie over 50 items of data (N3.1)
- carry out calculations to do with a, b, c and d (N3.2)
- present findings in two different ways using charts, graphs or diagrams (N3.3).

COMPONENT	ACTIVITY REFERENCES	ADDITIONAL ACTIVITY REFERENCES
<b>N3.1 Plan an activity and get relevant information from relevant sources.</b>	Large data set	Large data set
	Other type of source	Other type of source
<b>N3.2 Use this information to carry out multi-stage calculations to do with:</b> <b>a amounts or sizes</b> <b>b scales or proportion</b> <b>c handling statistics</b> <b>d using formulae.</b>	(a) amounts or sizes	(a) amounts or sizes
	(b) scales or proportion	(b) scales or proportion
	(c) handling statistics	(c) handling statistics
	(d) using formulae	(d) using formulae
<b>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</b>	Findings must be presented using <b>TWO</b> from: a chart, a graph, a diagram	
	Chart	Chart
	Graph	Graph
	Diagram	Diagram

I confirm that the evidence submitted is the candidate's own work and that it meets all the evidence requirements for this Key Skill.

**ASSESSOR** \_\_\_\_\_

**CANDIDATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

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Appendix C – Level 3 Activity Planning Sheet

**ACTIVITY PLANNING SHEET**

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Candidate \_\_\_\_\_

Purpose of activity \_\_\_\_\_

Nature and sequence of tasks

Supporting evidence (if appropriate) attached or can be found in \_\_\_\_\_

ASSESSOR \_\_\_\_\_

CANDIDATE \_\_\_\_\_

DATE \_\_\_\_\_

DATE \_\_\_\_\_