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SECTION 1

1.1 INTRODUCTION

It is estimated that some seven million adults in the United Kingdom have problems with reading, writing and number skills. The publication of *A fresh start – improving literacy and numeracy* (DfEE 1999) sets out the extent of the basic skills problem among the adult population. Central to their recommendations was a clear and coherent framework of **national standards for literacy and numeracy** to offer consistent support for adult learners.

These standards at five levels – Entry Level 1, 2 and 3 and Levels 1 and 2 – form the basis of the **Core Curriculum for adult literacy and numeracy**. These set out the skills, knowledge and understanding for each skill at each level together with appropriate examples and sample activities.

The National Basic Skills tests at Levels 1 and 2 provide an accreditation route for adults wishing to have their achievement in the Core Curriculum for adult literacy and numeracy recognised. The table below shows how the new Adult Literacy and Adult Numeracy certificates relate to the Key Skills and the National Qualifications Framework (NQF):

	Key Skills Level 5	NQF 5
	Key Skills Level 4	NQF 4
	Key Skills Level 3	NQF 3
Literacy / Numeracy Level 2	Key Skills Level 2	NQF 2
Literacy / Numeracy Level 1	Key Skills Level 1	NQF 1
Literacy / Numeracy Entry 3		Entry Level 3
Literacy / Numeracy Entry 2		Entry Level 2
Literacy / Numeracy Entry 1		Entry Level 1

The National Basic Skills Tests at Levels 1 and 2 use the same tests as those for Key Skills in Communication and Application of Number at Levels 1 and 2. Success in the National Basic Skills tests will act as a proxy for the associated Key Skills tests in Application of Number and Communication at that level, should a candidate subsequently wish to complete the full Key Skills qualifications in Communication or Application of Number.

Many adults will have been encouraged by the DfES' Get On campaign to improve their skills and have the opportunity to gain a nationally recognised qualification. Thus, as part of the new Government initiative to raise levels of functional literacy and numeracy, OCR is offering the **National Basic Skills tests at Levels 1 and 2**. Candidates achieving a pass in these tests will be awarded the **Certificate in Adult Literacy or Adult Numeracy at Levels 1 or 2** as appropriate.

1.2 KEY FEATURES OF THE CERTIFICATES IN ADULT LITERACY AND NUMERACY

- based on the National Standards for Adult Literacy and Adult Numeracy at Levels 1 and 2
- nationally recognised qualification for basic skills at Levels 1 and 2 of the National Qualifications Framework
- test based – no portfolio of evidence required
- no minimum entry requirements necessary
- suitable for any candidate wishing to demonstrate their achievement in Literacy and/or Numeracy at Levels 1 and 2

1.3 TARGET LEARNERS

- those following basic skills programmes, family learning programmes or community learning programmes
- those following vocational study programmes who wish to develop their literacy/numeracy skills
- those following self study or mentored learning programmes

The Award will be suitable for any adult over 16 years who wishes to develop and demonstrate their skills in literacy and/or numeracy.

1.4 STRUCTURE OF THE NATIONAL BASIC SKILLS TESTS IN LITERACY

- test lasts one hour
- test consists of 40 multiple-choice, machine markable questions, each worth one mark
- test questions are grouped around different everyday scenarios, each group of questions testing different aspects of reading and writing at that level
- candidates will be supervised while they are taking the tests
- dictionaries cannot be used during the test
- monthly testing opportunities
- no need to register candidates in advance of the test date
- test entries are unnamed

1.5 STRUCTURE OF THE NATIONAL BASIC SKILLS TESTS IN NUMERACY

- test lasts one hour and 15 minutes
- test consists of 40 multiple-choice, machine markable questions, each worth one mark
- test questions are grouped around different everyday scenarios, each group of questions testing different aspects of numeracy at that level
- candidates will be supervised while they are taking the tests
- writing, drawing and measuring equipment may be used during the test
- calculators cannot be used during the test
- monthly testing opportunities
- no need to register candidates in advance of the test date
- test entries are unnamed

1.6 ASSESSMENT

- tests set by QCA and marked by OCR
- results are graded either pass or fail

1.7 PREPARING CANDIDATES FOR THE CERTIFICATE IN ADULT LITERACY

The Basic Skills Agency has developed a Core Curriculum for teaching literacy to adults at Entry Level 1 – 3 and Levels 1 and 2. Staff supporting candidates preparing for the tests would be advised to obtain copies of these materials. The Standards for Adult Literacy Levels 1 and 2 are reproduced here as Section 1.5.

The Adult Literacy Core Curriculum may be obtained from: The Basic Skills Agency, Admail 524, London WC1A 1BR, website: www.basic-skills.co.uk. Telephone: 0870 600 2400, fax: 0870 600 2401.

The Adult Literacy Core Curriculum sets out in some detail the skills, knowledge and understanding required for each level together with examples and sample activities. The Core Curriculum follows the national literacy standards closely reflecting exactly what an adult will be expected to be able to do in terms of reading, writing, speaking and listening at each level.

The nature of the **National Basic Skills tests in Literacy** (multiple-choice and limited to one hour in length) means that only a **sample** of the requirements of the literacy standards can be tested. The parts of the literacy standards that require learners to listen and respond, speak to communicate and engage in discussion do **not** form part of the National Basic Skills tests. The multiple-choice format means that candidates will **not** be required to write words, sentences or paragraphs in any formats such as letters, memos and reports. However, candidates will need to be able to identify the correct format, style and language for a given purpose, the logical sequence for information and identify errors in spelling, grammar and punctuation.

Candidates will not be able to use a dictionary during the test.

The **National Basic Skills tests** contain some 5 –7 text scenarios with a number of related questions. Each question is followed by four possible answers. The candidate is required to select the one correct answer from the choices given. There are 40 questions to be completed in one hour. Each question is awarded one mark. Candidates use a separate answer sheet to indicate the correct answers.

The test is designed to have a pass mark in the range 22 – 30 marks out of 40. The Awarding Bodies are jointly responsible for setting the final pass mark and this is determined at an awarding meeting after each test has been taken.

Candidates are awarded a pass or fail grade. Candidates who are successful in the test will receive the **OCR Certificate in Adult Literacy** at Level 1 or 2 as appropriate.

The following exemplar material has been included to give tutors/teachers an indication of the way in which:

- test questions are organised around a piece of text
- the tests use the multiple-choice format
- questions sample from the basic skills standards in literacy

Exemplar material for the National Basic Skills tests has been included in this booklet but further exemplar material is available in the form of the Key Skills tests. The November 2000 and January 2001 Key Skills test papers for Communication and Application of Number at Levels 1 and 2 are available on the OCR website: www.ocr.org.uk

1.8 EXEMPLAR MATERIAL FOR THE NATIONAL BASIC SKILLS TEST IN LITERACY

LEVEL 1

Questions 1 to 4 are based on this train company leaflet.

**MIDLAND MAINLINE TICKET
EXPRESS**

WE'VE GOT THERE!

Book in person or call 0345 125 678 local rate

- Tickets must be purchased at least 7 days before travel. Please book early to avoid disappointment.
- Seats must be reserved at the time of booking. Reservations cost you nothing.
- Tickets may be purchased from any Midland Mainline station or rail-appointed travel agent.
- Telephone bookings may be made using most major credit and debit cards for a small charge. A dedicated line is available for booking tickets, 7 days a week between 08:00h and 20:00h. When booking by 'phone, please allow 5 days for your tickets to reach you by post.

1. Which of these statements is true?
 - A There is an extra charge for reserving seats on trains
 - B Tickets must be bought at least 10 days before travelling
 - C You can book tickets using credit cards or debit cards
 - D Tickets can only be bought in person at a station

2. Without changing the meaning of the sentence, which word could be used instead of 'dedicated' in the last section of the leaflet?
 - A local
 - B specific
 - C loyal
 - D free

3. What does the passage say is free of charge?
- A The telephone calls
 - B The rail travel
 - C Using your credit card
 - D Reserving a seat
4. The overall purpose of this text is to
- A sell seat reservations for all rail journeys
 - B express opinions about Midland Mainline Trains
 - C describe how to complete booking forms for seats
 - D provide information on how to book a seat and a ticket

Questions 5 to 8 are based on this advertisement for a car.

FIESTA	line 1
1.1 Popular Plus	line 2
M registration, 59 000 miles	line 3
White, sunroof	line 4
Stereo needs attention	line 5
Electric windows, central locking	line 6
Only one previous owner	line 7
Taxed until end of July	line 8
10 months' MOT	line 9
Full servise history	line 10
Owner moving abroad, hence need to sell	line 11
It's a bargain	line 12
at £1600	line 13
Tel. 0111 123	line 14

5. According to the advertisement, Jo is selling her car because
- A the stereo needs attention
 - B she is moving abroad
 - C the road tax has run out
 - D the MOT has run out

6. There is a spelling mistake in the first part of the advertisement. It is on line
- A 2
 - B 3
 - C 5
 - D 6
7. There is a spelling mistake in the second part of the advertisement. It is on line
- A 7
 - B 8
 - C 10
 - D 11
8. Which of these statements from the advertisement is an opinion about the advertised car?
- A One previous owner
 - B 10 months' MOT
 - C 1.1 Popular Plus
 - D It's a bargain

1.9 EXEMPLAR MATERIAL FOR THE NATIONAL BASIC SKILLS TEST IN LITERACY

LEVEL 2

Questions 1 to 5 are based on this job application letter.

14 Waverley Court Carlton Notts NT4 5BF	line
24 July 2000	
Personnel Manager Rawston Fabrications Ltd Chilwell Nottingham NT2 7DD	
Dear Mr Stout	
I saw your advertisement for an Office Junior in yesterday's Evening Post and I would like to apply for the position.	1 2
I am 17 years of age and I have just finished my GNVQ Intermediate course in Business Studies. I got a Distinction grade. I have been working part time in my local newsagent's shop and I have gained a lot of experience in handling cash. Mr Brooks, the shop's owner is willing to be a referee for me.	3 4 5 6
I prefer to work independently. I know that I can do a good job in a busy office as a member of a team. I am not afraid to organise my own work. I hope you will contact me but I should point out that I am going away for a weeks' holiday on Monday next.	7 8 9
Thank you.	
Rachel Bennett (Miss)	

1. The word 'advertisement' (line 1) is incorrectly spelt. The correct spelling is

- A advertizement
- B advertesment
- C advertisement
- D advertisemant

2. The word 'experiance' (line 5) is incorrectly spelt. The correct spelling is
- A expiriance
 - B experiance
 - C experience
 - D expreience
3. There is a punctuation error in line
- A 1
 - B 3
 - C 5
 - D 9
4. To join together the two sentences on line 7 it would be best to use the word
- A so
 - B but
 - C therefore
 - D because
5. Rachel should close the letter with
- A Yours sincerely
 - B Yours truly
 - C Yours faithfully
 - D Yours ever

Questions 6 to 9 are based on this text that promotes a computer manufacturer.

<p>We are so confident in the reliability of our systems that, in the unlikely event of a hardware problem, we now offer a free upgrade to first year on-site service worth £49. If a problem cannot be resolved by our telephone support team we will endeavour to send a member of our highly competant engineering team to repair or rectify it.</p>	<p>line 1 2 3 4 5</p>
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6. The words 'confident in' as used in line 1 mean
- A sure about
 - B pleased with
 - C informed of
 - D concerned for

7. The last sentence of the article suggests
- A technical expertise
 - B a profitable organisation
 - C reliable technology
 - D speedy response time
8. Which of the following statements does the passage make?
- A Hardware repairs are unlikely to cost more than £49
 - B £49 is the maximum charge for calling out an engineer
 - C The minimum charge of £49 has now been abolished
 - D First-year on-site service costing £49 is now offered free
9. There is a spelling error in line
- A 1
 - B 3
 - C 4
 - D 5

1.10 PREPARING CANDIDATES FOR THE CERTIFICATE IN ADULT NUMERACY

The Basic Skills Agency has developed a Core Curriculum for teaching numeracy to adults at Entry Level 1 – 3 and Levels 1 and 2. Staff supporting candidates preparing for the tests would be advised to obtain copies of the core curriculum. The standards for adult numeracy at Levels 1 and 2 are reproduced here as Section 1.16.

The Adult Numeracy Core Curriculum may be obtained from: The Basic Skills Agency, Admail 524, London WC1A 1BR, website: www.basic-skills.co.uk. Telephone: 0870 600 2400, fax: 0870 600 2401.

The Adult Numeracy Core Curriculum sets out in some detail the skills, knowledge and understanding required for each level together with examples and sample activities. The Core Curriculum follows the numeracy national standards closely reflecting exactly what an adult will be expected to be able to do in terms of calculating and manipulating mathematical information such as whole numbers, decimals, fractions, common measures, shape and space and probability. Candidates will be able to extract information from tables, charts, diagrams and find the arithmetical average and range of a set of data.

The nature of the **National Basic Skills tests in Numeracy** (multiple-choice and limited to one hour and 15 minutes in length) means that only a **sample** of the requirements of the numeracy standards can be tested. For example the parts of the numeracy standards which require learners to collect and record data and use graphs and charts to present results cannot be tested.

The **National Basic Skills tests** are made up of groups of questions based around different scenarios together with some free-standing questions. Each question is followed by four possible answers. The candidate is required to select the one correct answer from the choices given. There are 40 questions to be completed in one hour and 15 minutes. Each question is awarded one mark. Candidates use a separate answer sheet to indicate the correct answers.

Candidates are not allowed to use calculators but the use of a bilingual dictionary is permitted.

The test is designed to have a pass mark in the range 22 – 30 marks out of 40. The Awarding Bodies are jointly responsible for setting the final pass mark and this is determined at an awarding meeting after each test has been taken.

Candidates are awarded a pass or fail grade. Candidates who are successful in the test will receive the **OCR Certificate in Adult Numeracy** at Level 1 or 2 as appropriate.

Exemplar material for the National Basic Skills tests has been included in this booklet but further exemplar material is available in the form of Key Skills tests. The November 2000 and January 2001 Key Skills test papers for Application of Number and Communication at Levels 1 and 2 are available on the OCR website: www.ocr.org.uk

1.11 EXEMPLAR MATERIAL FOR THE NATIONAL BASIC SKILLS TEST IN NUMERACY

LEVEL 1

Questions 1 to 4 are about football spectators.

1. Thirty thousand five hundred and twenty people went through the turnstile. Which figure shows this?

A	35020
B	3000
C	3520
D	30520

2. At another club there are 2500 spectators. 500 have come by bus. What percentage of spectators came by bus?

A	20%
B	25%
C	15%
D	10%

3. The crowd of 2500 spectators is made up of 1500 men and 1000 women. What was the ratio of men to women?

A	25:15
B	15:1
C	3:2
D	2:3

4. Kick-off for the match was 1.30pm. The match lasted 1 hour and 30 minutes plus an interval of 15 minutes. When did the match finish?

A	3pm
B	3.30pm
C	3.45pm
D	3.15pm

Questions 5 to 7 are about ready-meals.

The factory makes ready-meals.

Day	Meals
Monday	1500
Tuesday	1700
Wednesday	2300
Thursday	2500
Friday	1000

5. What is the mean number of meals made per day?
- A 2300
B 2000
C 1800
D 1500
6. What was the range of the number of meals made that week?
- A 2300
B 1800
C 1500
D 1000
7. Each ready-meal normally sells for £2.00. This week they are being sold at 20% off the normal price. What is the new price?
- A £1.00
B £1.40
C £1.60
D £1.80

Questions 8 to 10 are about DIY.

8. This is the bill for some items from the DIY store.

Paint	£8.99
Brush	£2.18
Sandpaper	£1.20

What is the total to the nearest £?

- A £11
B £12
C £13
D £14

9. Paint is sold in 2-litre tins. What is this in millilitres?
- A 20
 - B 200
 - C 2000
 - D 20000
10. A litre of paint will cover 20 square metres. Which wall is **too** large to be painted fully?
- A 2.5m x 7.5m
 - B 4m x 5m
 - C 4.5m x 4.5m
 - D 5.5m x 3.5m

1.12 EXEMPLAR MATERIAL FOR THE NATIONAL BASIC SKILLS TEST IN NUMERACY

LEVEL 2

Questions 1 to 3 are about numbers attending a concert.

Venue	Value of advanced ticket sales (£)	Value of ticket sales on the day (£)
Birmingham	84000	42240
Leeds	72000	35000
Manchester	98000	37550
Glasgow	65250	34880
London	33344	126900

1. Calculate the advance ticket sales for Birmingham as a percentage of total ticket sales for Birmingham.

A 50%
B 60%
C 65%
D 70%

2. If the average ticket price in London was £32, how many people bought tickets in advance?

A 1042
B 1420
C 1240
D 1040

3. Which statement is false?

A 80% of venues sold more than 50% of tickets in advance
B 80% of venues sold more than 40% of tickets in advance
C 20% of venues sold fewer than 25% of tickets in advance
D 40% of venues sold fewer than 20% of tickets in advance

Questions 4 to 7 are about a holiday in France.

4. The Euro is currently worth 62.1 pence. Renting a cottage in France is 550 Euros per week. Calculate the cost to the nearest £.
- A £341
 - B £342
 - C £350
 - D £340
5. The journey to France is estimated at 890 miles return. Estimate the distance in kilometres if a kilometre is five-eighths of a mile.
- A 1424
 - B 556
 - C 7120
 - D 4450
6. On a map with a scale of 1:1,000,000 the distance between Calais and the cottage is 30cm. What is the actual distance?
- A 200km
 - B 250km
 - C 300km
 - D 350km
7. The temperature in London is 66 degrees but is 12% warmer in Paris. What is the temperature in Paris (to 1 decimal place)?
- A 74
 - B 73.9
 - C 73.5
 - D 73

Questions 8 to 10 are about bread.

	4 slices of bread	Recommended daily amounts for women	Recommended daily amounts for men
Calories	273	2000	2500
Fat	3.2	70	95
Salt	0.6	5	7

8. Four slices of bread provide 273 calories. What is this as a percentage of the recommended daily amount for men?
- A 0.010%
B 0.109%
C 1.092%
D 10.92%
9. The capacity of the tins used to bake bread is 8000 millilitres. The base of the tin measures 40cm x 16cm. What is the height of the baking tin?
- 1 litre = 1000 cubic centimetres
- A 8cm
B 10cm
C 12.5cm
D 16cm
10. Each loaf of bread weighs 800 grams and is cut into 26 slices. How much will 4 slices weigh (to 1 decimal place)?
- A 123 grams
B 123.7 grams
C 123.1 grams
D 123.0 grams

**The National Standards for Adult Literacy and Adult Numeracy at Levels 1 and 2
have been reproduced here by kind permission of QCA.**

**The full standards publication can be obtained from QCA publications, PO Box 99,
Sudbury, Suffolk CO10 6SN, tel 01787 884444; fax 01787 312950 (order ref QCA/00/621).**

Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including spoken communication)

Level 1

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

An adult will be expected to:

- listen for and identify relevant information from explanations and presentations on a range of straightforward topics
- listen for and understand explanations, instructions and narratives on different topics in a range of contexts
- use strategies to clarify and confirm understanding, *eg facial expressions, body language and verbal prompts*
- provide feedback and confirmation when listening to others
- make contributions relevant to the situation and the subject
- speak clearly in a way which suits the situation
- make requests and ask questions to obtain information in familiar and unfamiliar contexts
- respond to questions on a range of topics
- express clearly statements of fact, explanations, instructions, accounts and descriptions
- present information and ideas in a logical sequence and include detail and develop ideas where appropriate
- follow and contribute to discussions on a range of straightforward topics
- respect the turn-taking rights of others during discussions
- use appropriate phrases for interruption

in formal exchanges connected with education, training, work and social roles

Standards for adult literacy

(including spoken communication)

Level 1

Reading

At this level, adults can:

read and understand

straightforward texts of varying length on a variety of topics accurately and independently

read and obtain information

from different sources

An adult will be expected to:

- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- recognise how language and other textual features are used to achieve different purposes, *eg to instruct, explain, describe, persuade*
- identify the main points and specific detail, and infer meaning from images which is not explicit in the text
- use organisational and structural features to locate information, *eg contents, index, menus, subheadings, paragraphs*
- use different reading strategies to find and obtain information
- use reference material to find the meaning of unfamiliar words

in reports, instructional, explanatory and persuasive texts

Standards for adult literacy

(including spoken communication)

Level 1

Writing

At this level, adults can:

write to communicate

information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

An adult will be expected to:

- plan and draft writing
- judge how much to write and the level of detail to include
- present information in a logical sequence, using paragraphs where appropriate
- use language suitable for purpose and audience
- use format and structure for different purposes
- write in complete sentences
- use correct grammar *eg subject-verb agreement, correct use of tense*
- punctuate sentences correctly and use punctuation so that meaning is clear
- spell correctly words used most often in work, studies and daily life
- proof-read and revise writing for accuracy and meaning
- produce legible text

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Guidance and examples

Literacy (including spoken communication) level 1

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- seeking support from an official such as a councillor or an MP at a local surgery
- working as a committee member of a community association
- taking part in a residents' or tenants' licence or passport
- filling in an application form for a driving licence or passport

Economic activity, including paid and unpaid work

- obtaining information from a trade union representative
- taking responsibility for a visitor to the workplace
- participating effectively in an annual appraisal or job interview
- reading an employment contract and seeking clarification where necessary
- filling in a customer service questionnaire
- recording information in an accident report form

Domestic and everyday life

- expressing opinions at a parents' meeting at school
- reading an estimate or report from a builder or garage
- following a simple procedure in a first-aid manual
- following and completing a service agreement for a household appliance

Leisure

- following instructions to use equipment in a gym
- reading and recording factual information related to a hobby or interest
- selecting a book to read for pleasure from a library or bookshop
- writing down contact details following a radio or television programme

Education and training

- obtaining specific information from a talk or presentation
- explaining something to another learner
- finding relevant information in reference material and making notes for a written task
- carrying out written tasks for assessment purposes

Using ICT in social roles

- understanding and using buttons on an internet browser
- using hypertext links on websites and in multimedia software to locate information
- using key words to find information on a website
- using drop-down menus on computer software
- formatting documents on a word processor
- reading and posting messages on electronic bulletin boards

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context and are able to do this using a range of straightforward strategies.

Access Statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including spoken communication)

Level 2

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

An adult will be expected to:

- listen for and identify relevant information from extended explanations or presentations on a range of topics
- listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts
- speak clearly and confidently in a way which suits the situation
- respond to detailed or extended questions on a range of topics
- respond to criticism and criticise constructively
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary
- present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
- make relevant contributions and help to move discussions forward
- adapt contributions to discussions to suit audience, context, purpose and situation
- use appropriate phrases for interruption and change of topic
- support opinions and arguments with evidence
- use strategies intended to reassure, *eg body language and appropriate phraseology*

in a wide range of formal and social exchanges

Standards for adult literacy

(including spoken communication)

Level 2

Reading

At this level, adults can:

read and understand

a range of texts of varying complexity accurately and independently

read and obtain information

of varying length and detail from different sources

An adult will be expected to:

- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- identify the purpose of a text and infer meaning which is not explicit
- identify the main points and specific detail
- read an argument and identify the points of view
- read critically to evaluate information and compare information, ideas and opinions from different sources
- use organisational features and systems to locate texts and information
- use different reading strategies to find and obtain information, *eg skimming, scanning, detailed reading*
- summarise information from longer documents
- read and understand technical vocabulary
- use reference materials to find the meanings of unfamiliar words

in a wide range of text types

Standards for adult literacy

(including spoken communication)

Level 2

Writing

At this level, adults can:

write to communicate

information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

An adult will be expected to:

- plan and draft writing
- judge how much to write and the level of detail to include
- present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate
- use format and structure to organise writing for different purposes
- use formal and informal language appropriate to purpose and audience
- use different styles of writing for different purposes, *eg persuasive techniques, supporting evidence, technical vocabulary*
- construct complex sentences
- use correct grammar, *eg subject-verb agreement, correct and consistent use of tense*
- use pronouns so that their meaning is clear
- punctuate sentences correctly and use punctuation accurately, *eg commas, apostrophes, inverted commas*
- spell correctly words used most often in work, studies and daily life, including familiar technical words
- proof-read and revise writing for accuracy and meaning
- produce legible text

in a wide range of documents

Guidance and examples

Literacy (including spoken communication) level 2

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- expressing an opinion among strangers at a public meeting
- handling negotiations and expressing views about a controversial issue
- finding information in the local library to clarify an issue or support a position
- writing a formal letter of complaint or advice to an official or an organisation

Economic activity, including paid and unpaid work

- handling a difficult situation at work
- finding information in an instruction manual or a technical handbook
- reading and comparing service contracts, *eg for photocopiers or cleaning services*
- summarising information from a document in preparation for a meeting
- replying to a business letter requesting specific information
- making positive contributions to a meeting at work

Domestic and everyday life

- putting forward a proposal at a parents' meeting at school
- following instructions for self-assembly furniture or other equipment
- following written instructions and advice for post-operative care for self or others
- describing an event on an insurance claim

Leisure

- coaching a local sports team and making appropriate arrangements
- following a debate on a topical issue on television or radio and discussing with others
- reading extended texts for pleasure
- composing and producing information for a local club, *eg events, newsletters, committee meetings*

Education and training

- making a short presentation to other learners in the group
- making constructive comments about another learner's presentation
- locating relevant information in the library and making records for personal use
- summarising information from a range of documents
- preparing and revising for assessments

Using ICT in social roles

- using a computer system in a library or bookshop to find out if a book is in stock
- searching for information on the internet
- locating files on a familiar computer system

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context and are able to do this using a range of straightforward strategies.

Access Statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

Standards for adult numeracy

Understanding and using mathematical information

At this level, adults can:

read and understand

straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material

specify and describe

a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome

An adult will be expected to:

- use numbers, fractions, decimals and percentages in the context of measures and make observations
- use shape and space to record measurements and make observations
- use information from tables, diagrams, charts and line graphs
- collect and record discrete data in tests and from observations
- identify appropriate methods
- identify and use the mathematical facts, skills or concepts that best match the practical situation

Calculating and manipulating mathematical information**At this level, adults can:****generate results**

to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose

An adult will be expected to:**use whole numbers**

- to read, write, order and compare numbers, including large numbers
- to recognise negative numbers in practical contents, *eg temperatures*
- to add, subtract, multiply and divide using efficient written methods
- to multiply and divide by 10 and 100
- to recall multiplication facts up to 10 x 10 and make connections with division facts
- to recognise numerical relationships, *eg multiples and squares*
- to work out simple ratio and direct proportion, *eg three parts to one part*
- to approximate by rounding
- to estimate answers to calculations

use fractions

- to read, write, order and compare common fractions and mixed numbers
- to find parts of whole number quantities or measurements, *eg $\frac{2}{3}$ or $\frac{3}{4}$*
- to recognise equivalencies between common fractions, percentages and decimals, *eg 50 per cent = $\frac{1}{2}$, $0.25 = \frac{1}{4}$* , and use these to find part of whole number quantities
- to express likelihood or probability

use decimals

- to extract information from tables, diagrams, charts and line graphs
- to read, write, order and compare decimals up to three decimal places
- to add, subtract, multiply and divide decimals up to two places
- to multiply and divide decimals by 10, 100
- to approximate by rounding to a whole number or two decimal places
- to express likelihood or probability

use percentages

- to read, write, order and compare simple percentages, *eg 10 per cent, 25 per cent*, and understand simple percentage increase and decrease, *eg 10 per cent rise in cost, 20 per cent off in a sale*
- to find simple percentage parts of quantities and measurements

use common measures

- to add, subtract, multiply, divide and record sums of money and record, *eg completing financial transactions, calculating benefits or entitlements*
- to read, measure and record time in common date formats and in the 12-hour and 24-hour clock
- to choose and use appropriate units and instruments to measure length, weight, capacity, time and temperature, *eg distances in road maps and mileage charts, scales to the nearest labelled or unlabelled division*
- to calculate within the same system by:
 - adding and subtracting common units of measure
 - converting units of measure in the same system, *eg 70 minutes is 1 hour 10 minutes, 250cm is 2.5m*
- to work out the perimeter of simple shapes
- to work out the area of rectangles
- to work out simple volume, *eg cuboids*

use shape and space

- to solve problems using the mathematical properties of regular 2-D shapes, *eg tessellation or symmetry*
- to draw 2-D shapes in different orientations using grids, *eg in diagrams or plans*

use data and statistical measures

- to extract and interpret information, *eg in tables, diagrams, charts and line graphs*
- to collect, organise and represent discrete data, *eg in tables, charts, diagrams and line graphs*
- to find the arithmetical average (mean) or range for a set of data

use probability

- to show that some events are more likely to occur than others
- to express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1

use electronic or mechanical aids

- to change a fraction to a decimal
- to solve a problem with a calculator
- to calculate efficiency using whole numbers, fractions, decimals, percentages
- to check calculations

Interpreting results and communicating mathematical information

At this level, adults can:

present and explain results

that meet the intended purpose using an appropriate format to a given level of accuracy

An adult will be expected to:

- use whole numbers, common fractions, decimals and percentages to present results
- use common measures and units of measure to define quantities
- use tables, charts, diagrams and line graphs to present results, *eg for amounts, sizes and scales*
- use approximation to corroborate results
- select and use suitable methods and forms to present and describe outcomes

Guidance and examples

Numeracy level 1

Numeracy plays a fundamental part in adult life. Numeracy is the ability to represent ideas, problems or situations using numerical or mathematical information, work with this information and then present results as solutions or conclusions. Effective numeracy skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- reading bus and train timetables correctly
- planning a journey involving more than one stage in order to arrive at a given time
- understanding public health information, *eg safe levels or alcohol consumption or nutritional information*
- understanding council tax bands and charges

Economic activity, including paid and unpaid work

- working out weekly pay from hourly rate, or monthly pay from annual salary
- checking pay and deductions on a payslip
- keeping records, *eg for timesheets or expenses*
- working out the price of goods in a sale
- comparing rates on mobile phones
- calculating down payments on goods given in percentages

Domestic and everyday life

- checking household bills
- reading electricity or gas meter
- working out personal weight gain or loss over a period of time
- taking a child's temperature
- following instructions to mix or dilute a household product
- adjusting a recipe to increase or decrease the number of servings
- making and fitting curtains or measuring and laying a carpet

Leisure

- estimating the amount of cash needed to cover the cost of a night out
- estimating the total cost of excursions, holidays or journeys
- estimating the equivalent price in sterling of goods and services when on holiday abroad
- following a personal fitness programme, *eg taking measurements and recording data*
- estimating distances using scales printed on road maps

Education and training

- using a calculator to calculate fractions or decimals
- keeping records or work planned or completed, *eg in a portfolio or logbook*
- using measurement instruments that are essential for training, *eg scales, spring balances*
- interpreting graphical data that is essential for training, *eg a temperature chart in healthcare*

Using ICT in social roles

- finding travel information and schedules on the internet including using the 24-hour clock
- making bookings using the internet, *eg for concert tickets or holidays*
- inputting numeric data in electronic systems, *eg hours in timesheets*
- using software to draw simple charts from data

At this level adults are confident and capable of applying their numeracy skills effectively in a range of familiar and unfamiliar contexts and situations. Adults are also aware of the need to adapt or select their approach according to purpose and context and are able to do this using a range of straightforward methods, procedures or strategies.

Access Statement

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Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

Standards for adult numeracy

Understanding and using mathematical information

At this level, adults can:

read and understand

mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material

specify and describe

a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity

An adult will be expected to:

- use numbers, fractions, decimals and percentages in the context of measures, estimating amounts and proportions, and make accurate observations
- use shape and space to record relevant measurements and make accurate observations
- use discrete and continuous data from tables, charts, diagrams and line graphs
- collect and record discrete and continuous data in tests and observations
- design appropriate methods
- select and use appropriate mathematical tests, skills or concepts
- recognise that substantial activities should be broken down into smaller, more manageable tasks

Calculating and manipulating mathematical information*At this level, adults can:***generate results**

to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose

An adult will be expected to:**use whole numbers**

- to read, write, order and compare positive and negative numbers of any size in a practical context, *eg loss in trading, low temperatures*
- to carry out calculations with numbers of any size using efficient methods
- to calculate ratio and direct proportion, *eg 3:2*
- to evaluate expressions and make substitutions in given formulae in words and symbols to produce results, *eg area of a room from $l \times w$*

use fractions

- to order and compare amounts or quantities
- to identify equivalencies with decimals and percentages
- to evaluate one number as a fraction of another
- to add and subtract amounts or quantities

use decimals

- to order, approximate and compare decimals when solving practical problems
- to add, subtract, multiply and divide decimals up to three places

use percentages

- to order and compare percentages and understand percentage increase and decrease, *eg VAT or 20 per cent reduction in a sale*
- to find percentage parts of quantities and measurements
- to evaluate one number as a percentage of another

use measures

- to calculate with sums of money and to convert between currencies
- to calculate, measure and record time in different formats
- to estimate, measure and compare length, weight, capacity and temperature using metric and, where appropriate, imperial units, *eg scales to given levels of accuracy, including reading between divisions*

- to calculate with units:
 - within the same system
 - between systems using conversion tables and scales, and approximate conversion factors, *eg $1\text{kg} = 2.2\text{lbs}$, $1\text{in} = 2.54\text{cm}$*
- to understand and use given formulae for finding:
 - perimeters and areas of regular shapes, *eg rectangular and circular surfaces*
 - areas of composite shapes, *eg non-rectangular rooms or plots of land*
 - volumes of regular shapes, *eg cuboid or cylinder*
- to work out dimensions from scale drawings, *eg 1:20*

use shape and space

- to recognise and use common 2-D representations of 3-D objects, *eg in maps and plans*
- to solve problems involving 2-D shapes and parallel lines, *eg in laying down carpet tiles*

use data and statistical measures

- to extract discrete and continuous data from tables, charts, diagrams and line graphs
- to collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs
- to find the mean, median and mode and use them as appropriate to compare two sets of data
- to find the range and use it to describe the spread within sets of data

use probability

- to identify the range of possible outcomes of combined events and record information using diagrams or tables

use electronic or mechanical aids

- to calculate efficiently using whole numbers, fractions, decimals, percentages
- to check calculations

Interpreting results and communicating mathematical information

At this level, adults can:

present and explain results

clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience

An adult will be expected to:

- use whole numbers, common fractions, decimals and percentages to present results
- select and use measures and units of measure to define quantities
- use tables, charts, diagrams and line graphs to draw conclusions and present results, *eg for amounts, sizes, scales and statistics*
- use approximation to corroborate and confirm results
- select and use appropriate methods and forms to present and explain outcomes

Guidance and examples

Numeracy level 2

Numeracy plays a fundamental part in adult life. Numeracy is the ability to represent ideas, problems or situations using numerical or mathematical information, work with this information and then present results as solutions or conclusions. Effective numeracy skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- understanding the relevance of information about local council and government expenditure
- understanding and interpreting data published by the local council and government, *eg on health, housing, crime, unemployment or schools*
- carrying out a survey and presenting information for a local campaign, *eg on street lighting or lower speed limits*

Economic activity, including paid and unpaid work

- comparing products and services and working out 'best buy'
- comparing costs of different methods of payment for goods and services, *eg cash, direct debit or monthly payments*
- comparing financial services offered by banks, building societies and brokers, *eg loans, credit facilities*

- understanding and interpreting data used in advertising
- working out the real cost of items when prices are given excluding VAT

Domestic and everyday life

- working out a personal or family budget
- working out how many tiles are needed to tile an area
- working out quantities required and the cost of materials for home decoration, *eg paint, wallpaper*
- understanding and using nutritional information on food packages, particularly for children, pregnant women and the elderly

Leisure

- converting distances on road signs from kilometres to miles when travelling abroad
- drawing a map for others that shows how to find a location, *eg a cinema or restaurant*

- laying out templates on material to minimise wastage, *eg from diagrams, plans or patterns*

Education and training

- using a calculator to confirm or provide accurate solutions to an appropriate level of accuracy
- using measuring instruments that are essential for training, *eg a micrometer in engineering*
- interpreting numerical data that is specific to occupational sectors, *eg hospitality and catering*

Using ICT in social roles

- using a spreadsheet model to make and test predictions
- using software to draw charts and graphs from data
- formatting data and documents using different software packages, *eg row and column sizes, positioning images, setting margins*

At this level adults are confident and capable of applying their numeracy skills effectively in a range of familiar and unfamiliar contexts and situations. Adults are also aware of the need to adapt or select their approach according to purpose and context and are able to do this using a range of straightforward methods, procedures or strategies.

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Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.