

Interpreting Infographics – The latest on the UK labour market

Name _____ Date _____

You must show all your working out – even if you use a calculator.

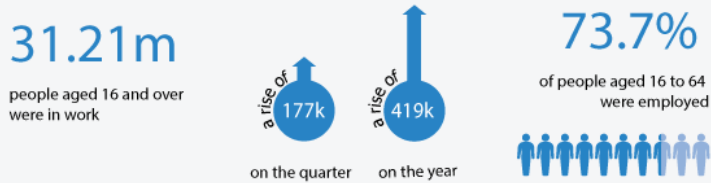
Source: <http://www.ons.gov.uk/ons/rel/lms/labour-market-statistics/november-2015/sty-labour-market-statistics--november-2015.html>

The latest on the UK labour market

July 2015 to September 2015

EMPLOYMENT

The number of people in **employment** has risen on the quarter and risen on the year



UNEMPLOYMENT

Those not employed but seeking work

Overall **unemployment** down on the quarter and on the year



NOT IN THE LABOUR FORCE

Those not employed and not seeking or available for work



AVERAGE WEEKLY EARNINGS

September 2015

INCLUDING BONUSES



EXCLUDING BONUSES



AVERAGE WEEKLY WAGES



ANNUAL GROWTH
between July 2014 to September 2014
and July 2015 to September 2015



ONS notes:

1. Unemployment, employment and not in the labour force estimates for Jul 2015 – Sep 2015

Changes on quarter relate to changes since Apr 15-June 15.

2. The labour force is everyone who is employed or unemployed.

3. Components may not add to totals due to rounding

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Entry 3

1. Complete each sentence with a suitable word.

The number of people in employment has _____.

The number of unemployed people has _____.

2. Choose the correct words. Use the small pie chart on the infographic to help you.

22% is a little bit / than a quarter.

3. What is the difference (in £s) between the two average weekly wages shown?

Level 1

4. Write 177K in a) numbers

b) words

5. The number of people in employment rose by 177K over the quarter.

a) Explain what this means and which months it is referring to.

b) Use the information to calculate the mean average rise per month over the quarter.

6. Write 3% as a) a decimal b) fraction

7. 5.3% of the labour force (aged 16+) could not find a job.

a) Round 5.3% to the nearest whole number.

b) This is roughly one in every ____ of the labour force.

8. What does each blue person represent in the diagram?

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Level 2

9. Write 31.21m in

- a) words
- b) numbers

10. Write each percentage below as a decimal and as a fraction

- a) 2.5%
- b) 22%
- c) 73.7%

Level 2+ challenge

11. 'Average weekly wages including bonuses' showed an annual growth of 3% from Jul-Sep 14 to Jul-Sep 15.

Calculate what the 'average weekly wage including bonuses' was in July-Sept 2014.

12.

a) Show how the figure of 22% was calculated.

b) Explain why your calculation may not round to 22%.

FUNCTIONAL MATHEMATICS Coverage and Range statements (indicative only)

Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.

✓ indicates the main coverage and range skills covered in this resource, although these may vary with the student group and how the resource is used by the teacher.

Entry Level 3

- | | |
|--|---|
| a) add and subtract using three-digit numbers ✓ | g) recognise and describe number patterns |
| b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 | h) complete simple calculations involving money and measures ✓ |
| c) round to the nearest 10 or 100 | i) recognise and name simple 2D and 3D shapes and their properties |
| d) understand and use simple fractions ✓ | j) use metric units in everyday situations |
| e) understand, estimate, measure and compare length, capacity, weight and temperature | k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓ |
| f) understand decimals to two decimal places in practical contexts | |

Level 1

- | | |
|--|--|
| a) Understand and use whole numbers and understand negative nos. in practical contexts ✓ | g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature |
| b) Add, subtract, multiply and divide whole numbers using a range of strategies ✓ | h) Convert units of measure in the same system |
| c) Understand and use equivalences between common fractions, decimals and percentages ✓ | i) Work out areas and perimeters in practical situations |
| d) Add and subtract decimals up to 2 decimal places ✓ | j) Construct geometric diagrams, models and shapes |
| e) Solve simple problems involving ratio, where one number is a multiple of the other | k) Extract and interpret information from tables, diagrams, charts and graphs ✓ |
| f) Use simple formulae expressed in words for one- or two-step operations | l) Collect and record discrete data and organise and represent information in different ways |
| | m) Find mean and range ✓ |
| | n) Use data to assess the likelihood of an outcome |

Level 2

- | | |
|---|--|
| a) understand and use positive and negative numbers of any size in practical contexts ✓ | g) find area, perimeter and volume of common shapes |
| b) carry out calculations with numbers of any size in practical contexts, to a given number of decimal places ✓ | h) use, convert and calculate using metric and, where appropriate, imperial measures |
| c) understand, use and calculate ratio and proportion, including problems involving scale | i) collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate |
| d) understand and use equivalences between fractions, decimals and percentages ✓ | j) use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate. |
| e) understand and use simple formulae and equations involving one or two operations | k) use statistical methods to investigate situations |
| f) recognise and use 2D representations of 3D objects | l) use probability to assess the likelihood of an outcome |

References

Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/>

This resource also covers many **adult numeracy curriculum** elements.

For related resources and further curriculum links please visit the download page for this resource at

www.skillsworkshop.org

Entry 3

- 1 The number of people in employment has **risen**.
The number of unemployed people has **fallen**.
2. Choose the correct words. Use the small pie chart on the infographic to help you.
22% is a little bit **less** than a quarter.
3. What is the difference (in £s) between the two average weekly wages shown?
 $£492 - £463 = £29$

Level 1

4. Write 177K in
a) numbers **177,000**
b) words **One hundred and seventy seven thousand**
5. The number of people in employment rose by 177K over the quarter.
a) Explain what this means and which months it is referring to. **A quarter means a quarter of a year (3 months) and refers to the July, August and September 2015.**
b) Use the information to calculate the mean rise per month over the quarter.
 $177000 \div 3 = £59000$
6. Write 3% as
a) a decimal **0.03**
b) fraction **$3/100$**
7. 5.3% of the labour force (aged 16+) could not find a job.
a) Round 5.3% to the nearest whole number. 5%
b) This is roughly one in every **20** of the labour force.
8. What does each blue person represent in the diagram? **10%**

Level 2

9. Write 31.21m in
a) words **Thirty one million, two hundred and ten thousand**
b) numbers **31,210,000**
10. Write each percentage below as a decimal and as a fraction
a) 2.5% **0.025 25/1000**
b) 22% **0.22 22/100 simplifies to 11/50**
c) 73.7% **0.737 737/1000**

Level 2+ challenge

11. 'Average weekly wages including bonuses' showed an annual growth of 3% from Jul-Sep 14 to Jul-Sep 15.
Calculate what the 'average weekly wage including bonuses' was in July-Sept 2014.
 $492 \times 100/103 = 477.669$ rounds to £478
12.
a) Show how the figure of 22% was calculated.
 $31.21m + 1.75m + 8.97m = 41.93m$
 $8.97/41.93 \times 100 = 0.213928 \times 100 = 21.39m$ (rounds to 21 million not 22 million)
b) Explain why your calculation may not round to 22%. **Because the individual numbers (i.e. 31.21m, 1.75m, 8.97m) have already been rounded (see the ONS note to the right of the infographic).**