

Functional Skills Mathematics

Entry 3 assessments

Assessment guidance

Tutors should be given access to this document at least 4 weeks prior to scheduling any assessments

Assessors should check the chosen candidate paper 24 hours prior to the assessment to check whether any additional information or equipment is required.

Assessment guidelines

Administering the assessment

General assessment guidelines common to all three functional skill areas are included in the qualification handbook. The following is a checklist of the basic guidelines as well as information particular to Functional Skills Mathematics.

- All assessments must be taken under supervised conditions. This means that the candidate must be supervised at all times during the assessment. Candidates are not allowed access to any other resources except for those specified in each assessment title.
- Assessments are summative and must be taken when the candidate is deemed to have the skills and knowledge necessary to achieve (known as 'when ready').
- For Functional Skills Mathematics, assessments may be completed over no more than **two** sessions.
- Candidates **must not** take their work away in between assessment sessions.
- Assessment sessions must be consecutive, but not necessarily on the same day. No learning or preparation may be given between assessment sessions.
- The tasks **must** be completed in order as information may follow through from one task to subsequent tasks.
- The assessor should instruct the candidate(s) to write their answers on the paper provided by the centre and to show all their workings **clearly** as they may get some marks for their workings if their answers are incorrect.
- The assessor, or other person administering the assessment, may read the instructions to the candidate(s) and answer any questions about what the task is, but not about how to tackle the problem.
- Any answers can be given orally but must be recorded by the assessor. This **must** be clearly indicated.
- Assessors may prompt the candidate to provide more detailed answers but must not give a clue.
- If calculators are used for checks, the assessor must make notes to evidence this.
- Marks should always be awarded for numbers written in words or figures unless otherwise stated.
- Assessors should not penalise for incorrect spelling.
- Assessors should refer to the document 'Access to assessment and qualifications' for guidance on access arrangements. This can be downloaded from www.cityandguilds.com/policy.

Preparation:

- Make sure you read these notes before planning the assessment and collect/prepare materials listed for each assessment
- If you need to make any additional adjustments, please discuss this with your External Quality Assurer/Qualification Consultant first
- Assessors should ensure candidates understand all the vocabulary in each assessment including the specific terms/phrases listed below each assessment title.
- Assessors should ensure candidates understand the following general terms/phrases which appear in most of the assessments:
 - items
 - estimate
 - compare
 - difference
 - popular
 - complete
 - calendar
 - special offer price
 - maximum
 - minimum
 - check.

Resources required for assessment:

- candidate paper
- information pack
- paper, pens and pencils
- a 30cm ruler with millimetres
- candidates may use a dictionary
- calculators are permitted although not required to complete the tasks.

Time guidance:

- Candidates have 1 hour and 30 minutes to complete each assessment.

Materials needed for each assessment

Glossary

Live assessments

Cakes

- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - tray bake
 - butter
 - price label(s).

Garden centre

- Tutors/assessors must collect all information packs at the end of each session as candidates will write their answers in the information pack for Task 1 and 2.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - best deal (in terms of best value for money and not always the cheapest option)
 - work experience
 - placement
 - supervisor
 - compost
 - plant pot saucer
 - invoice
 - website page
 - normal price.

Ice skating

- Task 3 Q2 will need to be observed. Tutor refers to the person supervising the assessment. (signed on the candidates paper)
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - session
 - hire
 - admission (prices)
 - ice skating rink
 - diagram
 - code (numbers)
 - keypad.

Pet shop

- For Task 2 Q1a make sure candidates understand how to complete a tally chart.
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - opening times
 - closing times
 - delivery
 - diary
 - delay
 - suitable
 - split
 - sacks (bags)
 - labels
 - flavour(s)
 - symmetrical
 - diagram
 - (window) display
 - greatest.

Planning a day out

- For Task 3 Q1 there is a diagram of a stopwatch. Your learners need to know how to read the dial. They do not need to know how to operate a stopwatch.
- Candidates should be familiar with all the vocabulary in this assessment.

Planning a party

- Assessors may update the calendar on page 1 of the information pack or substitute with a real calendar for task 1 but this is not essential to complete the task.
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - Valentine's party
 - local community hall
 - invitation card
 - sandwich fillings
 - choices
 - plastic cutlery
 - delivery times
 - opening times.

Walking

- **Candidates must be given a calendar for use in Task 2.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - walking holiday (The Rose Way Walk)
 - miles
 - holiday form
 - travel details
 - taxi fare.

Sample assessments

Bedroom

- **Assessors must provide a current calendar (12 months) for use in Task 2.**
- **Centres must complete the delivery table in the candidate paper before starting the assessment. Use five local areas including where the candidate lives.** For example, if your centre is based in London these might be Central London, North London, East London, West London and South London, or more local areas. If your candidate lives in a town/village use neighbouring towns or villages.
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - new look (in terms of updating design)
 - furniture
 - drawers
 - description
 - afford
 - wardrobe
 - model
 - time slots (delivery)
 - delivery date
 - flat packed (furniture)
 - basic/standard/best quality.

Cinema Trip

- For Task 2 Q2 please provide the candidate with a calendar or diary pages showing the week following the assessment.
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - sales assistant
 - voucher.

Running a car

- **A calendar for next year (12 months) for use in Task 1.**
- **Assessors should complete the MOT test sticker on the information pack for Task 1. Insert a date 12 months from date of assessment in this format eg MAY 2nd 2011.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - MOT test (Ministry of transport test for roadworthiness)
 - tax disc
 - car insurance
 - garage
 - coupon
 - screen wash
 - approximate
 - litres
 - actual cost
 - measurements (width/height)
 - fuel/petrol.

Video games

- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - parcel
 - postal charges.

Assessor guidance notes for marking

- The assessor should mark the candidate paper according to the mark scheme provided.
- Once the assessor has marked the candidate paper, the centre must use the City & Guilds internal quality assurance processes before the candidate can be awarded a certificate.

Key for skills standards and coverage

Skill standard	Marks
Process skills	
Representing 1 understand practical problems in familiar contexts and situations 2 begin to develop own strategies for solving simple problems 3 select mathematics to obtain answers to simple given practical problems that are clear and routine	30-40%
Analysing 1 apply mathematics to obtain answers to simple given practical problems that are clear and routine 2 use simple checking procedures	30-40%
Interpreting Interpret and communicate solutions to practical problems in familiar contexts and situations	30-40%
	30 marks
Coverage and range (At least 8/11 must be covered on each assessment)	
A Add and subtract using three-digit numbers	
B Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10	
C Round to the nearest 10 or 100	
D Understand and use simple fractions	
E Understand, estimate, measure, compare length, capacity, weight, temperature	
F Understand decimals to two decimal places in practical contexts	
G Recognise and describe number patterns	
H Complete simple calculations involving money and measures	
I Recognise and name simple 2D and 3D shapes and their properties	
J Use metric units in everyday situations	
K Extract, use, compare information from lists, tables, simple charts, simple graphs	

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