FUNCTIONAL SKILLS

0860/E1

ENTRY LEVEL MATHEMATICS
Entry 1
Task 1 and Task 2
Assessment: Catalogue

Assessment window:

29 April 2013 - 24 May 2013

1 hour
Task 1 and Task 2 – Catalogue

Introduction

Time allowed 1 hour

These tasks should be assessor mediated and carried out within the assessment window opportunity in a format suitable to engage the candidate.

Practical equipment should be provided where necessary.

The task is designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor.

The assessment tasks are designed so that they can be used as they are or centres can contextualise or adapt them to best-suit their centre-specific circumstances. Centres can adapt the context to best suit the candidate. However, the context must be set within a real-life context and have a given purpose. The Skill Standards should not be changed and all assessments should sample across number, geometry and statistics.

The assessor should familiarise themselves with the Functional Skill standards at Entry 1, the tasks, the requirements for equipment and the marking guidance before initiating the assessment with the candidate.

The candidate may repeat the tasks within the assessment window, or may carry out the tasks in smaller manageable sections.

The marks available (10 marks for Task 1 and 10 marks for Task 2) and the time allowed should be shared with candidates.

Candidates require 15 marks out of a possible 20 (75%) in order to achieve the Entry 1 qualification.
Task 1 and Task 2 – Catalogue

Summary of Assessment

During Task 1, candidates will be expected to:

• identify and describe the position of items on a catalogue page;
• have an idea of which might be heavier, a table or a chair;
• describe the 2D shapes of table-tops;
• select and count a number of chairs and tables.

During Task 2, candidates will be expected to:

• sort tables from chairs;
• select the cheapest/most expensive chair/table on a catalogue page;
• find the total cost of a number of chairs and a table;
• decide if £40 is enough to buy anything, and say how they know and if they would get any change.
Preparation for Task 1 – Catalogue

- Look at some published catalogue pages in readiness.
- Give the catalogue page provided (labelled RESOURCE MATERIAL A) to the candidate.
- Make individual cards of the catalogue page using the cutouts provided (labelled RESOURCE MATERIAL B – CUTOUTS).
- Provide materials for the candidate to use to record, e.g. paper or mini white board and a calculator.
- Examples of the dialogue that could be used with the candidate are shaded. These may be adapted to best suit the candidate but direction should not be given to the candidate on how to complete the tasks themselves. A teacher’s comment column is provided on the marking guidance.
Task 1 – Catalogue

- Explain to the candidate that you want them to help you make decisions on buying a table and some chairs and you will be asking them a series of questions. This is the first task. There are two tasks to complete.

- Explain that the two tasks will not take more than an hour to complete and that for the first task there is a maximum of 10 marks available.

- Give the catalogue page provided (labelled RESOURCE MATERIAL A) to the candidate.

- Say that you have a page from a catalogue and that you are interested in buying a table and some chairs. Have a brief discussion with the candidate to ensure that they understand the information and the words on the page. Make sure that the candidate understands the word “catalogue”.

- Ask the candidate to point at the item at the top (or bottom) left (or right) hand corner, and to point at the item at the end of the second (or third) row.

  “Look at this page from a catalogue.”
  “Can you point to the item that is in the bottom left hand corner position please?” (or similar)
  “Can you point to the item that is at the end of the third row please?” (or similar)

- Ask the candidate to describe the position of one of the items on the catalogue page.

  “Can you tell me the position of the red leather chair on the catalogue page please?”

- Ask the candidate to look at any tables and chairs in the room, if it helps. Ask them which they think is heavier, a table or a chair.

  “Look at the table and chair in this room.”
  “Which do you think is the heavier – the table or the chair?”

- Ask the candidate to look at the tables on the catalogue page (or real tables as long as one table-top is round and one table-top is rectangular/square). Ask them to tell you what shapes of table-tops they can see. Do not use the word circular, round, square, rectangle, rectangular yourself.

  “What different shape table-tops can you see on the catalogue page?” or
  “Look at the different table-tops in the room. What shapes can you see?”

- Using the cut out cards (labelled RESOURCE MATERIAL B CUTOUTS), ask the candidate to select 4 (or 5 or 3) chairs and 1 table for you.

  “Can you choose 4 chairs and 1 table for me please?”

END OF TASK 1
Preparation for Task 2 – Catalogue

- Give the catalogue page provided (labelled RESOURCE MATERIAL A) to the candidate.
- Make individual cards of the catalogue page using the cutouts provided (labelled RESOURCE MATERIAL B – CUTOUTS).
- Provide materials for the candidate to use to record, e.g. paper or mini white board and a calculator.
- Provide money, real if possible, at least 2 x £20 notes and 1 x £10 note.
- Examples of the dialogue that could be used with the candidate are shaded. These may be adapted to best suit the candidate but direction should not be given to the candidate on how to complete the tasks themselves. A teacher’s comment column is provided on the marking guidance.
Task 2 – Catalogue

• Explain that this is the second and last task. For this task there is a maximum of 10 marks available.

• Give the cutouts of the catalogue page provided (labelled RESOURCE MATERIAL B – CUTOUTS) to the candidate. Have a brief discussion with the candidate to ensure they understand the information and the words on the pieces of the catalogue page.

• Ask the candidate to sort the pieces of the catalogue page into chairs and tables.
  “Can you sort these items into chairs and tables please?”

• From the sorted pieces, ask the candidate to select the most expensive chair and the cheapest table, or the cheapest chair and the most expensive table.
  “Can you show me the most expensive chair and the cheapest table please?” (or similar)

• Now say that you have decided you want to buy 1 table and 4 of the £50 chairs that match. Make sure the candidate understands that you mean 4 chairs the same, not any 4 chairs. Once this is understood and you have selected the correct pieces for the candidate, ask the candidate to find the cost of buying the 4 £50 chairs and the table.
  “I think I would like to buy this table and 4 of these chairs.”
  “How much will the table and the 4 chairs cost altogether?”

• Say, that you are still unsure what you want to buy. Show the candidate all the pieces of the catalogue page or the complete catalogue page (labelled RESOURCE MATERIAL A). Show the candidate 2 x £20 notes, then ask if there is anything you can afford to buy with these 2 x £20 notes – do not say £40, you must say two £20 notes.
  “I am still not sure what to buy from this catalogue page.”
  “I have these 2 £20 notes. What can I buy with these 2 £20 notes?”

• Ask the candidate how they know you can afford it, and ask if you will get any change. If the answer is no, make sure the candidate knows you have £40 and they have chosen a chair for £40, however if they select the £30 chair check they understand that you have £40 which is more than the cost of the £30 chair. You might ask “how much is two £20 notes?” within your dialogue.
  “How are you sure I can afford the chair?”
  “Will I get any change?”

END OF TASK 2
FUNCTIONAL SKILLS
0860/E1-A
ENTRY LEVEL MATHEMATICS
Entry 1
Task 1 and Task 2 – Catalogue
May 2013
RESOURCE MATERIAL A
<table>
<thead>
<tr>
<th></th>
<th>Price</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>£50</strong> Wooden back chair</td>
<td></td>
<td>with brown seat</td>
</tr>
<tr>
<td><strong>£40</strong> Green chair</td>
<td></td>
<td>with cushion back and seat</td>
</tr>
<tr>
<td><strong>£70</strong> Special edition</td>
<td></td>
<td>white chair with cushion seat</td>
</tr>
<tr>
<td><strong>£400</strong> Classic solid wood</td>
<td></td>
<td>table Seats 4 people</td>
</tr>
<tr>
<td><strong>£300</strong> Modern glass table</td>
<td></td>
<td>Seats up to 6 people</td>
</tr>
<tr>
<td><strong>£500</strong> Simple wooden table</td>
<td></td>
<td>Seats very clean lines</td>
</tr>
<tr>
<td><strong>£400</strong> Solid long wood</td>
<td></td>
<td>table Great for families!</td>
</tr>
<tr>
<td><strong>£200</strong> Popular and simple</td>
<td></td>
<td>wooden table Great Price!</td>
</tr>
<tr>
<td><strong>£300</strong> Stylish table</td>
<td></td>
<td>Seats up to 7 people</td>
</tr>
<tr>
<td><strong>£30</strong> Lovely leather chair</td>
<td></td>
<td>with solid wood legs</td>
</tr>
<tr>
<td><strong>£60</strong> Beautiful red</td>
<td></td>
<td>leather chair Would look lovely anywhere!</td>
</tr>
<tr>
<td><strong>£50</strong> Patterned chair</td>
<td></td>
<td>with a lovely curved back</td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E1-A
ENTRY LEVEL MATHEMATICS
Entry 1
Task 1 and Task 2 – Catalogue

May 2013

RESOURCE MATERIAL A
<table>
<thead>
<tr>
<th>£50</th>
<th>£40</th>
<th>£70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wooden back chair with brown seat</td>
<td>Green chair with cushion back and seat</td>
<td>Special edition white chair with cushion seat</td>
</tr>
<tr>
<td>£400</td>
<td>£300</td>
<td>£500</td>
</tr>
<tr>
<td>Classic solid wood table Seats 4 people</td>
<td>Modern glass table Seats up to 6 people</td>
<td>Simple wooden table Very clean lines!</td>
</tr>
<tr>
<td>£400</td>
<td>£200</td>
<td>£300</td>
</tr>
<tr>
<td>Solid long wood table Great for families!</td>
<td>Popular and simple wooden table Great Price!</td>
<td>Stylish table Seats up to 7 people</td>
</tr>
<tr>
<td>£30</td>
<td>£60</td>
<td>£50</td>
</tr>
<tr>
<td>Lovely leather chair with solid wood legs</td>
<td>Beautiful red leather chair Would look lovely anywhere!</td>
<td>Patterned chair with a lovely curved back</td>
</tr>
</tbody>
</table>
Functional Skills Mathematics – Entry 1

Task 1 and Task 2 – Catalogue

To be cut out and given to candidates to use for Task 1 and Task 2.
£40
Green chair with cushion back and seat

£50
Wooden back chair with brown seat
£400
Classic solid wood table
Seats 4 people

£70
Special edition white chair
with cushion seat
Modern glass table
Seats up to 6 people
£300

Simple wooden table
Very clean lines!
£500
£200
Popular and simple wooden table
Great price!

£400
Solid long wood table
Great for families!
£30
Lovely leather chair with solid wood legs

£300
Stylish table seats up to 7 people
£50
Patterned chair with a lovely curved back

£60
Beautiful red leather chair. Would look lovely anywhere!
FUNCTIONAL SKILLS
0860/E1-B
ENTRY LEVEL MATHEMATICS
Entry 1
Task 1 and Task 2 – Catalogue
May 2013
RESOURCE MATERIAL B – CUTOUTS
Functional Skills Mathematics – Entry 1
Task 1 and Task 2 – Catalogue

To be cut out and given to candidates to use for Task 1 and Task 2.
Green chair with cushion back and seat

£40

Wooden back chair with brown seat

£50
£400
Classic solid wood table
Seats 4 people

£70
Special edition white chair
with cushion seat
£300
Modern glass table
Seats up to 6 people

£500
Simple wooden table
Very clean lines!
£200
Popular and simple wooden table
Great price!

£400
Solid long wood table
Great for families!
£30

Lovely leather chair with solid wood legs

£300

Stylish table
Seats up to 7 people
£60
Beautiful red leather chair
Would look lovely anywhere!

£50
Patterned chair
with a lovely curved back
Marking Guidance

The tasks should be internally assessed.

The skill standards for representing, analysing and interpreting are referenced in the marking guidance.

The marking guidance does not detail every possible outcome, hence a teacher comment column is provided to briefly describe the candidate’s response.

Where a candidate’s response differs from the guidance, the teacher should determine “the best fit” bearing in mind the marking guidance.

Where possible, evidence must be collated or assessors must confirm that candidates have successfully met the marking criteria.

Details on moderation processes can be found in the “Instructions for Teachers” booklet or Appendix 1 of the Functional Skills Mathematics Entry 1 Specification.

Candidate and Teacher Declaration

After completing the assessment, the candidate and teacher must sign the declaration below.

<table>
<thead>
<tr>
<th>NOTICE TO CANDIDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work you submit for assessment must be your own. If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.</td>
</tr>
</tbody>
</table>

**Declaration by candidate**

I have read and understood the Notice to Candidate (above). I have completed this assignment without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate’s Signature:

**Declaration by teacher**

I confirm that the candidate’s work was conducted under the conditions laid out by the specification. I have authenticated the candidate’s work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher’s Signature: Date:
<table>
<thead>
<tr>
<th>TASK 1 MARKING GUIDANCE</th>
<th>Max Mark</th>
<th>Mark Awarded</th>
<th>Teacher’s Comments (continue on separate sheet if required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I1.4</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully understanding the position instructions on both occasions. 1 mark for successfully understanding one of the position instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1.1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 marks for giving a clear exact position instruction. 1 mark for giving a position instruction following prompts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I1.4</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 marks for showing an understanding of heaviest and lightest. 1 mark for some partial understanding, either heaviest or lightest, or initially confusing the two but able to correct their thinking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1.1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 marks for recognising squares and circles AND knows associated language. They may use the language ‘round’ or ‘circular’. They may also recognise rectangles and know the term ‘rectangle’. 1 mark for recognising either a square OR a rectangle OR a circle, AND knows either the term square or circle/circular/round or rectangle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1.1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully selecting the required number of chairs and a table. 1 mark for needing a prompt to start counting, but the candidate is able to stop at the correct number.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for Task 1</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TASK 2 MARKING GUIDANCE</td>
<td>Max Mark</td>
<td>Mark Awarded</td>
<td>Teacher’s Comments (continue on separate sheet if required)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>2 marks for successfully sorting the tables and chairs.</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for placing most of the cutouts in the correct group, with any incorrect ones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moved following prompts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for understanding the value of money,</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>in selecting cheapest and most expensive correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for understanding either most expensive or cheapest, or both following prompts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for giving the correct cost of the 4 chairs (which are the same) and a table.</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully selecting 4 different chairs and attempting to find the total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cost OR 1 mark for attempting to add 4 lots of £50.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully selecting a chair for either £30 or £40.</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for knowing you have £40 but not selecting an appropriate chair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for demonstrating a confident understanding that either £40 is exactly the</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>same price as the chair at £40, or that it is £10 more than the chair at £30.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark – with guidance, the candidate is able to compare the money you have and the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cost of the chair, saying enough but not offering any further interpretation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for Task 2</strong></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for Task 1</strong></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conduct of the Controlled Assessment

The following notes outline arrangements for the conduct of the Controlled Assessment for the May 2013 examination series for Functional Skills Mathematics Entry 1, 2 and 3.

1. Materials required for the assessments

Not all the assessments and resources required for the Functional Skills Mathematics Entry 1, 2 & 3 assessments will be despatched, but will be available to download from WJEC’s secure website. These materials will be available to download from 15 April 2013.

Please see the table below for the materials required for each assessment.

### ENTRY 1

<table>
<thead>
<tr>
<th>Material</th>
<th>Paper code (where appropriate)</th>
<th>How to access?</th>
<th>How many do I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 1, 2 &amp; 3 Instructions for Teachers booklet</td>
<td>0860/E1-D</td>
<td>• Despatched to centres • Available to download from the secure website (see below)</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 1 Controlled Assessment</td>
<td>0860/E1</td>
<td>• Secure Website (Resources PDF download → Controlled Assessment Materials) Available to download from 15 April 2013</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 1 Controlled Assessment Marking Scheme and Declaration</td>
<td>0860/E1-C</td>
<td></td>
<td>One per Entry 1 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL A</td>
<td>0860/E1-A</td>
<td>• Despatched to centres • Available to download from the secure website (see above)</td>
<td>One per Entry 1 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL B - CUTOUTS</td>
<td>0860/E1-B</td>
<td></td>
<td>One per Entry 1 candidate</td>
</tr>
</tbody>
</table>

### ENTRY 2

<table>
<thead>
<tr>
<th>Material</th>
<th>Paper code (where appropriate)</th>
<th>How to access?</th>
<th>How many do I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 1, 2 &amp; 3 Instructions for Teachers booklet</td>
<td>0860/E2-D</td>
<td>• Despatched to centres • Available to download from the secure website (see below)</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 2 Controlled Assessment</td>
<td>0860/E2</td>
<td>• Secure Website (Resources PDF download → Controlled Assessment Materials) Available to download from 15 April 2013</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 2 Controlled Assessment Marking Scheme and Declaration</td>
<td>0860/E2-C</td>
<td></td>
<td>One per Entry 2 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL A</td>
<td>0860/E2-A</td>
<td>• Despatched to centres • Available to download from the secure website (see above)</td>
<td>One per Entry 2 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL B - CUTOUTS</td>
<td>0860/E2-B</td>
<td></td>
<td>One per Entry 2 candidate</td>
</tr>
</tbody>
</table>
ENTRY 3

<table>
<thead>
<tr>
<th>Material</th>
<th>Paper code (where appropriate)</th>
<th>How to access?</th>
<th>How many do I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 1, 2 &amp; 3 Instructions for Teachers booklet</td>
<td>0860/E3-D</td>
<td>• Despatched to centres • Secure Website (Resources PDF download → Controlled Assessment Materials) Available to download from 15 April 2013</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 3 Controlled Assessment</td>
<td>0860/E3</td>
<td></td>
<td>One per Entry 3 candidate</td>
</tr>
<tr>
<td>Entry 3 Controlled Assessment Marking Scheme and Declaration</td>
<td>0860/E3-A</td>
<td></td>
<td>One per Entry 3 candidate</td>
</tr>
</tbody>
</table>

2. Timing of the Controlled Assessment

- The Functional Skills Entry Level Controlled Assessments can be timetabled at the discretion of the centre within the assessment window (29/04/13-24/05/13).

- For Entry 1, 2 and 3, the Controlled Assessments should be completed in a time not exceeding 1 hour.

- The subject teacher may invigilate the whole of the Controlled Assessment.

- Centres are asked to keep a log of attendance throughout the Controlled Assessment.

- Candidates may not need all the specified time, but special consideration will not normally be given for candidates who do not complete in the full time available to them.

- The candidates may repeat the tasks within the assessment window, or may carry out the tasks in smaller manageable sections.

- Samples of candidates work must be submitted to the External Moderator by 24 May 2013.
3. Before the Controlled Assessment

- The assessors should familiarise themselves with the Functional Skill Standards at the appropriate level, the tasks, requirements for equipment and the marking guidance before initiating the assessment with the candidate.

- The assessment tasks are designed so that they can be used as they are or centres can contextualise or adapt them to best-suit their centre-specific circumstances. Centres can adapt the context to best suit the candidate. However, the context must be set within a real-life context and have a given purpose. The Skill Standards should not be changed and all assessments should sample across number, geometry and statistics.

- At Entry 1 and 2, for the catalogue tasks, candidates should be provided with the cards that have been cut out (Resource Material B - CUTOUTS).

- At Entry 2, candidates will need access to a measuring tape (which shows a scale).

- At Entry 3, candidates should have access to, if possible, some chairs that can be stacked.

- Provide an optional calculator and materials for recording for the candidates to use e.g. paper, mini whiteboards etc.

4. During the Controlled Assessment

- Candidates should not be able to access their work outside the timetabled sessions.

- All of the assessment must be undertaken in controlled, supervised conditions according to current JCQ regulations.

- Candidates must work independently and the work submitted must be their own work.

- Assessors may give support and guidance to learners. This support and guidance should focus on ensuring that learners understand what is expected of them. It is not acceptable for assessors to provide model answers or to work through answers in detail.

- Assessors should ensure that the candidate understands the information on the sheet and cards and that the context is familiar. Assessors may adapt the questions or language to suit candidates but this should not be in such a way that direction is given.

- Assessors must declare any assistance given in the comments column on the mark sheets. Marks must not be awarded in these cases.

- Assessors should observe the learner during the assessment to be able to complete the mark sheet. The mark sheet with assessor’s comments and any evidence produced by the learner should be collated. Such evidence could be ‘workings out’, written work, witness statements or worksheets produced by the centre. Candidates’ work can be annotated if necessary.
• The tasks should be assessor mediated and carried out within the assessment window opportunity in a format suitable to engage the candidate. The tasks are designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor. Examples of the dialogue that could be used with candidates are included with the tasks. They may be adapted to best suit the candidate but direction should not be given on how to complete the tasks themselves.

• Calculators may be used.

• The candidates’ responses are internally assessed and a sample of the candidates’ work is then externally moderated.

• At Entry 3, the assessment should not be seen as an hour long examination - candidates may use resources and ‘props’ if necessary and can talk about their work to their assessor in an informal way.

• After completing the assessments, teachers and candidates must sign the declaration which can be found on the marking schemes cover. All declaration sheets for all candidates should be submitted with the sample.

5. Marking the Controlled Assessment

• The Controlled Assessment should be marked for all candidates.

• At Entry 1, 2 and 3 marking guidance will be provided, which notes the marks allocated to a range of possible candidate responses. The marking guidance does not detail every possible outcome. Where a candidate’s response differs from the guidance, the teacher should determine “the best fit” bearing in mind the marking criteria given. Comments must be made in the teacher comment column to briefly describe the candidate’s response.

• If candidates are provided with assistance a note should be made in the Teacher’s comment column in the mark schemes as to the nature of the help given. If teacher/tutor intervention is used, this should be noted and taken into consideration when the assessment is made.

• The Controlled Assessment will be externally moderated. Centres will be required to submit samples for external moderation by the end of the assessment window in accordance with instructions issued by WJEC.

At Entry 1, candidates require 15 marks out of a possible 20 marks in order to achieve the Entry 1 qualification.

At Entry 2, candidates require 15 marks out of a possible 20 marks in order to achieve the Entry 2 qualification.

At Entry 3, candidates require 30 marks out of a possible 40 marks in order to achieve the Entry 3 qualification.
6. **Moderation Procedures**

After the completion of the assessment session, the work will be marked internally according to mark schemes/assessment criteria provided by WJEC. Candidates may see their marked work but it is important that the work is kept securely in the teacher/assessor’s possession to prevent any tampering with it.

Moderation/Verification will take place at two levels:

1. **Within the centre to ensure that a uniform standard has been applied across the teaching groups.** There must be opportunities to exchange work/view candidates’ performances and discuss the criteria during the assessment window: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final stage of assessment. One person must take responsibility for the final moderation procedure within a centre, sampling the work of each teaching group.

2. **Through the inspection of a sample of the work by WJEC moderators/verifiers.** For Entry 1, 2 and 3 the sample will be selected based on the centre’s overall rank order. Further details can be found in Sections 7 and 8. Further samples of controlled assessment will be sent to the moderator/verifier if required. WJEC reserves the right to call in all of a centre’s controlled assessments if this proves necessary.

Where the moderation process reveals serious problems in any centre, with regards to interpretation and/or implementation of the assessment criteria, WJEC will request further work or take other appropriate action to safeguard candidates’ interests.

7. **Submitting marks**

Centres will use an online procedure for submitting centre marks for Functional Skills.

The system involves the inputting of centre marks by subject teachers into a web-page which will be pre-populated with the relevant candidate entry details. This will then automatically identify the sample candidates and will enable the sampling process and the upload of marks to be completed in a single electronic transaction.

All subject teachers who will be uploading marks will therefore require

- (i) a secure website account,
- (ii) access to the “Enter Coursework Marks” facility,
and
- (iii) access to the specific web page(s) for their subjects.

Website primary account holders (i.e. exams officers) can create the necessary accounts and allocate the required access via the Account Admin page, in readiness for the upload of marks from March 2013.

**Detailed information and guidance on the online procedures is available to download from** [www.wjec.co.uk/mathematicsfunctionalskills](http://www.wjec.co.uk/mathematicsfunctionalskills)

To access the online electronic mark sheets, you will be required to log on the WJEC Secure Website [www.wjecservices.co.uk](http://www.wjecservices.co.uk)

In order to input marks, the “Enter Coursework Marks” tab needs to be selected from the menu on the left-hand side of the screen.

There is a dedicated helpline for any queries relating to the use of the online system. Contact: [functionalskills@wjec.co.uk](mailto:functionalskills@wjec.co.uk) or 02920 265128/180.
8. Selecting the sample

Once all the marks have been submitted, the system will then identify the sample candidates. Work for these candidates will need to be sent to the moderator. If the sample contains a candidate whose work is incomplete or lost, then the subject teachers should indicate on the system the nearest candidate (either higher or lower) with complete work.

All samples of candidates' work must be submitted to the external Moderator by 24 May 2013.

9. Submission of candidates’ work to the External Moderator

The following should be sent to the External Moderator by 24 May 2013:

- Selected candidates’ work (including the candidates’ markscheme sheets and appropriate evidence).
- All candidates’ declaration sheets (coversheet of markscheme sheet).

10. Return of Work

Work for this subject will not be returned to centres unless specifically requested, in which case an addressed label should be included in the sample sent for moderation.