FUNCTIONAL SKILLS

0860/E2

ENTRY LEVEL MATHEMATICS

Entry 2

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 2, 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 2 qualification.
Task 1 and Task 2 – Catalogue

Summary of Assessment

During Task 1, candidates will be expected to:

• measure the length and width of a table, to the nearest 10 cm, using a measuring tape;
• use the sum of the widths and lengths of a table to see if it helps decide how many chairs can fit around the table;
• talk about the properties of a rectangular table-top;
• select and sort the tables into 2 groups of their own choice and tell you the criterion;
• select a chair at a given price.

During Task 2, candidates will be expected to:

• arrange the tables in increasing order of price, and the chairs in decreasing order of price;
• double the price of a chair and then double again and say how many chairs they have just found the cost of in their calculation;
• identify notes and calculate how much change you get when buying a chair for a given price (less than £50);
• calculate the cost of three chairs (with answer less than £100);
• find how long have you got in the shop to browse before closing time.
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 and measuring equipment e.g. a tape measure.
- A rectangular table in the room is needed to measure and talk about.
- 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.

• Provide a tape measure, one that is familiar to the candidate. Point out to the candidate, what is known as the length and width of a rectangular table in the room. Ask the candidate to measure the length and the width of the table to the nearest 10 cm mark on the tape.

  “Can you measure the length and width of this table to the nearest 10 cm for me please?”

• Show the candidate that around the top of the table you need to add the length, length, width and width together. Write these four measurements down in a horizontal line, no ‘+’ or add shown (using the candidate’s answers to the previous part of the task if possible, they must be multiples of 10). Ask the candidate to total the four numbers for you. Ask the candidate if this helps you know how many chairs can fit around the table or not.

  “I need to find the total distance around the table top. These are the measurements. Could you do that for me please?”
  “Will the answer help me find out how many chairs can fit around the table?”

• Give the catalogue page provided (labelled RESOURCE MATERIAL A) to the candidate. Have a brief discussion with the candidate to ensure that they understand the information and words on the page. Make sure the candidate understands the word “catalogue”. Ask the candidate if they can show you a ‘rectangular table’ and tell you how many corners and edges this table has.

  “Look at this catalogue page, can you see a rectangular table?”
  “How many corners does this table have?”
  “How many edges does this table have?”

• Give the cutouts of the catalogue page provided (labelled RESOURCE MATERIAL B – CUTOUTS) to the candidate. Ask the candidate to sort the cards; request that the chairs are in one group and that the tables are in two different groups. Once this is done, ask the candidate to describe the two groups for the tables.

  “Can you sort these for me please, put the chairs in one group, then think about how you could sort the tables into two groups, do it, then I am going to ask you how you decided to sort the tables.”
  “Now, can you tell me how you sorted the tables?”

• Ask the candidate to select the chair from the cutouts that costs £... . This must be verbal, asking the candidate to recognise a verbal amount to find the correct written form.

  “Can you select the chair that costs £... 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 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 TABLES provided (labelled RESOURCE MATERIAL B – CUTOUTS) to the candidate.
  Ask the candidate to arrange the tables in order, cheapest first and most expensive last.
  “Can you arrange these tables in order please with the cheapest first and most expensive last?”

- Give the cutouts of the CHAIRS provided (labelled RESOURCE MATERIAL B – CUTOUTS) to the candidate.
  Ask the candidate to arrange the chairs in order, most expensive first and cheapest last.
  “Can you arrange these chairs in order please with the most expensive first and the cheapest last?”

- Select one of the chair cutouts which is less than £30.
  Ask the candidate to double the price, and then double their answer again.
  Now ask the candidate if they know how many chairs they have just found the price for.
  Encourage them to try to check this out if they don’t know immediately.

  “Look at the cost of this chair, could you double the price for me please?”
  “Now could you double your answer again?”
  “What do you think you have just worked out?”
  “How many chairs have you just found the cost of?”
  “Can you think or work out for me how many chairs I can buy for the price you have worked out?”

- Show the candidate 2 x £20 notes and 1 x £10 note. Select either the chair for £37 or £42.
  Explain that you are going to buy the chair. Ask the candidate how much money will you have left after buying the chair. Don’t say you have £50, just show the money and the cutout for the chair.

  “I have these notes and want to buy this chair.”
  “How much money will I have left after buying the chair?”

- Explain that you have changed your mind, and want to buy 3 of the cheaper chairs (select a chair card between £20 and £30). Ask the candidate to work out the cost of buying 3 of these chairs.

  “I have changed my mind! I want to buy three of these chairs instead.”
  “How much will the three chairs cost altogether?”

- You decide to go the shop to have a look around. Explain that you can get to the shop at 3:30 p.m. and that the shop closes at 5:00 p.m. You spend some time looking around the shop. Ask the candidate to tell you how much time you have to look around the shop before it closes. You should write the times down for the candidate.

  “I want to go and have a look around a shop.”
  “I can get there at 3:30 p.m. and the shop closes at 5:00 p.m. I will write these times down for you.”
  “How long do I have to look around the shop before it closes?”

END OF TASK 2
<table>
<thead>
<tr>
<th>Price</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>£22</td>
<td>Wooden back chair with brown seat</td>
</tr>
<tr>
<td>£24</td>
<td>Green chair with cushion back and seat</td>
</tr>
<tr>
<td>£42</td>
<td>Special edition white chair with cushion seat</td>
</tr>
<tr>
<td>£400</td>
<td>Classic solid wood table Seats 4 people</td>
</tr>
<tr>
<td>£300</td>
<td>Modern glass table Seats up to 6 people</td>
</tr>
<tr>
<td>£700</td>
<td>Simple wooden table Very clean lines!</td>
</tr>
<tr>
<td>£600</td>
<td>Solid long wood table Great for families!</td>
</tr>
<tr>
<td>£200</td>
<td>Popular and simple wooden table Great Price!</td>
</tr>
<tr>
<td>£500</td>
<td>Stylish table Seats up to 7 people</td>
</tr>
<tr>
<td>£23</td>
<td>Lovely leather chair with solid wood legs</td>
</tr>
<tr>
<td>£21</td>
<td>Beautiful red leather chair Would look lovely anywhere!</td>
</tr>
<tr>
<td>£37</td>
<td>Patterned chair with a lovely curved back</td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E2-B
ENTRY LEVEL MATHEMATICS
Entry 2
Task 1 and Task 2 – Catalogue

May 2013

RESOURCE MATERIAL B – CUTOUTS
Functional Skills Mathematics – Entry 2

Task 1 and Task 2 – Catalogue

To be cut out and given to candidates to use for Task 1 and Task 2.
£22
Wooden back chair with brown seat

£24
Green chair with cushion back and seat
£400
Classic solid wood table
Seats 4 people

£42
Special edition white chair
with cushion seat
Modern glass table
Seats up to 6 people
£300

Simple wooden table
Very clean lines!
£700
£200
Popular and simple wooden table
Great price!

£600
Solid long wood table
Great for families!
£23
Lovely leather chair
with solid wood legs

£500
Stylish table
Seats up to 7 people
£37
Patterned chair with a lovely curved back

£21
Beautiful red leather chair. Would look lovely anywhere!
FUNCTIONAL SKILLS

0860/E2-B

ENTRY LEVEL MATHEMATICS
Entry 2
Task 1 and Task 2 – Catalogue

May 2013

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

£24

Wooden back chair with brown seat

£22
£400
Classic solid wood table
Seats 4 people

£42
Special edition white chair
with cushion seat
£700
Simple wooden table
Very clean lines!

£300
Modern glass table
Seats up to 6 people
Popular and simple wooden table
Great price!
£200

Solid long wood table
Great for families!
£600
£23
Lovely leather chair with solid wood legs

£500
Stylish table seats up to 7 people
£37
Patterned chair with a lovely curved back

£21
Beautiful red leather chair. Would look lovely anywhere!
FUNCTIONAL SKILLS

0860/E2-C

ENTRY LEVEL MATHEMATICS
Entry 2
Task 1 and Task 2
Marking Scheme + Candidate and Teacher Declaration
Assessment: Catalogue

Assessment window:
29 April 2013 - 24 May 2013

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 2 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>A2.4</td>
<td></td>
<td>2</td>
<td>2 marks for successfully measuring the length and the width</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 mark for measuring either the length or the width correctly.</td>
</tr>
<tr>
<td>R2.2</td>
<td></td>
<td>2</td>
<td>2 marks for correctly deciding to add and has calculated the total correctly, and is able to talk about the possible number of chairs that might fit, by visualizing or other idea. Saying that this total doesn't really help would be a great answer here</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 mark for deciding to add, but making a slight error in doing so and saying little about chairs fitting around the table</td>
</tr>
<tr>
<td>I2.6</td>
<td></td>
<td>2</td>
<td>2 marks for successfully selecting the rectangular table and stating it has 4 corners and 4 edges</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 mark for selecting the rectangular table and incorrectly stating the number of corners and edges or for selecting a square table and successfully stating it has 4 corners and 4 edges</td>
</tr>
<tr>
<td>I2.6</td>
<td></td>
<td>2</td>
<td>2 marks for sorting the tables into 2 groups, can talk about their criterion (e.g. round and not round)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 mark for a reasonable sort of the tables, but unclear in talking about the reasoning</td>
</tr>
<tr>
<td>A2.3</td>
<td></td>
<td>2</td>
<td>2 marks for recognising the amount and selecting the correct chair following a verbal instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 mark if the candidate eventually selects the correct chair, must verbally stress on tens and units of the amount has been given</td>
</tr>
</tbody>
</table>

**Total for Task 1**: 10
<table>
<thead>
<tr>
<th>TASK 2 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>I2.6 2 marks for ordering the tables and chairs as asked, increasing for tables, and decreasing for chairs 1 mark for either of the orders correct, or if both in opposite order to that requested</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2.5 2 marks for doubling and doubling correctly, and knows (checks) that this is 4 chairs 1 mark for one of the doubles correct, first or follow through from an error, with an understanding that it is the price of more than 2 chairs</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2.1 2 marks for successfully finding how much you will have left from your £50 1 mark knowing that it is the difference between £50 and the price of the chair that they are trying to find</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2.3 2 marks for successfully finding the cost of three chairs 1 mark for attempting to add the 3 costs, but makes an error in the calculation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2.1 2 marks for working out that you have 1$\frac{1}{2}$ hours or 90 minutes 1 mark for understanding a method for finding the time difference, but makes an error</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total for Task 2 | 10
Total for Task 1 | 10
TOTAL | 20

Teacher's Signature: ____________________________ Date: ____________________________