FUNCTIONAL SKILLS
0860/E1
MATHEMATICS
Entry 1
Task 1 and Task 2
Assessment: Dried fruit

Assessment window:
28 April 2014 - 23 May 2014
1 hour
Task 1 and Task 2 – Dried fruit

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 Skills 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 (12 marks for Task 1 and 8 marks for Task 2) and the time allowed should be shared with the candidate.

The candidate requires 15 marks out of a possible 20 (75%) in order to achieve the Entry 1 qualification.
Task 1 and Task 2 – Dried fruit

Summary of Assessment

During Task 1, candidates will be expected to:

• decide on two different selections of 3 items of dried fruit;
• find the total weight of both selections using the information given;
• decide which selection is the heavier;
• recognise 2D and 3D shapes.

During Task 2, candidates will be expected to:

• sort an item of dried fruit according to the pre-determined criterion decided on by the assessor;
• cost some dried fruit which must consist of at least 4 items;
• identify and select the correct coins and notes needed to pay for the dried fruit.
Preparation for Task 1 – Dried fruit

- Provide some items of dried fruit if possible.
- Give the information sheet (labelled RESOURCE MATERIAL A) to the candidate.
- Make individual cards using the cutouts provided (labelled RESOURCE MATERIAL B – CUTOUTS), or use actual bags/packs of dried fruit, if possible, with the information attached.
- Provide a cylindrical pack of dates if possible, or use a tin/can/tube or any cylindrical object and label it ‘DATES’.
- 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 – Dried fruit

• Explain to the candidate that you want them to help you make two selections of dried fruit and you will be asking them a series of questions about these selections. 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 12 marks available.

• Give the information sheet (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 information sheet. You should ensure that the candidate understands abbreviations such as ‘g’ and ‘p’.

• Give the cut out cards of the dried fruit to the candidate (labelled RESOURCE MATERIAL B – CUTOUTS) or provide actual bags/packs of dried fruit with the information attached.

• Demonstrate how some bags/packs of dried fruit can be selected from a number of items.

• Explain that you want them to make two different selections both with 3 items in each selection. Explain, for example, that a small pack of raisins or a large bag of dates is one item. Perhaps check understanding first by making your own selection of two items.
  “An item of fruit maybe a small pack of raisins, or perhaps a large bag of dates.”

• Tell the candidate they need to decide on two possible selections of 3 items of dried fruit.
  “You need to choose two different selections of 3 items of dried fruit.”

• Repeat the introduction as many times as necessary.

• Ask the candidate to make their choices.
  “Show me your two different selections of dried fruit.”

• Allow time for the candidate to settle on their choices and ask them to find the total weight of each selection using the information cards.
  “Are you happy with your selections?”
  “I want you to work out how much each selection of dried fruit weighs.”
  “How did you work out the weights of your selections?”
  “What is the total weight for each selection of dried fruit?”

• Ask the candidate which selection of dried fruit is the heavier.
  “Which selection is the heavier?”

• The assessor shows the candidate a cylindrical pack of dates (or cylindrical object labelled ‘DATES’). Do not use the term cylindrical or cylinder.
  Pointing at the top face of the pack of dates, ask the candidate to name the 2D shape they can see.
  “Look at the top of this pack of dates (point to the top face). What do we call this 2D shape?”

• With this same cylindrical pack of dates (or cylindrical object labelled ‘DATES’), ask the candidate to name the 3D shape that it is most like.
  “Look at this pack of dates. What do we call this 3D shape?”

END OF TASK 1
Preparation for Task 2 – Dried fruit

• Give the information sheet (labelled RESOURCE MATERIAL A) to the candidate.
• Make individual cards using the cutouts provided (labelled RESOURCE MATERIAL B – CUTOUTS), or use actual bags/packs of dried fruit, if possible, with the information attached.
• 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 1 x £5 note, 1 x £2 coin, 3 x £1 coins, 3 x 50p coins, 4 x 20p coins and 5 x 10p coins.
• 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 – Dried fruit

- Explain that this is the second and last task. For this task there is a maximum of 8 marks available.

- Remind the candidate again about the definition of ‘an item of dried fruit’ (e.g. a small pack of raisins or a large bag of dates is one item).
  "An item of fruit may be a small pack of raisins, or perhaps a large bag of dates."

- Using the cut out cards of the dried fruit (labelled RESOURCE MATERIAL B – CUTOUTS) or actual bags/packs of dried fruit with the information attached, place at least 8 items (bags/packs) of dried fruit on a table into two groups based on a criterion you have selected (e.g. orange in colour and not orange in colour, all cost less than 50p and all 50p or more expensive.)

- Explain how the items of dried fruit are grouped, then give the candidate another item of dried fruit and ask in which group it belongs.
  "Look at the two groups I have made by sorting ................. ."
  "In which group does this belong?"
  "Why have you decided on this group?"

- Select at least 4 items of dried fruit making sure that the total cost is a whole number of pounds, e.g. 2 packs at 50p, 1 pack at 40p and 1 pack at 60p.

- Explain to the candidate that you want to buy these packs of dried fruit for yourself.
  "I want to buy all these packs of dried fruit."
  "I want you to work out how much the dried fruit costs altogether."
  "How much do they cost altogether?"

- On a tray provide the money for the candidate to use.

- Ask the candidate to select the correct money to pay for the dried fruit. Allow the candidate time to calculate and decide how much money to pass to you.
  "How much does the dried fruit cost altogether?"
  "Please give me the correct money."

END OF TASK 2
## Dried fruit

<table>
<thead>
<tr>
<th>Small pack of apricots</th>
<th>Large pack of apricots</th>
<th>Small pack of figs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price 30p</td>
<td>Price 50p</td>
<td>Price 30p</td>
</tr>
<tr>
<td>Weighs 100g</td>
<td>Weighs 200g</td>
<td>Weighs 80g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Large pack of figs</th>
<th>Small pack of banana pieces</th>
<th>Large pack of banana pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price 60p</td>
<td>Price 40p</td>
<td>Price 90p</td>
</tr>
<tr>
<td>Weighs 100g</td>
<td>Weighs 50g</td>
<td>Weighs 300g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small pack of dates</th>
<th>Large pack of dates</th>
<th>Small pack of raisins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price 40p</td>
<td>Price 50p</td>
<td>Price 10p</td>
</tr>
<tr>
<td>Weighs 60g</td>
<td>Weighs 80g</td>
<td>Weighs 20g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Large pack of raisins</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Price 90p</td>
<td></td>
</tr>
<tr>
<td>Weighs 300g</td>
<td></td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E1-B
MATHEMATICS
Entry 1
Task 1 and Task 2
Assessment: Dried fruit

May 2014

RESOURCE MATERIAL B – CUTOUTS
Functional Skills Mathematics – Entry 1

Task 1 and Task 2 – Dried Fruit

To be cut out and given to candidates to use for Task 1 and Task 2.
Large pack of apricots
Price 50p
Weighs 200g

Small pack of apricots
Price 30p
Weighs 100g
Large pack of figs
Price 60p
Weighs 100g

Small pack of figs
Price 30p
Weighs 80g
BLANK PAGE
Small pack of banana pieces
Price 40p
Weighs 50g

Large pack of banana pieces
Price 90p
Weighs 300g
Large pack of dates
Price 50p
Weighs 80g

Small pack of dates
Price 40p
Weighs 60g
Large pack of raisins
Price 90p
Weighs 300g

Small pack of raisins
Price 10p
Weighs 20g
FUNCTIONAL SKILLS
0860/E1-C
MATHEMATICS
Entry 1
Task 1 and Task 2
Marking Scheme + Candidate and Teacher Declaration
Assessment: Dried fruit

Assessment window:
28 April 2014 – 23 May 2014

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.

NOTICE TO CANDIDATE
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.

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>2 marks for successfully giving two different selections of 3 items of dried fruit</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully making one selection of 3 items OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully making two different selections of 3 items following prompts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for finding a strategy for finding a total weight</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(e.g. candidates know that they need to add the weights together to find the total weight, total weight need not be correct for 2 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for developing a strategy following prompts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for giving two correct weights for the selections of 3 items of dried fruit</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for one correct weight OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for giving two correct weights following prompts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for recognising which selection weighs more than the other and therefore which selection is the heavier</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for recognising which weight is greater but not stating which is heavier OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for recognising which weight is greater but wrongly stating which arrangement is heavier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for stating circle</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for stating circle following prompts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for stating cylinder</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for stating cylinder following prompts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for Task 1</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TASK 2 MARKING GUIDANCE

<table>
<thead>
<tr>
<th>TASK</th>
<th>Guidance</th>
<th>Max Mark</th>
<th>Mark Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>I1.4</td>
<td>2 marks for placing the dried fruit in the correct group and explaining why they have chosen this group. 1 mark for placing the dried fruit in the correct group and giving suitable explanation with prompts.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>R1.1</td>
<td>2 marks for finding a strategy for finding the total cost (e.g. candidates know that they need to add the costs together to find the total cost, total cost need not be correct for 2 marks). 1 mark for developing a strategy following prompts.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>A1.2</td>
<td>2 marks for calculating and stating the total cost of the items of dried fruit correctly. 1 mark for attempting to calculate the total cost but an error has been made.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I1.4</td>
<td>2 marks for selecting the correct notes or coins for their total cost. 1 mark for giving too much or too little money but after prompting has either given back money or given more to make their correct total cost OR 1 mark for selecting the correct notes or coins for their total cost with guidance OR 1 mark for selecting the correct money for at least two of the items of dried fruit.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total for Task 2: 8
Total for Task 1: 12
Total for Tasks 1 and 2: 20

Teacher's Signature: ____________________________  Date: ____________________________
FUNCTIONAL SKILLS
0860/E1/E2/E3-D
MATHEMATICS
Entry 1, 2 and 3
CONTROLLED ASSESSMENT
Assessment: Dried fruit
May 2014
INSTRUCTIONS FOR TEACHERS

TO BE OPENED ON RECEIPT
**Conduct of the Controlled Assessment**

The following notes outline arrangements for the conduct of the Controlled Assessment for the May 2014 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 **14 April 2014**.

   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</td>
<td>One per centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Available to download from the secure website (see below)</td>
<td></td>
</tr>
<tr>
<td>Entry 1 Controlled Assessment</td>
<td>0860/E1</td>
<td>• Secure Website (Resources PDF download → Controlled Assessment Materials)</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 1 Controlled Assessment Marking Scheme and Declaration</td>
<td>0860/E1-C</td>
<td>Available to download from 14 April 2014</td>
<td>One per Entry 1 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL A</td>
<td>0860/E1-A</td>
<td>• Despatched to centres</td>
<td>One per Entry 1 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL B - CUTOUTS</td>
<td>0860/E1-B</td>
<td>• Available to download from the secure website (see above)</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</td>
<td>One per centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Available to download from the secure website (see below)</td>
<td></td>
</tr>
<tr>
<td>Entry 2 Controlled Assessment</td>
<td>0860/E2</td>
<td>• Secure Website (Resources PDF download → Controlled Assessment Materials)</td>
<td>One per centre</td>
</tr>
<tr>
<td>Entry 2 Controlled Assessment Marking Scheme and Declaration</td>
<td>0860/E2-C</td>
<td>Available to download from 14 April 2014</td>
<td>One per Entry 2 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL A</td>
<td>0860/E2-A</td>
<td>• Despatched to centres</td>
<td>One per Entry 2 candidate</td>
</tr>
<tr>
<td>RESOURCE MATERIAL B - CUTOUTS</td>
<td>0860/E2-B</td>
<td>• Available to download from the secure website (see above)</td>
<td>One per Entry 2 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 (28/4/14 - 23/5/14).

- 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 23 May 2014.
3. **Before the Controlled Assessment**

- The assessors should familiarise themselves with the Functional Skills 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, candidates should be provided with the cards that have been cut out (Resource Material B - CUTOUTS) or actual bags/packs of dried fruit can be provided, with the information attached.

- 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.

- 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.

- 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.

- 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.

- 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.

**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 23 May 2014.**

9. **Submission of candidates’ work to the External Moderator**

The following should be sent to the External Moderator by 23 May 2014:

- 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.