FUNCTIONAL SKILLS
0860/E2
MATHEMATICS
Entry 2
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 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 the candidate.

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

Summary of Assessment

During Task 1, candidates will be expected to:

- decide a selection of dried fruit based on the criteria given and within a specific weight;
- find the total weight of the selection of dried fruit;
- describe some of the items of dried fruits which will include understanding terms such as ‘cheapest’, ‘heaviest’ etc.

During Task 2, candidates will be expected to:

- cost a selection of items of dried fruit;
- identify and select the correct coins and notes needed to pay for the items of dried fruit;
- calculate the cost of some items of dried fruit in a sale and use a suitable check on their answer.
Preparation for Task 1 – Dried fruit

- Provide some items of dried fruit, if possible, and a cylindrical object e.g. tin of beans/soup/veg.
- 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.
- 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 select some 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 10 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 actual bags/packs of dried fruit with the information attached.
- 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.”
- Explain that you want to choose 4 items of dried fruit. “I want to choose 4 items of dried fruit.”
- Explain to the candidates what you mean by the top face of a shape by showing a tin of soup/beans/veg and the circular end. An example can be found on the Information Sheet (labelled Resource Material A). Do not use the word circular or circle. It is important to make sure the candidate can understand what you mean by top face when an object is set down on the table, if necessary show other examples.
- Explain that top faces of dried fruit in three of the packs should look similar to the top face you showed with the tin of beans/soup/veg and the other one pack must not look like this. “I want three of the packs of dried fruit to have pieces of dried fruit with top faces that look like the top face of the can of ............ I showed you, and I want the other one pack not to look like this.”
- Explain that you don’t want the dried fruit to weigh more than 500g. “I don’t want the dried fruit to weigh more than 500g.”
- Pass the notes of the information you have told the candidates to them. “Here is the information.”

- 3 packs of dried fruit having pieces of fruit with top faces similar to the top face of a can of beans
- 1 item of dried fruit NOT looking like this
- Must not weigh more than 500g

- Repeat the introduction as many times as necessary referring to the notes.
- Ask the candidate to make their choices. “Show me your selection.”
- Allow time for the candidate to settle on their selection and work out how much it weighs. “Are you happy with your selection?” “I want you now to work out how much your selection of dried fruit weighs.” “How did you work out how much it weighs?” “What is the final weight?”
- Now ask the candidate to answer two questions on the items of dried fruit on the Information Sheet (labelled Resource Material A). For example “Which is the heaviest pack of dried fruit?” “Which is the cheapest pack?”

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, 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 £2 coin, 2 x £1 coins, 3 x 50p coins, 2 x 20p coins, 3 x 10p coins, 1 x 5p coin, 2 x 2p coins and 1 x 1p coin.
- 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 10 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 maybe 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, select 5 items of dried fruit, making sure that the total cost is not a whole number of pounds.

- Explain to the candidate that you want to buy these items for yourself, and that you want them to work out how much the dried fruit will cost.
  “I want to buy these items of dried fruit.”
  “I want you to work out how much these items of dried fruit will cost altogether and I will want you to give me the correct money.”

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

- Repeat the instructions as many times as necessary.

- Allow the candidate time to calculate and decide how much money to pass to you.
  Ask the candidate to select the correct money to pay for the packs of dried fruit.
  “How much does the dried fruit cost altogether?”
  “Give me the correct money.”

- Select two items of dried fruit, making sure that the total cost is a value that is a multiple of 10p. For example, a large pack of figs and a small pack of dates.

- Explain to the candidate that there is a sale and all packs of dried fruit are half price. Ask the candidate how much the selection you have made would cost in the sale.
  “There is a sale and all dried fruit is half price.”
  “How much will the items of dried fruit cost in the sale?”

- Ask the candidate how they would check their answer to see if it was correct.
  “How can you check that your answer is correct?”

END OF TASK 2
FUNCTIONAL SKILLS
0860/E2-B
MATHEMATICS
Entry 2
Task 1 and Task 2
Assessment: Dried Fruit
May 2014
RESOURCE MATERIAL B – CUTOUTS
To be cut out and given to candidates to use for Task 1 and Task 2.
Large pack of apricots
Price 55p
Weighs 250g

Small pack of apricots
Price 34p
Weighs 120g
Large pack of figs
Price: 66p
Weighs: 120g

Small pack of figs
Price: 30p
Weighs: 80g
<table>
<thead>
<tr>
<th>Large pack of banana pieces</th>
<th>Price 96p</th>
<th>Weighs 300g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small pack of banana pieces</td>
<td>Price 25p</td>
<td>Weighs 20g</td>
</tr>
</tbody>
</table>
Large pack of dates
Price 50p
Weighs 80g

Small pack of dates
Price 44p
Weighs 60g
<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large pack of raisins</td>
<td>90p</td>
<td>300g</td>
</tr>
<tr>
<td>Small pack of raisins</td>
<td>10p</td>
<td>20g</td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E2-C
MATHEMATICS
Entry 2
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 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: ____________________________

Surname
Other Names
Centre Number
Candidate Number
0
<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>
</table>
| R2.1 2 marks for successfully meeting the design criteria
1 mark for meeting the design criteria following prompts | 2        |              |                                                           |
| R2.2 2 marks for developing a strategy for correctly finding
the total weight (e.g. candidates know that they need to
add the weights together to find the total weight, total
weight need not be correct or within 500g for 2 marks)
1 mark for developing a strategy following prompts | 2        |              |                                                           |
| A2.4 2 marks for giving the correct weight and it is not more
than 500g
1 mark for attempting to find the weight but has made an
error (either the weight is within 500g or they are aware that
the weight is over 500g) | 2        |              |                                                           |
| I2.6 4 marks for successfully answering both questions
about the items of dried fruit (cheapest, heaviest etc)
without prompts
2 marks for successfully answering each question without
prompts
1 mark for answering each question following prompts | 4        |              |                                                           |
| **Total for Task 1** | **10**   |              |                                                           |
### Task 2 Marking Guidance

<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Max Mark</th>
<th>Mark Awarded</th>
<th>Teacher’s Comments (continue on separate sheet if required)</th>
</tr>
</thead>
</table>
| R2.1 | 2 marks for developing a strategy for correctly costing the items of dried fruit (e.g. candidates know that they need to add the prices together to find the total cost, total cost need not be correct for 2 marks)  
1 mark for developing a strategy following prompts  | 2        |              |                                                            |
| A2.3 | 2 marks for calculating and stating the correct total cost of the items of dried fruit  
1 mark for attempting to calculate the total cost but an error has been made  | 2        |              |                                                            |
| I2.6 | 2 marks for selecting the correct money 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 money for their total cost with guidance OR  
1 mark for selecting the correct money for at least two items of dried fruit  | 2        |              |                                                            |
| A2.3 | 2 marks for successfully halving the cost  
1 mark for attempting to halve the cost (or costs separately) but an error has been made OR  
1 mark for halving the total cost after prompts  | 2        |              |                                                            |
| A2.5 | 2 marks for using a suitable check (e.g. doubled their answer to find original cost)  
1 mark for understanding the need to double or attempting another suitable check OR  
1 mark for attempting to double and an error has been made  | 2        |              |                                                            |

**Total for Task 2**: 10

**Total for Task 1**: 10

**Total for Tasks 1 and 2**: 20

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Teacher’s Signature:  
Date:  

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