FUNCTIONAL SKILLS

0860/E2

MATHEMATICS

Entry 2
Task 1 and Task 2
Assessment: Curry ingredients

Assessment window:

27 April 2015 - 22 May 2015

1 hour
Task 1 and Task 2 – Curry ingredients

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 – Curry ingredients

Summary of Assessment

During Task 1, candidates will be expected to:

• Select an even number of ingredients from a selection with price costs less than 80p.
• Count the number of faces on a cuboid.
• Select 2 ingredients weighing less than 1000 g altogether, and explain how they know or can check it is less than 1000 g.
• Calculate the weight of 3 ingredients.
• Work out how much less than 2000 kcal the total calories for their selection of 3 ingredients would be.

During Task 2, candidates will be expected to:

• Select the most expensive lentils, the most expensive chickpeas and the cheapest beans, and work out the cost of buying the 3 ingredients.
• Work out the cost of buying double the amount of their selection.
• Select the correct notes and coins to give as change from a £20 note when buying these ingredients.
• Understand and use a ‘buy two get the cheaper one half price offer’, with the cheaper ingredient being half price.
Preparation for Task 1 – Curry ingredients

• 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 curry ingredients labelled with the information. These could include different packets/tins/boxes of lentils, beans and chickpeas.

• 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 – Curry ingredients

• Explain to the candidate that you want them to help you select a number of packets/tins/boxes of vegetable curry ingredients. 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.
  Explain (by showing) what is meant by the term ‘packet’, ‘tin’ and ‘box’.
  Ensure that the candidate understands abbreviations such as ‘g’ and ‘p’.
  They should also be familiar with the terms ‘ingredients’ and ‘calories’ and that the energy in food is measured in ‘kcal’.

• Give the cut out cards of the curry ingredients to the candidate (labelled RESOURCE MATERIAL B – CUTOUTS) or provide actual packets/tins/boxes of ingredients with the information attached.

• Ask the candidate to select an even number of ingredients.
  There must be at least 10 ingredients available, most of which must be cheaper than 80p each.
  "Can you select an even number of ingredients for me."
  "Remember an even number in total, but not all the ingredients."
  "All the ingredients must cost less than 80p each."

• Explain that you have a box of chickpeas (a cuboid). Ask the candidate to count the number of faces, without pointing or demonstrating what a face is for the candidate.
  "This box of chickpeas is a cuboid."
  "Can you tell me how many faces there are?"

• Explain that you are looking to buy two ingredients, chickpeas and lentils.
  Say that they must weigh less than 1000 g altogether.
  Explain that you want to know how they know that they weigh less than 1000 g.
  "I want you to select 2 ingredients. One must be chickpeas and one must be lentils. They can be packets, tins or boxes."
  "They must weigh less than a total of 1000 g altogether."
  "I want to know how you know and can check that they weigh less than 1000 g altogether please."

• Explain that you are looking to buy three ingredients, one chickpeas, one beans and one lentils, and that you need to know how much they weigh in total.
  "I want to buy 3 ingredients."
  "I am looking to buy some chickpeas, some beans and some lentils."
  "Can you tell me how much they will weigh altogether?"

• Explain that you need to know how much less than 2000 kcal (calories) the total calories of the three ingredients (one chickpeas, one beans and one lentils) would be.
  "I am looking to buy these chickpeas, beans and lentils."
  "I need to know how much under 2000 kcal this would be altogether."
  "That is, how much less than 2000 kcal would this be?"

END OF TASK 1
Preparation for Task 2 – Curry ingredients

• 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 curry ingredients labelled with the information. These could include different packets/tins/boxes of lentils, beans and chickpeas.

• Provide materials for the candidate to use to record, e.g. paper or mini white board and a calculator.

• Provide a selection of money (coins and notes), real if possible.

• 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 – Curry ingredients

• Explain that this is the second and last task. For this 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.
  Explain (by showing) what is meant by the term ‘packet’, ‘tin’ and ‘box’.
  Ensure that the candidate understands abbreviations such as ‘g’ and ‘p’.
  They should also be familiar with the terms ‘ingredients’ and ‘calories’ and that the energy in food is measured in ‘kcal’.

• Give the cut out cards of the curry ingredients to the candidate (labelled RESOURCE MATERIAL B – CUTOUTS) or use actual packets/tins/boxes of ingredients with the information attached.

• Explain to the candidate you want them to select the most expensive lentils, the most expensive chickpeas and the cheapest beans. The ingredients must not be laid out in any particular order.
  Ask the candidate to work out the total cost of buying these 3 ingredients.
  "Please can you select the most expensive lentils, the most expensive chickpeas and the cheapest beans."
  "How much would I have to pay altogether for these 3 ingredients."

• Explain to the candidate that they want to buy double quantities of the ingredients they have selected.
  Ask the candidate to work out the total cost of buying all of these ingredients and how the total cost could be worked out in a different way.
  "I need to buy double quantities of these ingredients you have selected. How much would I have to pay altogether?"
  "Can you tell me how you could check your answer by working it out in a different way?"

• Explain you are going to buy these ingredients for the price the candidate has said (provided it is less than £20, otherwise state the appropriate price). Explain you are going to pay with a £20 note.
  Ask the candidate how much change you should receive and to pass the correct amount to you.
  "I am going to buy these with this £20 note."
  "Would you select my change for me please."

• Describe a ‘buy two get the cheaper one half price offer’, with the cheaper ingredient being half price. Ask the candidate to work out the cost of buying 2 different chickpea ingredients selected under this offer.
  "If I buy these 2 ingredients, which is the cheaper? (keep it separate)"
  "There is an offer on, which means if I buy this one, the more expensive (show it), I get the cheaper one for half price (point to it)."
  "Remember the more expensive full price (point to it), the cheaper one (point to it) half price."
  "How much would I pay altogether for these 2 chickpea ingredients?"

END OF TASK 2
FUNCTIONAL SKILLS
0860/E2-A
MATHEMATICS
Entry 2
Task 1 and Task 2
Assessment: Curry ingredients

May 2015
RESOURCE MATERIAL A
## Ingredients

<table>
<thead>
<tr>
<th><strong>Product</strong></th>
<th><strong>Cost</strong></th>
<th><strong>Weight</strong></th>
<th><strong>Total Calories</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chick Peas</td>
<td>66p</td>
<td>450g</td>
<td>240 kcal</td>
</tr>
<tr>
<td>Organic Dark Speckled Lentils</td>
<td>45p</td>
<td>340g</td>
<td>280 kcal</td>
</tr>
<tr>
<td>Lentils Green</td>
<td>72p</td>
<td>380g</td>
<td>410 kcal</td>
</tr>
<tr>
<td>Pinto Beans</td>
<td>34p</td>
<td>220g</td>
<td>330 kcal</td>
</tr>
<tr>
<td>Organic Brown Lentils</td>
<td>75p</td>
<td>650g</td>
<td>730 kcal</td>
</tr>
<tr>
<td>Pinto Beans</td>
<td>78p</td>
<td>550g</td>
<td>620 kcal</td>
</tr>
<tr>
<td>Product</td>
<td>Cost</td>
<td>Weight</td>
<td>Calories</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Red Lentils</td>
<td>62p</td>
<td>500g</td>
<td>480 kcal</td>
</tr>
<tr>
<td>Organic Sprouted Lentils</td>
<td>88p</td>
<td>580g</td>
<td>590 kcal</td>
</tr>
<tr>
<td>Red Split Lentils</td>
<td>82p</td>
<td>510g</td>
<td>540 kcal</td>
</tr>
<tr>
<td>Green Lentils</td>
<td>62p</td>
<td>380g</td>
<td>470 kcal</td>
</tr>
<tr>
<td>Bengal Lentils</td>
<td>70p</td>
<td>300g</td>
<td>420 kcal</td>
</tr>
<tr>
<td>Chickpeas in water</td>
<td>60p</td>
<td>400g</td>
<td>290 kcal</td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E2-B

MATHEMATICS
Entry 2
Task 1 and Task 2
Assessment: Curry ingredients

May 2015

RESOURCE MATERIAL B – CUTOUTS
Functional Skills Mathematics – Entry 2

Task 1 and Task 2 – Curry ingredients

To be cut out and given to candidates to use for Task 1 and Task 2.
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Weight</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Speckled Lentils</td>
<td>45p</td>
<td>340g</td>
<td>280 kcal</td>
</tr>
<tr>
<td>Chick Peas</td>
<td>66p</td>
<td>450g</td>
<td>240 kcal</td>
</tr>
</tbody>
</table>
Cost: 34p
Weight: 220g
Total calories: 330 kcal

Cost: 72p
Weight: 380g
Total calories: 410 kcal
Cost: 75p
Weight: 650g
Total calories: 730 kcal

Cost: 78p
Weight: 550g
Total calories: 620 kcal
<table>
<thead>
<tr>
<th><strong>Cost:</strong> 88p</th>
<th><strong>Weight:</strong> 580g</th>
<th><strong>Total calories:</strong> 590 kcal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost:</strong> 62p</td>
<td><strong>Weight:</strong> 500g</td>
<td><strong>Total calories:</strong> 480 kcal</td>
</tr>
<tr>
<td>Item</td>
<td>Cost</td>
<td>Weight</td>
</tr>
<tr>
<td>-------------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Green Lentils</td>
<td>62p</td>
<td>380g</td>
</tr>
<tr>
<td>Red Split Lentils</td>
<td>82p</td>
<td>510g</td>
</tr>
<tr>
<td>Item</td>
<td>Cost</td>
<td>Weight</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Chickpeas in water</td>
<td>60p</td>
<td>400g</td>
</tr>
<tr>
<td>Bengal Lentils</td>
<td>70p</td>
<td>300g</td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E2-C
MATHEMATICS
Entry 2
Task 1 and Task 2
Marking Scheme + Candidate and Teacher Declaration
Assessment: Curry ingredients

Assessment window:
27 April 2015 – 22 May 2015

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:
### TASK 1 MARKING GUIDANCE

<table>
<thead>
<tr>
<th>Description</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 selecting 2, 4, 6 or 8 (or 10 if more than 10 shown) ingredients, with each costing less than 80p</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully selecting 2, 4, 6 or 8 (or 10) ingredients all costing less than 80p after prompts or a reminder of odd numbers, or for successfully selecting 2, 4, 6 or 8 (or 10) ingredients but not all costing less than 80p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully counting 6 faces clearly understanding which are the faces</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for counting faces but not giving the correct total or for showing or explaining what/where a face on a cuboid is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully selecting 2 ingredients weighing less than 1000g, with the candidate checking</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully selecting 2 ingredients weighing less than 1000g, but the candidate not confirming how they know they are correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully selecting 3 ingredients (1 chickpeas, 1 beans and 1 lentils) and giving the correct total weight</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark selecting 3 appropriate ingredients with a reasonable attempt at finding the total weight, or having not selected the appropriate ingredients they give the correct total weight of any 3 ingredients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully working out how many calories less than 2000 calories</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 mark for understanding the calculation required, but with an error in the working out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for Task 1</strong></td>
<td><strong>10</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TASK 2 MARKING GUIDANCE

<table>
<thead>
<tr>
<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 selecting the most expensive lentils, the most expensive chickpeas and the cheapest beans and giving the correct total cost</td>
<td>2</td>
<td>1 mark for successfully selecting at least 2 of the 3 appropriate ingredients with a reasonable attempt at finding the total cost or having not selected the 3 appropriate ingredients they give the correct total cost</td>
</tr>
<tr>
<td>2 marks for successfully working out the total cost of double the quantity</td>
<td>2</td>
<td>1 mark for understanding the required calculation, but makes an error</td>
</tr>
<tr>
<td>2 marks for successfully explaining how the total cost could be worked out in another way</td>
<td>2</td>
<td>1 mark for explaining another way following prompts</td>
</tr>
<tr>
<td>2 marks for selecting the correct notes and coins for the amount of change</td>
<td>2</td>
<td>1 mark for understanding the notes and coins to be given, but makes an error, which when pointed out they can correct OR 1 mark for stating the amount of change</td>
</tr>
<tr>
<td>2 marks for successfully calculating the total cost</td>
<td>2</td>
<td>1 mark for understanding the offer, but halving the incorrect cost going on to find the cost of half the most expensive with the cheapest correctly</td>
</tr>
</tbody>
</table>

### Total for Task 1
10

### Total for Task 2
10

### Total for Tasks 1 and 2
20