MATHEMATICS
Entry 1
Task 1 and Task 2
Assessment: Sandwiches

Assessment window:

25 April 2016 - 20 May 2016

1 hour
Task 1 and Task 2 – Sandwiches

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 assessment 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. They are designed so that they can be used as they are or 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 – Sandwiches

Summary of Assessment

During Task 1, candidates will be expected to:

• Decide on two sandwiches, each with two fillings.
• Cost both sandwiches and decide which one is more expensive.
• Compare the shape of an onion or a tomato with a cube, cylinder and sphere.

During Task 2, candidates will be expected to:

• Sort some items based on pre-determined criterion decided by the assessor.
• Cost a given sandwich with a number of fillings.
• Identify and select the correct coins and notes needed to pay for the sandwich.
Preparation for Task 1 – Sandwiches

- 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 bread rolls and sandwich fillings labelled with the information.
- Provide materials for the candidate to use to record, e.g. paper or mini white board and a calculator.
- Provide some 3D shapes for the candidate, e.g. cube, sphere and cylinder.
- 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 – Sandwiches

• Explain to the candidate that you want them to help you decide on a sandwich to make. 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. 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. Ensure that the candidate understands the abbreviation ‘p’.

• Give the cut out cards of bread rolls and sandwich fillings to the candidate (labelled RESOURCE MATERIAL B – CUTOUTS) or use actual bread rolls and sandwich fillings with the information attached.

• Tell the candidate they need to decide on two possible sandwiches to make. Explain that each sandwich must consist of a bread roll and two sandwich fillings.

  “You need to make two different sandwiches.”
  “Each sandwich must have two sandwich fillings.”

• Ask the candidate to make their choices.

  “Show me your two different sandwiches.”

• Allow time for the candidate to settle on their sandwich choices and ask them to cost each of them.

  “Are you happy with your choice of 2 sandwiches?”
  “I want you now to work out how much each sandwich costs.”
  “How did you work out the cost?”
  “What is the final cost for each sandwich?”

• Ask the candidate which sandwich is the more expensive.

  “Which sandwich is the more expensive?”

• Now ask the candidate to compare a whole tomato or whole onion with a number of 3D shapes, e.g. cube, sphere and cylinder. Ask the candidate which of the 3D shapes most closely resembles either the whole tomato or the whole onion.

  “Look at the 3D shapes”
  “Which of these 3D shapes is most like the shape of this whole onion/tomato?”
  “Why do you think they are most alike?”
  “What is the name of the 3D shape?”

END OF TASK 1
Preparation for Task 2 – Sandwiches

- 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 bread rolls and sandwich fillings labelled with the information.
- 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 – Sandwiches

• Explain that this is the second and last task. For this task there is a maximum of 8 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. Ensure that the candidate understands the abbreviation ‘p’.

• Give the cut out cards of bread rolls and sandwich fillings to the candidate (labelled RESOURCE MATERIAL B – CUTOUTS) or use actual bread rolls and sandwich fillings with the information attached.

• Place some of the bread rolls or sandwich fillings into two groups based on a certain criterion (e.g. bread rolls/fillings, dairy/non-dairy, salad/non-salad, etc.)

• The assessor should give the candidate another bread roll or filling and ask which group it belongs in.

  “Look at the two groups, in which group does this belong?”
  “Why have you decided on this group?”

• The assessor should select a bread roll and three sandwich fillings. Explain to the candidate that you want to buy this sandwich. Explain you would like to know how much the sandwich will cost to buy. Ask the candidate to select the correct money to pay for the sandwich.

  “I want to buy this sandwich.”
  “How much does the sandwich cost?”
  “I want you to select the correct money for me to pay for the sandwich.”

END OF TASK 2

END OF PAPER
## Bread rolls

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>White roll</td>
<td>20p</td>
<td></td>
</tr>
<tr>
<td>Brown roll</td>
<td>30p</td>
<td></td>
</tr>
<tr>
<td>Crusty roll</td>
<td>50p</td>
<td></td>
</tr>
</tbody>
</table>

## Sandwich fillings

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tomato</td>
<td>50p</td>
<td></td>
</tr>
<tr>
<td>Cheese</td>
<td>40p</td>
<td></td>
</tr>
<tr>
<td>Lettuce</td>
<td>20p</td>
<td></td>
</tr>
<tr>
<td>Cucumber</td>
<td>10p</td>
<td></td>
</tr>
<tr>
<td>Egg</td>
<td>50p</td>
<td></td>
</tr>
<tr>
<td>Onion</td>
<td>30p</td>
<td></td>
</tr>
</tbody>
</table>
FUNCTIONAL SKILLS
0860/E1-B
MATHEMATICS
Entry 1
Task 1 and Task 2
Assessment: Sandwiches
May 2016
RESOURCE MATERIAL B – CUTOUTS
To be cut out and given to candidates to use for Task 1 and Task 2.
| Brown roll | 30p |
| White roll | 20p |
Crusty roll

50p
Cheese 40p

Tomato 50p
Onion 30p

Egg 50p
**FUNCTIONAL SKILLS**

0860/E1-C

**MATHEMATICS**

Entry 1

Task 1 and Task 2

Marking Scheme + Candidate and Teacher Declaration

Assessment: Sandwiches

Assessment window:

25 April 2016 – 20 May 2016

**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 Specifications Mathematics Entry 1, 2 and 3.

**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>2 marks for successfully making two different sandwiches each with 2 fillings</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully making one sandwich OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for successfully making two different sandwiches with two fillings following prompts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for developing a strategy for costing each sandwich correctly (e.g. candidates know that they need to add the prices together to find the total cost, costs need not be correct for 2 marks). 1 mark for developing a strategy following prompts.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for giving two correct costs for the sandwiches</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for giving one correct cost OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for giving two correct costs following prompts.</td>
<td></td>
<td></td>
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<tr>
<td>2 marks for recognising which cost is higher than the other and therefore which sandwich is more expensive 1 mark for recognising which cost is higher but not stating which is more expensive OR 1 mark for recognising which cost is higher but wrongly stating which sandwich is more expensive.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for talking about the onion/tomato comparing it with the 3D shapes</td>
<td>2</td>
<td></td>
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<tr>
<td>1 mark for starting to compare the shape of onion/tomato from prompt questions (e.g. is it curved or rounded)</td>
<td></td>
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<tr>
<td>2 marks for stating ‘sphere’</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>1 mark for selecting the sphere but not knowing its name</td>
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Total for Task 1: 12
<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>2 marks for placing the bread roll or sandwich filling in the correct group and can explain why they have chosen this group</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for placing the bread roll or filling in the correct group and giving a suitable explanation with prompts.</td>
<td></td>
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</tr>
<tr>
<td>2 marks for developing a strategy for costing the sandwich correctly (e.g. candidates know that they need to add the prices of the bread roll and the three fillings together to find the total cost, costs need not be correct for 2 marks).</td>
<td>2</td>
<td></td>
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<tr>
<td>1 mark for developing a strategy following prompts.</td>
<td></td>
<td></td>
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<tr>
<td>2 marks for calculating and stating the total cost of the bread roll and three sandwich fillings correctly</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for attempting to calculate the total cost of the bread roll and three sandwich fillings but an error has been made.</td>
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<tr>
<td>2 marks for selecting the correct notes or coins for their total cost</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for selecting the correct notes or coins for their total cost of the sandwich with guidance OR</td>
<td></td>
<td></td>
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<tr>
<td>1 mark for selecting the correct money for at least two of the fillings when working with individual costs.</td>
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</table>

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