FUNCTIONAL SKILLS

0860/E2

MATHEMATICS

Entry 2

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 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 – Sandwiches

Summary of Assessment

During Task 1, candidates will be expected to:

- Decide on a sandwich which includes a bread roll, butter, sandwich fillings and seasoning based on the criteria given and within a specific budget.
- Cost the sandwich.
- Match and describe a sandwich filling with similar 3D shapes.

During Task 2, candidates will be expected to:

- Cost a selected sandwich.
- Identify and select the correct coins and notes needed to pay for the sandwich.
- Calculate the cost of a sandwich using an offer and use a suitable check on their answer.
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, butter, sandwich fillings and seasoning 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 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. 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, butter, sandwich fillings and seasoning labelled with the information attached.

• Explain that you want to make a sandwich with a bread roll, butter and at least two fillings and seasoning. Explain that one of the fillings must be a circular shape when cut, but that the other fillings must not be circular in shape when cut.
  "I want to choose a bread roll, butter, at least two fillings and salt or pepper."
  "I want one of the fillings to look like a circle, and I want the other fillings not to look like circles."

• Explain that you don't want to spend more than £2.30.
  "I don't want to spend more than £2.30."

• Pass the notes of the information you have told the candidates to them.
  "Here is the information."

Sandwich:
- Bread roll and butter
- At least 2 fillings
- 1 filling looks like a circle when cut for the sandwich
- Other fillings must not look like circles
- Up to £2.30 to spend

• Allow time for the candidate to settle on their sandwich choice and to cost the sandwich.
  "Are you happy with your choice of sandwich?"
  "I want you now to work out how much the sandwich costs."
  "How did you work out the cost?"
  "What is the final cost for the sandwich?"

• Now ask the candidate to state which of the fillings is shaped like a circle when cut.
  "Which is the filling you have selected that looks like a circle when cut for the sandwich?"

• Show the candidate a few 3D shapes e.g. cube, sphere and cylinder.
  "What 3D shape does this whole tomato remind you of most?"
  "Why is that?"
  "What is the name of this 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, butter, sandwich fillings and seasoning 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 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.
  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, butter, sandwich fillings and seasoning
  labelled with the information.

• Select a bread roll, butter, two sandwich fillings and seasoning, making sure that the total cost
  is not a whole number of pounds.
  Explain to the candidate that you want to buy these for yourself.
  “I want to buy a sandwich made with this bread roll, with butter, two sandwich fillings and some
  pepper to season.”

• Ask the candidate to calculate the cost of the sandwich and to select the correct money to pay
  for the sandwich.
  “I want you to work out how much the sandwich will cost and I will want you to give me the
  correct money.”
  “How much does the sandwich cost?”
  “Give me the correct money please.”

• Select a sandwich, making sure that the total cost is an even number of pence.
  All the ingredients must also be even numbers of pence.
  State the cost of the sandwich.
  “This one sandwich costs ……… ”

• Explain to the candidate that there is an offer, ‘buy one sandwich and get another sandwich
  exactly the same for half price.’
  Ask the candidate how much two of these sandwiches would cost using this offer.
  “There is an offer - buy any one sandwich and get another sandwich exactly the same for half
  price.”
  “I want to buy two of these sandwiches.”
  “How much would it cost if I bought two of these sandwiches using the offer?”

• 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-A

MATHEMATICS

Entry 2

Task 1 and Task 2

Assessment: Sandwiches

May 2016

RESOURCE MATERIAL A
### Bread rolls

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="White roll" /></td>
<td><img src="image2" alt="Brown roll" /></td>
<td><img src="image3" alt="Crusty roll" /></td>
</tr>
<tr>
<td>White roll</td>
<td>Brown roll</td>
<td>Crusty roll</td>
</tr>
<tr>
<td>22p</td>
<td>33p</td>
<td>48p</td>
</tr>
</tbody>
</table>

### Butter

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Butter" /></td>
</tr>
<tr>
<td>Butter</td>
</tr>
<tr>
<td>12p</td>
</tr>
</tbody>
</table>
# Sandwich Fillings

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomato</td>
<td>Cheese</td>
<td>Lettuce</td>
</tr>
<tr>
<td>42p</td>
<td>68p</td>
<td>23p</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cucumber</td>
<td>Egg</td>
<td>Onion</td>
</tr>
<tr>
<td>11p</td>
<td>57p</td>
<td>32p</td>
</tr>
</tbody>
</table>

## Seasoning

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt</td>
<td>Pepper</td>
</tr>
<tr>
<td>2p</td>
<td>4p</td>
</tr>
</tbody>
</table>
Functional Skills Mathematics – Entry 2
Task 1 and Task 2 – Sandwiches

To be cut out and given to candidates to use for Task 1 and Task 2.
<table>
<thead>
<tr>
<th>Brown roll</th>
<th>33p</th>
</tr>
</thead>
<tbody>
<tr>
<td>White roll</td>
<td>22p</td>
</tr>
</tbody>
</table>
Butter 12p

Crusty roll 48p
Cheese 68p

Tomato 42p
Cucumber
11p

Lettuce
23p
Pepper 4p

Salt 2p
FUNCTIONAL SKILLS
0860/E2-C

MATHEMATICS
Entry 2
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 meeting the design criteria (the sandwich has 1 circular shape as a filling and other(s) not like circles) 1 mark for meeting the design criteria following prompts.</td>
<td>2</td>
<td></td>
<td></td>
</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 together to find the total cost, costs need not be correct or within £2.30 for 2 marks). 1 mark for developing a strategy following prompts.</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>2 marks for giving correct cost for the sandwich and it is within £2.30 1 mark for attempting to cost but the candidate has made an error (either the cost is within £2.30 or they are aware that the cost is over £2.30).</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for selecting the shape of a slice of tomato, cucumber, onion (or egg) 1 mark for selecting a circular slice with prompts.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for selecting and naming a 3D shape that matches a sandwich filling, e.g. sphere 1 mark for naming some of the other 3D shapes OR selecting a 3D shape that matches a sandwich filling, but is unable to name it.</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td><strong>Total for Task 1</strong></td>
<td><strong>10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TASK 2 MARKING GUIDANCE</td>
<td>Max Mark</td>
<td>Mark Awarded</td>
<td>Teacher’s Comments (continue on separate sheet if required)</td>
</tr>
<tr>
<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 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>
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</tr>
<tr>
<td>2 marks for calculating and stating the total cost of the sandwich correctly</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for attempting to calculate the total cost but an error has been made.</td>
<td></td>
<td></td>
<td></td>
</tr>
<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 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 fillings or roll with one filling when working with individual costs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 marks for successfully halving the cost</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2 marks for finding the cost of the two sandwiches in the offer and made a suitable check (e.g. doubled the half price cost back to check halving was correct)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for the correct cost OR 1 mark for attempting a suitable check.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Total for Task 1                                                                     | 10       |              |                                                             |
| Total for Task 2                                                                     | 10       |              |                                                             |
| Total for Tasks 1 and 2                                                              | 20       |              |                                                             |

Teacher’s Signature

Date: