

Functional Skills Qualification in Maths at Entry Level

PRACTICE ASSESSMENT MATERIALS

Entry Level 1 Entry Level 2 Entry Level 3

Practice Paper 1

Not to be used for live assessment.

Practice Assessment Materials

The scheme code for these qualifications is:

OCR Functional Skills Qualification in Maths at Entry Level 1 09862
Ofqual Qualification Reference Number 500/8496/3

OCR Functional Skills Qualification in Maths at Entry Level 2 09863
Ofqual Qualification Reference Number 500/8497/5

OCR Functional Skills Qualification in Maths at Entry Level 3 09864
Ofqual Qualification Reference Number 500/8498/7

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Guidance For Centres

1 General

- 1.1 OCR's Functional Skills Entry Level assessments are available to download free of charge from our secure website *Interchange*. You will need to be approved to offer OCR Entry Level Functional Skills Maths in order to gain access to the assessment materials.
- 1.2 These assessments have been designed to meet the full requirements of OCR's Functional Skills Entry Level Maths qualification. Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the qualification.
- 1.3 For the purpose of the assessment, tutors are expected to act as supervisors.

2 Before carrying out the assessment

- 2.1 Learners should take part in a planned learning programme that covers the underpinning knowledge and skills of the qualification. As part of this learning programme, learners should be given the opportunity to practice similar activities before completing the assessment activities.
- 2.2 An *Assessment Record Form* has been provided for tutors to record the learner's achievements. The *Assessment Record Form* should be photocopied for each learner.

3 When completing the assessment

- 3.1 All assessment evidence must be produced under controlled assessment conditions. Further guidance on **controlled assessment conditions** is provided within the OCR Functional Skills Entry Level Maths Centre Handbook/Specification.
- 3.2 Assessment tasks should be carried out within the time indicated in the tutor guidance at each level.
- 3.3 Each learner must produce individual and authentic evidence for each activity within the assessment. If the task is adapted, tutors should use the *Assessment Record Form* provided, to ensure that the learner has submitted sufficient evidence for all assessment activities.
- 3.4 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.5 Where the resource material provided with the assessment tasks are not being used, learners may use information from any relevant source to help them with producing evidence for the assessment activities but this must be included in the work sent to your external moderator.
- 3.6 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

4 After completing the assessment

- 4.1 When marking learners' work, centres **must** check that all the skills standards have been achieved as detailed in the *Assessment Record Form*. For further information about assessment please refer to the section on Internal Assessment in the Functional Skills Entry Level Maths Centre Handbook/Specification.
- 4.2 Assessors' decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Functional Skills Entry Level Maths Centre Handbook/Specification.

5 Presentation of work

- 5.1 A Centre Authentication Form must be completed for each unit assessed and accompany each submission to the OCR External Moderator. A submission can be made for an individual candidate, whole cohort or a smaller group of learners as and when they have completed their assessments for a particular Entry level.
- 5.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.
- 5.3 An Assessment Front Sheet is available to download from the OCR website and should be used when any final assessment is submitted to the OCR External Moderator.

6 Acceptable evidence

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Functional Skills Entry Level Maths Centre Handbook/Specification.

7 Retaking the assessment

- 7.1 Learners can attempt each assessment task more than once within the time specified and under Controlled Assessment conditions. If they do not meet the minimum PASS requirements for one or more of the tasks in the assessment, further work will be required.
- 7.2 Tutors should give feedback to learners to support and guide them in producing evidence to the required standard.

Submission Checklist

A Centre should submit:

- An Assessment Front Sheet (available from the OCR website) for all the work being submitted
- An Assessment Record Form with appropriate feedback for each learner
- Marked Learner responses to assessments, for each learner

Notes For Tutors

The difference between Skills for Life and Functional qualifications

Skills for Life qualifications assess the basic skills of speaking, listening, reading, writing, ICT and mathematics. They include, for example, the letters of the alphabet, spelling, grammar, counting, adding, subtracting, and multiplying. They were designed for adults who, for some reason, did not acquire these skills to a level sufficient for adult life when they were at school. Functional skills are not about the basics of reading, writing, arithmetic and the use of ICT (but the acquisition of these basic skills is an essential stepping stone towards the higher goal of functional skills). Being functional means:

- being able to apply knowledge and skills and respond appropriately to all sorts of real-life contexts
- having the mental agility to take on challenges in a range of new and often unforeseen settings
- being able to independently work out what to do
- recognising and expecting that tasks may require persistence, thoughtfulness, struggle and reflection.

Functional skills underpin problem solving, instil confidence and heighten an individual's ability to learn.

Introduction to the Tasks

The assessment tasks have been designed so that all of the skills standards are addressed. They have been designed to allow learners to demonstrate their skills during normal class time under controlled assessment conditions. However, the assessment can be completed over a number of sessions under controlled assessment conditions, but must not take longer than the time specified in the tutor guidance. The assessment tasks are divided into stages and may be used as a way of dividing the assessment if required.

For the purpose of the assessment, tutors are expected to act as supervisors. Tutors can assess the same learner at different times.

Controls for Task Marking

When marking the assessment tasks, tutors should use the criteria in the *Assessment Record Form* and the relevant *mark scheme*.

Tutors must be confident that the work they mark is the learner's own. Tutors must employ sufficient checks whilst tasks are being completed to ensure learners are producing their own evidence, as outlined in the section *Controlled Assessment* in the Functional Skills Entry Level Maths Centre Handbook/Specification.

Scope of Assessment Modification

The assessment tasks form a coherent whole addressing all the skills standards.

No changes to the skills standards are permitted.

The assessment tasks can be changed in terms of the context, which can be amended, to ensure that the learner is not disadvantaged, and to ensure that tasks can be delivered using the centre resources available. However, the context must still be set within a real-life context and must have a clear purpose. Guidance on the scope of contextualisation is provided where allowed.

OCR has ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

If centres wish to adapt the example assessment we strongly advise that staff responsible for modifying the example assessment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the task contexts, it is up to the centre to ensure that all of the skills standards are adequately covered.

Completing the Tasks

Unit 1 (Entry Level 1)

Tutor Guidance

- Learners are required to complete the assessment activity under supervised conditions in a minimum time of **1 hour** and maximum time of **1 hour 30 minutes**.
- The assessment may be split over a number of sessions but must not exceed **1 hour 30 minutes** in total.
- Learners are allowed to use a calculator for this assessment.

With the exception of any research or preparation required in order to complete the assessment, the whole of this task is to be conducted under controlled assessment conditions as outlined in the section *Controlled Assessment* in the Functional Skills Entry Level Maths Centre Handbook/Specification.

For each learner, you should submit:

- an Assessment Record Form with appropriate feedback
- marked evidence as indicated by the mark scheme.

Assessment Task – Clean and Smart

In this assessment the learner is required to choose 3 items from a list.

The learner will:

Part A

- Choose three items and identify which rows their items are in
- Write down the costs of their items and the total cost
- Identify the coins and notes to pay for their items
- Calculate change from £10
- Choose one more item that can be bought with the change
- Identify the most popular category of items

Part B

- Identify the 2D and 3D shapes of some of the items
- Identify the lightest and tallest item
- Identify the position of an item in relation to another

This assessment task is written in the context of items used to keep clean and smart but can be adapted to include other contexts which might be chosen. It is the duty of the tutor to implement these changes whilst ensuring that all criteria are still met.

Tutor instructions when adapting the assessment task

Tutors are reminded that all numbers should be adapted, where necessary, to be accessible for Entry Level 1 learners as per the Ofqual Functional Skills Criteria for Mathematics. These state that learners should use numbers with 1 significant figure.

Instructions for adapting Part A

It is hoped that where possible real life examples will be used. Where resources are provided the learner should have the opportunity to choose 3 from a selection. Where a tutor feels it necessary they may adapt information to present it in a more accessible way to the learner.

The items chosen should all be readily available from a source. The source could be a list, picture cards or other source where the learner can obtain a selection. The tutor may need to adapt these choices to keep the prices to one significant figure.

Learners then choose the source to collect the relevant prices from (this does not count towards the time for controlled assessment and tutors are able to guide learners towards appropriate items). This could involve getting the information from a relevant website or catalogue.

It is important to note that the tutor may need to round these prices in order for the learner to use them at an appropriate level.

The learner must identify/find the prices of their 3 chosen items and the total cost.

If lists of items have been provided by the tutor then those prices chosen by the learner must be highlighted or indicated somehow by the tutor.

Learners should identify the coins/notes needed to cover the total cost of their chosen sports and the amount of change when paying for this total with a £10 note.

The learner must choose an additional item that they could buy with the change from their original purchase from the resource sheet.

Many of the marks allocated to the assessment in this are for showing the calculations used, so it is imperative that learners are encouraged to show these throughout the assessment.

Instructions for adapting Part B

Learners should be asked to identify the shapes, the properties of these shapes and positions of objects as required. This could also be undertaken as a practical task provided sufficient observation evidence is provided by the tutor.

Mark Allocation

It is recommended that you advise learners how many marks are available for each task.

ASSESSMENT RECORD: UNIT 1 (ENTRY LEVEL 1)

OCR Entry Level Award in Functional Skills Maths

You must use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence

Centre name		Centre number	
Learner name		Learner signature	
Assessor name (s)		Assessor signature	
Date			

Q	Learners are required to:	Marks available	Marks awarded			Assessor Comments
	Part A		R	A	I	
1	Choose three items, one for teeth	(2 marks)	2			
2	Identify which rows items are in	(3 marks)	3			
3	Identify cost of each item	(3 marks)	3			
4	Calculate total cost of three items	(2 marks)		2		
5	Calculate the change from £10	(2 marks)		2		
6	Identify coins and notes to make up change	(1 mark)		1		
7	Choose item to buy with change	(1 mark)		1		
8	Identify the most popular category of items	(1 mark)			1	
	Part B					
9	Identify shape	(1 mark)			1	
10	Identify cuboid shape	(1 mark)			1	
11	Identify lightest item	(1 mark)			1	
12	Identify tallest item	(1 mark)			1	
13	Identify item to right of hair brush	(1 mark)			1	
		Totals				
		TOTAL				
	Learners must score a minimum of 1 mark in each column <u>and</u> achieve a minimum total of 12.					

Assessor Comments:

Assessment Task: Clean and Smart

For full marks in this assessment you will need to:

- Show all the calculations you need to do
- Show how you have checked your calculations
- If you make a choice, say why you have made that choice

In this assessment you can use a calculator



Assessment Task: Clean and Smart**Part A (15 marks)**

The resource sheet shows some things you might use to keep clean and smart.

1. Write down three different items you might use. One of the items should be for your teeth.

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(2 marks)

2. Write down which row each of your items is in.
Choose from the top row, the middle row or the bottom row.

ITEM	ROW
ITEM	ROW
ITEM	ROW

(3 marks)

3. Write down your three items and write down the cost of each item.

ITEM	COST
ITEM	COST
ITEM	COST

(3 marks)

4. What is the **total** cost of your **three** items?
You must show your working.



(2 marks)

You pay for all your items with a £10 note.

5. How much change will you get?
You must show your working.



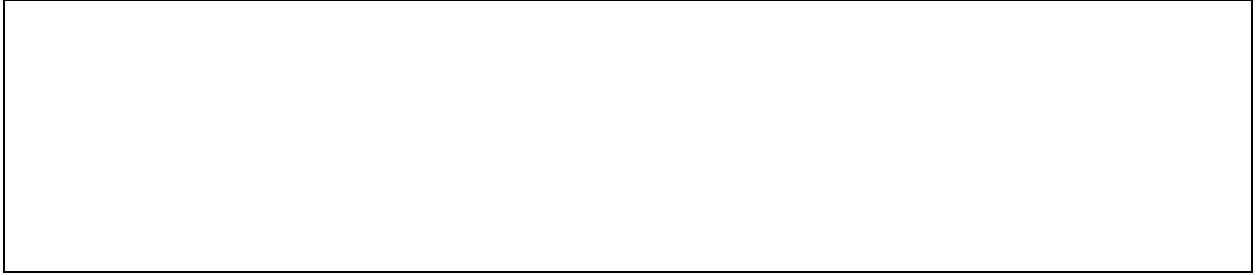
(2 marks)

6. Write down the coins or notes that would make up this amount of change.



(1 mark)

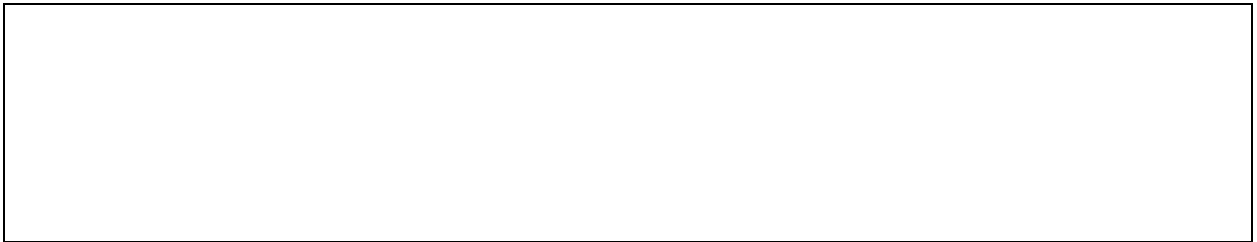
7. Choose one more item that you can buy with your change.



(1 mark)

8. You now have four items.

Do you have the most items for your teeth or your hair or your body?



(1 mark)

Part B (5 marks)

The deodorant is in a tin shaped like this.



9. What is the name of the 2D shape of the top of the tin?

(1 mark)

10. Which item has a cuboid shape?

(1 mark)



Toothpaste



Hairbrush



Deodorant






Perfume

11. Which of these items is the lightest?

		
Toothbrush	Mouthwash	Shampoo

(1 mark)

12. Which of these items is the tallest?

		
Deodorant	Mousse	Mouthwash

(1 mark)

13. Which item is to the right of the hair brush?

			
Conditioner	Toothpaste	Hairbrush	Dental floss

(1 mark)

Entry 1 resource – Clean and Smart

For your teeth				
	Toothpaste £1	Mouthwash £2	Toothbrush £1	Dental floss £1
For your hair				
	Shampoo £1	Conditioner £1	Mousse £2	Hairbrush £2
For your body				
	Soap £1	Sponge £2	Deodorant £4	Perfume £3

SERIES	PRACTICE PAPER 1	LEVEL	ENTRY LEVEL 1
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MARK SCHEME ANALYSIS			
Skills area	Assessment weighting	Marks out of	Actual marks
Representing	30 – 40%	8	
Analysing	30 – 40%	6	
Interpreting	30 – 40%	6	
TOTAL	100%	20	

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
1	Choose three items	2	1: three items selected 1: at least one for teeth	R	a, f
2	Identify which rows items are in	3	1: first item correctly identified as top, middle or bottom 1: second item correctly identified as top, middle or bottom 1: third item correctly identified as top, middle or bottom	R	c, f
3	Identify cost of each item	3	1: first item with correct cost 1: second item with correct cost 1: third item with correct cost	R	a
4	Total cost of three items	2	1: method for counting on or adding evident or observed (must be seen for this mark) 1: correct total	A	a
5	Calculate the change from £10	2	1: method for counting back or subtracting evident or observed (must be seen for this mark) 1: correct change	A	a, d
6	Identify coins and notes to make up change	1	1: coins and/or notes written add up to the exact change	A	d

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
7	Choose item to buy with change	1	1: item chosen that can be bought with their amount of change calculated above	A	a
8	Identify the most popular category of items	1	1: identify most popular group of teeth, hair, body (accept “equal” or “same” or any correct comparative statement	I	b, f
9	Identify shape of top	1	1: circle	I	e
10	Identify item shaped as cuboid	1	1: toothpaste (written or indicated)	I	e
11	Identify lightest item	1	1: toothbrush (written or indicated)	I	b
12	Identify tallest item	1	1: mousse (written or indicated)	I	b
13	Identify item to the right of hairbrush	1	1: dental floss (written or indicated)	I	c
		Total	20		

Question	Skill standard			coverage					
	R	A	I	a	b	c	d	e	f
1	2			✓					✓
2	3					✓			✓
3	3			✓					
4		2		✓					
5		2		✓			✓		
6		1					✓		
7		1		✓					
8			1		✓				✓
9			1					✓	
10			1					✓	
11			1		✓				
12			1		✓				
13			1			✓			
	8	6	6						

Completing the tasks

Unit 2 (Entry Level 2)

Tutor Guidance

- Learners are required to complete the assessment activity under supervised conditions in a minimum time of **1 hour** and maximum time of **1 hour 30 minutes**
- The assessment may be split over a number of sessions but must not exceed **1 hour 30 minutes** in total
- Learners are allowed to use a calculator for this assessment

The whole of this task is to be conducted under controlled assessment conditions as outlined in the section Controlled Assessment in the Functional Skills Entry Level Maths Centre Handbook/Specification.

For each learner, you should submit:

- An Assessment Record Form with appropriate feedback
- Marked evidence as indicated by the mark scheme.

Tutor Information

Assessment Task – A New Puppy

In this assessment the learner is required to choose items for a new puppy and the costs of the items.

The learner will:

Part A

- Choose between four and six items and find the cost of these items from different shops
- Calculate the total cost of the items from each shop and identify the difference
- Calculate the change from £90
- Calculate half the cost and show a check for this calculation
- Calculate number of weekly walks
- Calculate the time a walk will end

Part B

- identify the number of corners in a 3D shape
- identify name of a 2D shape
- comparing heights from a diagram
- identify name of a 3D shape

This assessment task is written in the context of buying items for a new puppy but can be adapted to include other items. It is the duty of the tutor to implement these changes whilst ensuring that all criteria are still met.

Tutor instructions when adapting the assessment task

All research may be carried out prior to the formal assessment time.

Instructions for adapting Part A

For Part A the learner will need to find, or if necessary be provided with, information about a selection of items from at least three different sources. The range of items could be decided through group discussion, the use of prepared hand-outs with pictures or internet research. In order to make an informed selection, the learner should provide evidence of having considered at least twice as many items as needed.

The learner should choose between four and six items and find the individual and total costs.

The learner should find the amount that could be saved by buying all their chosen items from the cheapest shop.

The learner should calculate the money they would have left from £90.

The learner should then calculate half the cost of their total. Whichever way the learner chooses to do this, they should then check their calculation by doing it another way. This can be explained to the learner as a “given checking procedure” – as in the functional skills criteria.

The learner should then calculate how many walks the puppy needs in a week and the time of finishing a walk.

Many of the marks allocated to the assessment in this are for showing the calculations used, so it is imperative that learners are encouraged to show these throughout the assessment.

Instructions for adapting Part B

The learner should identify the name and properties of a 3D shape.

They should identify the name of the 2D shape.

They should compare the heights of the items.

This could also be undertaken as a practical task provided sufficient observation evidence is provided by the tutor.

Mark Allocation

It is recommended that you advise learners how many marks are available for each task.

ASSESSMENT RECORD: UNIT 1 (ENTRY LEVEL 2)

OCR Entry Level Award in Functional Skills Maths

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence

Centre name		Centre number	
Learner name		Learner signature	
Assessor name (s)		Assessor signature	
Date			

Q	Learners are required to:	Marks available	Marks awarded			Assessor Comments
	Part A		R	A	I	
1	Choose between four and six items	(1 mark)				
2	Correct prices for each item from each shop	(3 marks)				
3	Cost from each shop totalled	(3 marks)				
4	Amount saved if bought from cheapest shop	(2 marks)				
5	How much left from £90	(3 marks)				
6	Calculating half the cost	(2 marks)				
7	Check for halving	(2 marks)				
8	Calculate number of weekly walks	(2 marks)				
9	Time of finishing walk	(2 marks)				
	Part B					
10	How many corners does box have	(1 mark)				
11	Name of shaded face	(1 mark)				
12	Identify items less than 25 cm	(3 marks)				
13	Name of 3D shape	(1 mark)				
		Totals				
		TOTAL				
	Learners must score a minimum of 1 mark in each column <u>and</u> achieve a minimum total of 16.					

Assessor Comments:

Assessment Task: A New Puppy

For full marks in this assessment you will need to:

- Show all the calculations you need to do
- Show how you have checked your calculations
- If you make a choice, say why you have made that choice

In this assessment you can use a calculator



Assessment Task: A New Puppy**Part A (20 marks)**

You are buying some items for your friend's new puppy.

1. Choose between four and six items from the resource sheet and write them down.

--

(1 mark)

2. Find the prices of these items from two of the shops.
Write the price beside each item.

Shop name 1.....

Shop name 2.....

--

(3 marks)

3. What is the total cost of your chosen items from each shop?
Show your working.

Shop name 1.....	Shop name 2.....
Total	Total

(3 marks)

4. What is the difference between the two total costs?
Show your working.

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(2 marks)

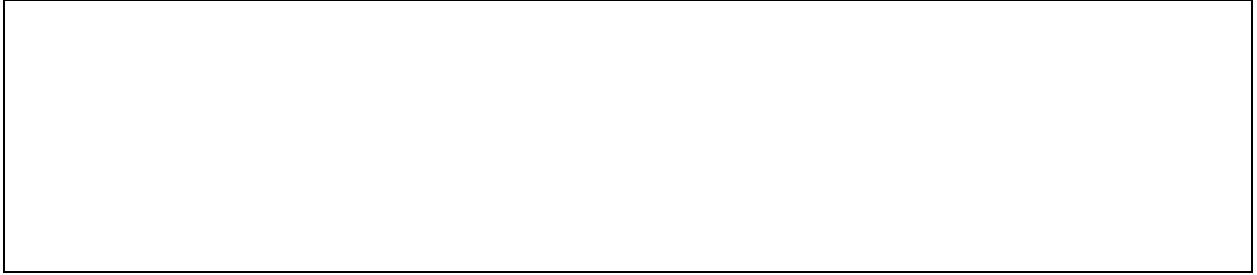
5. You have £90 to spend on your chosen items.

How much money will you have left after buying all these items from the cheaper shop?
Show your working.

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(3 marks)

6. Your friend says they will pay half the cost of your most expensive item.
How much will you each pay?



(2 marks)

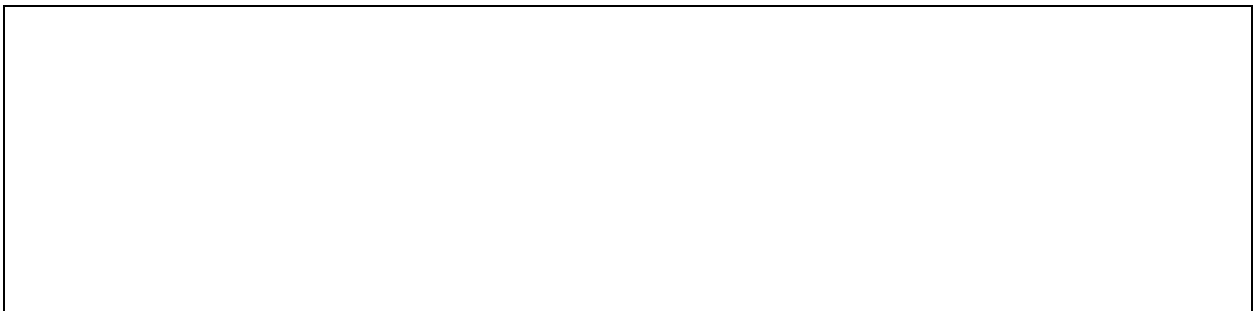
7. Show how you could check that your answer to question 6 is correct.



(2 marks)

8. The new puppy needs 2 walks every day.

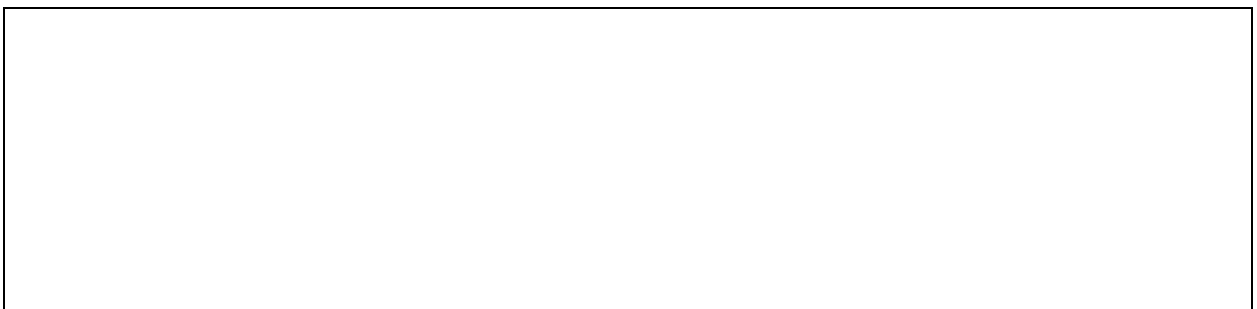
How many walks is this in one week?



(2 marks)

9. You start a walk at 10:45.
The walk lasts half an hour.

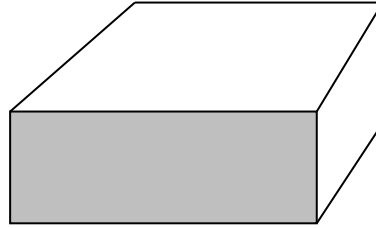
What time do you finish?



(2 marks)

Part B (6 marks)

The shop packs some of the items in a box shaped like this.



10. How many corners does the box have?

(1 mark)

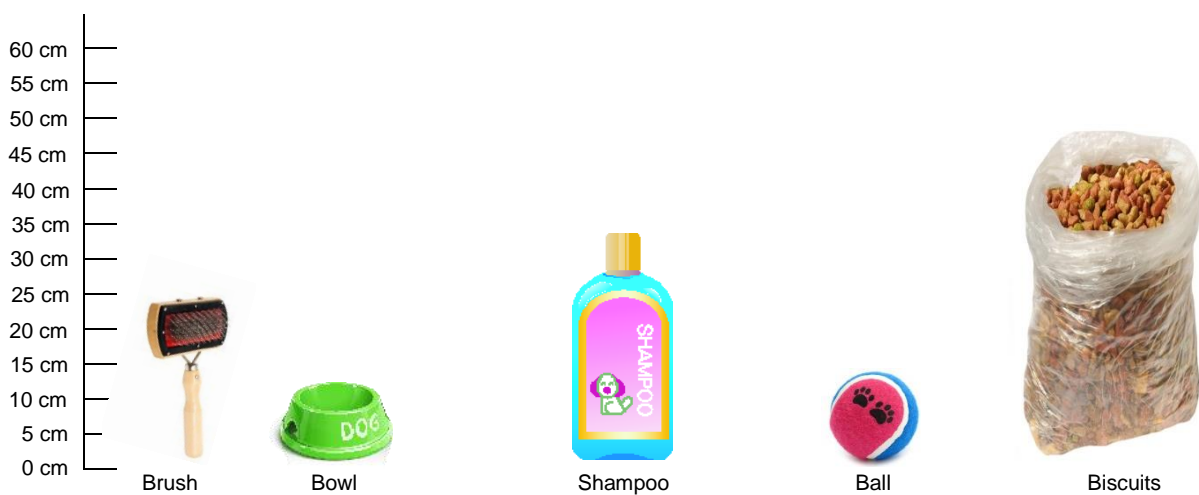
11. The shaded face on the box is a 2D shape.

What is the name of this 2D shape?

(1 mark)

The box can only fit items which are less than 25 cm in height.

12. Which of these items are less than 25 cm in height?



(3 marks)

Here is a tin of puppy food.



13. What is the name of the 3D shape of the tin?

(1 mark)

Entry 2 resource – A New Puppy











Pets online

			
Kennel £34	Lead £8	Biscuits £10	Coat £6
			
Bowl £4	Bed £14	Shampoo £6	Bone £5
			
Collar £8	Ball £3	Brush £6	Blanket £10

Pete's Pet Store

			
Kennel £32	Coat £4	Lead £6	Biscuits £8
			
Collar £6	Blanket £8	Ball £1	Brush £4
			
Bowl £2	Bone £3	Bed £12	Shampoo £4

Pet Gear

			
Bone £7	Lead £10	Biscuits £12	Coat £8
			
Collar £10	Ball £5	Brush £8	Blanket £12
			
Bowl £6	Bed £16	Shampoo £8	Kennel £36

SERIES	PRACTICE PAPER 1	LEVEL	ENTRY LEVEL 2
MARK SCHEME ANALYSIS			
Skills area	Assessment weighting	Marks out of	Actual marks
Representing	30 – 40%	9	
Analysing	30 – 40%	9	
Interpreting	30 – 40%	8	
TOTAL	100%	26	

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
1	Choose between four and six items	1	1: list of 4, 5 or 6 items from source	R	a, b
2	Correct prices for each item from each shop	3	1: correct prices from first shop 1: correct prices from second shop 1: correct monetary notation used throughout (only penalised for missing or incorrect notation in this question)	R	d, h
3	Cost from each shop totalled	3	1: correct method for additions shown (must be seen) 1: correct total for first shop 1: correct total for second shop	A	a, b, d
4	Difference in total costs	2	1: a correct method for difference shown eg their highest cost – their lowest cost (must be seen) 1: correct answer	A	a, b, d
5	How much left from £90	3	1: identifying their cheaper total 1: a correct method for difference shown eg 90 – their lower total (must be seen) 1: correct answer	R	a, b, d
6	Calculating half the cost	2	1: identify their most expensive item 1: correct calculation of half cost	A	c, d
7	Check for halving	2	1: correct method seen for check eg doubling or adding on (must be seen) 1: check shows correct answer	A	c, d

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
8	Calculate number of weekly walks	2	1: 7 (days in week) x 2 1: their correct answer (14) seen (assume correct method)	A	c, d
9	Time of finishing walk	2	1: correct method seen eg counting on 1: correct answer of "11:15" or "eleven fifteen" or "quarter past eleven" (assume correct method)	I	a, d
10	How many corners does box have	1	1: correctly identified 8 corners	I	g
11	Name of shaded face	1	1: correctly identified shaded face as rectangle	I	g
12	Identify items less than 25 cm in height	3	1: brush 1: bowl 1: ball	I	e, f
13	Name of 3D shape of tin	1	1: correctly identified as cylinder	I	g
		Total 26			

Question	Skill standard			coverage							
	R	A	I	a	b	c	d	e	f	g	h
1	1			✓							✓
2	3						✓				✓
3		3		✓	✓		✓				
4		2		✓	✓		✓				
5	3			✓	✓		✓				
6			2			✓	✓				
7	2					✓	✓				
8		2				✓	✓				
9		2		✓			✓				
10			1							✓	
11			1							✓	
12			3					✓	✓		
13			1							✓	
	9	9	8								

Completing the tasks

Unit 3 (Entry Level 3)

Tutor Guidance

- Learners are required to complete the assessment activity under supervised conditions in a minimum time of **1 hour** and maximum time of **1 hour 30 minutes**
- The assessment may be split over a number of sessions but must not exceed **1 hour 30 minutes** in total
- Learners are allowed to use a calculator for this assessment

The whole of this task is to be conducted under controlled assessment conditions as outlined in the section *Controlled Assessment* in the Functional Skills Entry Level Maths Centre Handbook/Specification.

For each learner, you should submit:

- An Assessment Record Form with appropriate feedback
- Marked evidence as indicated by the mark scheme.

Tutor Information

Assessment Task – The Coach and Horses

In this assessment the learner is required to investigate travelling to a restaurant, the costs involved, and the cost of eating there.

The learner will:

Part A

- Identify bus times and intervals from a timetable
- Identify distances from a map
- Calculate the cost of a taxi fare and the change from a rounded amount
- Identify the cheapest mode of transport and the saving
- Chose a 3 course meal and find the individual prices and total cost
- Chose a 3 course vegetarian meal and find the individual prices and total cost
- Calculate the cost of all meals, half the cost and show a check for this calculation

Part B

- Identify the names and properties of 2D and 3D shapes
- Calculate a temperature difference
- Calculate one quarter of seats
- Calculate the number of glasses filled from a jug

This assessment task is written in the context of travelling to a restaurant and having a meal but can be adapted to include other activities but it is the duty of the tutor to implement these changes whilst ensuring that all criteria are still met.

Tutor instructions when adapting the assessment task

All research may be carried out prior to the formal assessment time.

Instructions for adapting Part A

The learner will need to find, or if necessary be provided with, information on timetables of buses or trains and a simple map showing distances. They should also be given a menu. They could research this for themselves.

Tutors may provide leaflets, brochures or lists with this information. The learner should have access to a variety of sources to enable them to make an informed choice. The learner should highlight their own choices at this level. Usage of correct monetary notation should be encouraged throughout.

From this information, the learner should select and compare costs of getting to a given location.

They should also make choices from a menu and find the costs of their choices. They will need to calculate totals and make comparisons.

The learner will need to calculate half the cost and show a check for this calculation.

Instructions for adapting Part B

The learner needs find the temperature difference between give values, calculate one quarter of the seats and show they know the names and properties of 2D and 3D shapes.

Mark Allocation

It is recommended that you advise learners how many marks are available for each task

ASSESSMENT RECORD: UNIT 1 (ENTRY LEVEL 3)

OCR Entry Level Award in Functional Skills Maths

You must use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence

Centre name		Centre number	
Learner name		Learner signature	
Assessor name (s)		Assessor signature	
Date			

	Learners are required to:	Marks available	Marks awarded			Assessor Comments
Q	Part A		R	A	I	
1	Find time bus time interval	(1 mark)				
2	Identify bus times	(2 marks)				
3	Select distances from map to find total	(2 marks)				
4	Calculate taxi cost	(3 marks)				
5	Calculate change from £10 notes	(2 marks)				
6	Calculate correct saving	(3 marks)				
7	Choose one of each course	(1 mark)				
8	Select correct prices and find total	(2 marks)				
9	Calculate vegetarian total	(3 marks)				
10	Identify total cost of meal	(2 marks)				
11	Calculate cost per person	(2 marks)				
12	Check halving	(1 mark)				
	Part B					
13	Identify shape with two lines of symmetry	(1 mark)				
14	Identify number of edges	(1 mark)				
15	Identify the temperature difference	(2 marks)				
16	Identify number of empty seats	(2 marks)				
17	Identify number of glasses	(2 marks)				
		Totals				
		TOTAL				
Learners must score a minimum of 1 mark in each column <u>and</u> achieve a minimum total of 18.						

Assessor Comments:

Assessment Task: The Coach and Horses

For full marks in this assessment you will need to:

- Show all the calculations you need to do
- Show how you have checked your calculations
- If you make a choice, say why you have made that choice

In this assessment you can use a calculator



Assessment Task: The Coach and Horses**Part A (27 marks)**

You and a friend live in Kilkhampston.

You are both going to have a meal at The Coach and Horses Restaurant in Eastcott.

1. What is the time interval between buses leaving Kilkhampston in the evenings?

(1 mark)

You book a meal for 8pm.

2. What is the latest time you could catch a bus from Kilkhampston to get to Eastcott in time for the meal?

What time does this bus arrive at Eastcott?

Latest time of bus leaving Kilkhampston _____

Time of bus arriving at Eastcott _____

(2 marks)

3. How far is the bus journey from Kilkhampston to Eastcott?

(2 marks)

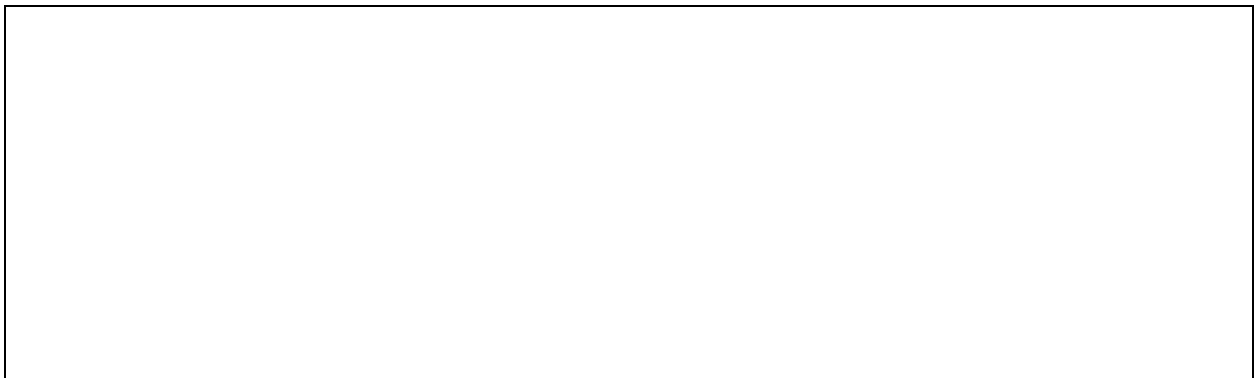
A taxi company charges £1.80 for each km for 2 people travelling together.
The taxi will travel by the shortest route.

4. What is the cost of the taxi journey from Kilkhampton to Eastcott?
Show your calculation.



(3 marks)

5. You pay for the taxi journey with £10 notes.
How much change will you get?



(2 marks)

The bus journey from Kilkhampton to Eastcott costs £3.95 per person.

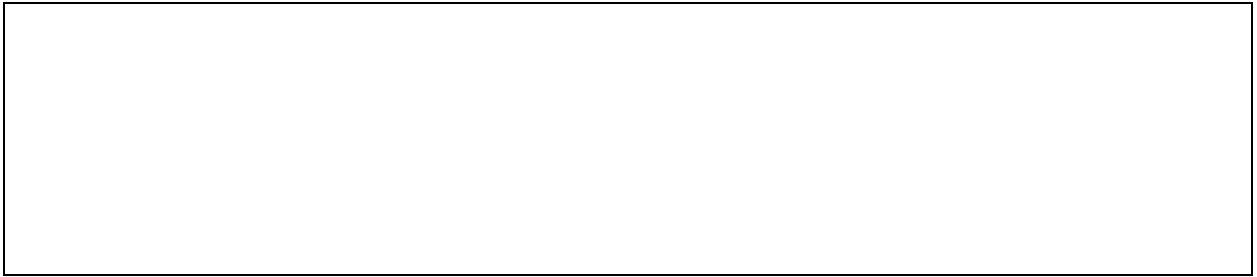
6. What is the difference in cost if you both use the bus instead of the taxi?
You must show your calculations.



(3 marks)

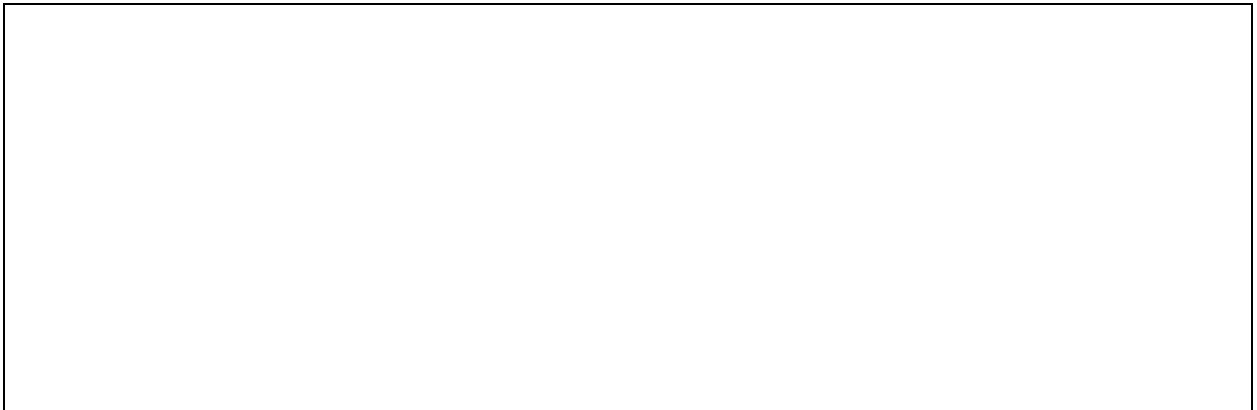
When you get to the restaurant the waiter shows you the menu.

7. Choose a starter, a main course and a dessert.



(1 mark)

8. Write down the prices of each of your three choices and work out the total cost.




(2 marks)

Your friend is a vegetarian.

9. Write down a starter, a main course and a dessert your friend could have and work out the total cost.

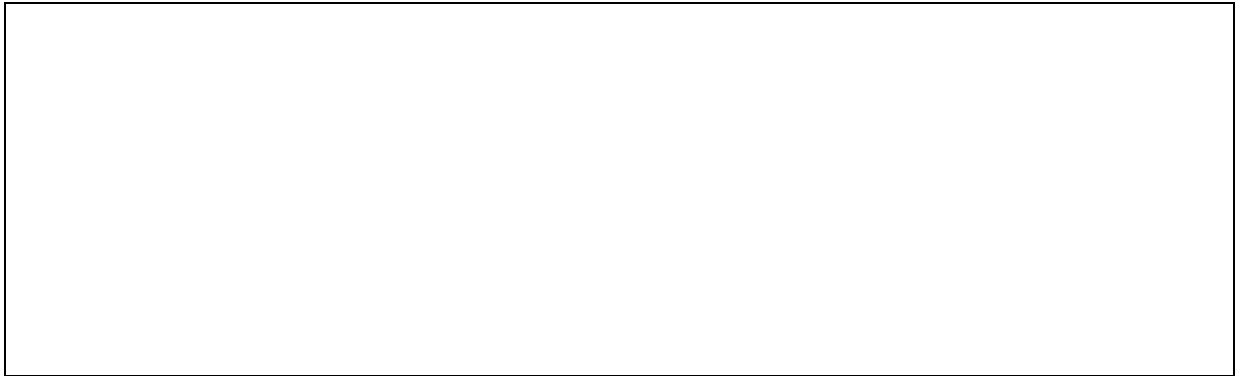
You must show your calculations.



(3 marks)

You share a jug of fruit juice with your friend.

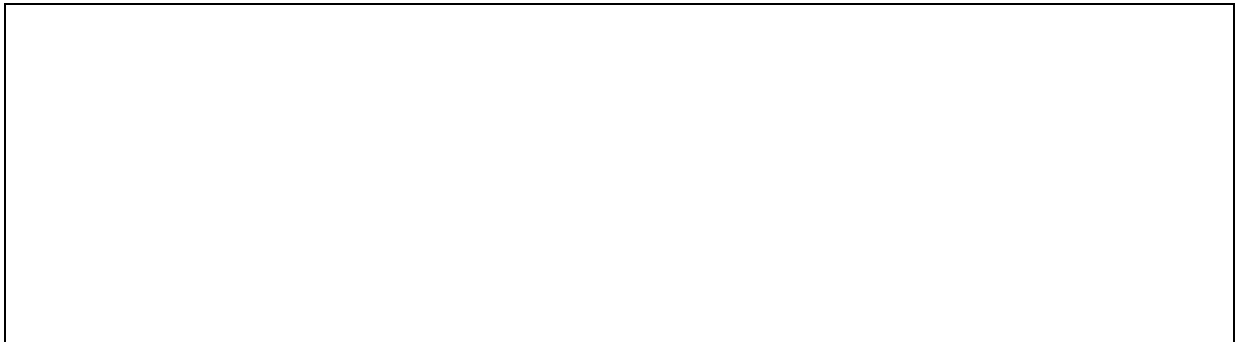
10. What is the total cost of all the food and drinks?



(2 marks)

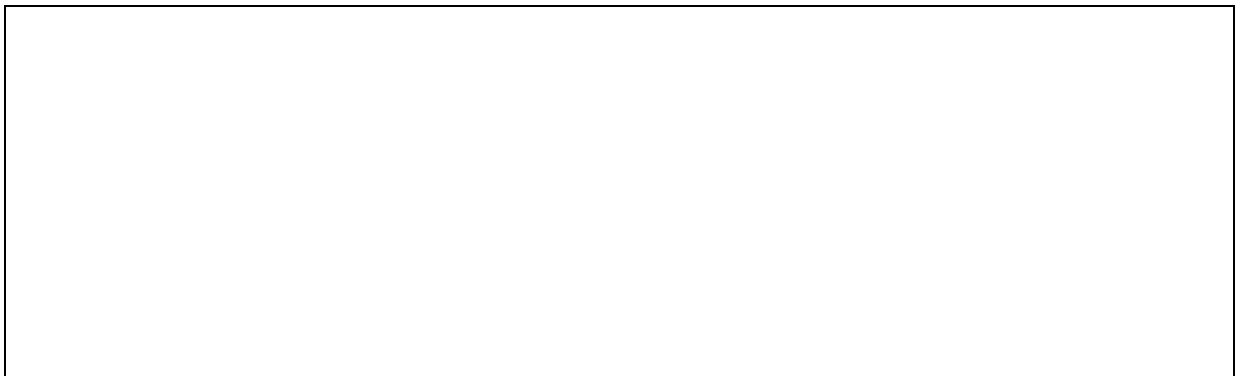
You and your friend share the total cost of all the food and drink equally between you.

11. How much will you each pay?



(2 marks)

12. Show how you could check that your calculation in question 11 is correct.

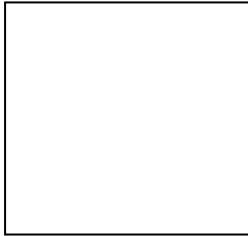


(1 mark)

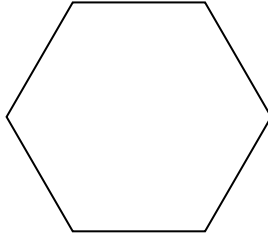
Part B (5 marks)

These are the shapes of the tables in the restaurant.

13. What is the name of the shape of table with only two lines of symmetry?



square



hexagon



rectangle

(1 mark)

The restaurant makes their chocolate brownies in this shape.



14. How many edges does this 3D shape have?

(1 mark)

The apple pie is served at 18°C .

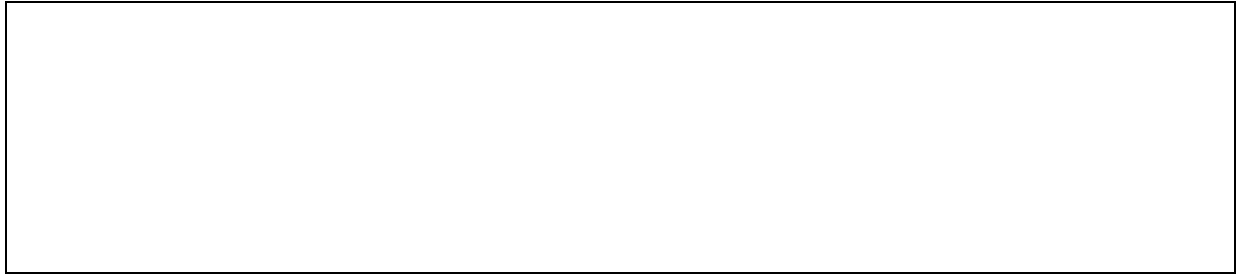
The vegetable stew is served at 85°C .

15. How much hotter is the vegetable stew than the apple pie?

(2 marks)

The restaurant can seat 36 people. One quarter of the seats are empty.

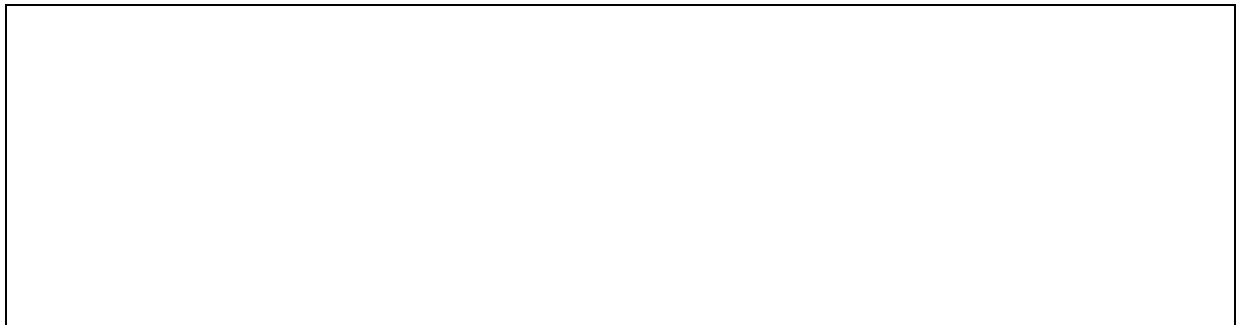
16. How many seats are empty in the restaurant?
Show your calculation.



(2 marks)

There is 1 litre (1000 ml) of juice in the jug.
A glass holds 250 ml of juice.

17. How many glasses of juice does the jug hold?



(2 marks)

Entry 3 resource – The Coach and Horses

The Coach and Horses

Award winning restaurant in Eastcott

Evening Menu

(v) = suitable for vegetarians

STARTER

<i>Soup of the day</i>	£4.80
<i>Seafood platter</i>	£7.50
<i>Prawn cocktail</i>	£5.50
<i>Goats cheese on toast (v)</i>	£6.10
<i>Garlic bread (v)</i>	£3.20

MAIN COURSE

<u><i>Sirloin steak</i></u>	£14.70
<i>Served with mushrooms, tomatoes, onion rings and chips or salad</i>	
<u><i>Pork chops</i></u>	£13.50
<i>Served with mushrooms, tomatoes, onion rings and chips or salad</i>	
<u><i>Macaroni Cheese (v)</i></u>	£11.90
<i>Served with peas and chips or new potatoes</i>	
<u><i>Lobster</i></u>	£22.50
<i>Whole lobster served on a bed of salad with garlic bread</i>	
<u><i>Vegetable stew (v)</i></u>	£11.40
<i>Served with dumplings and chips or new potatoes</i>	



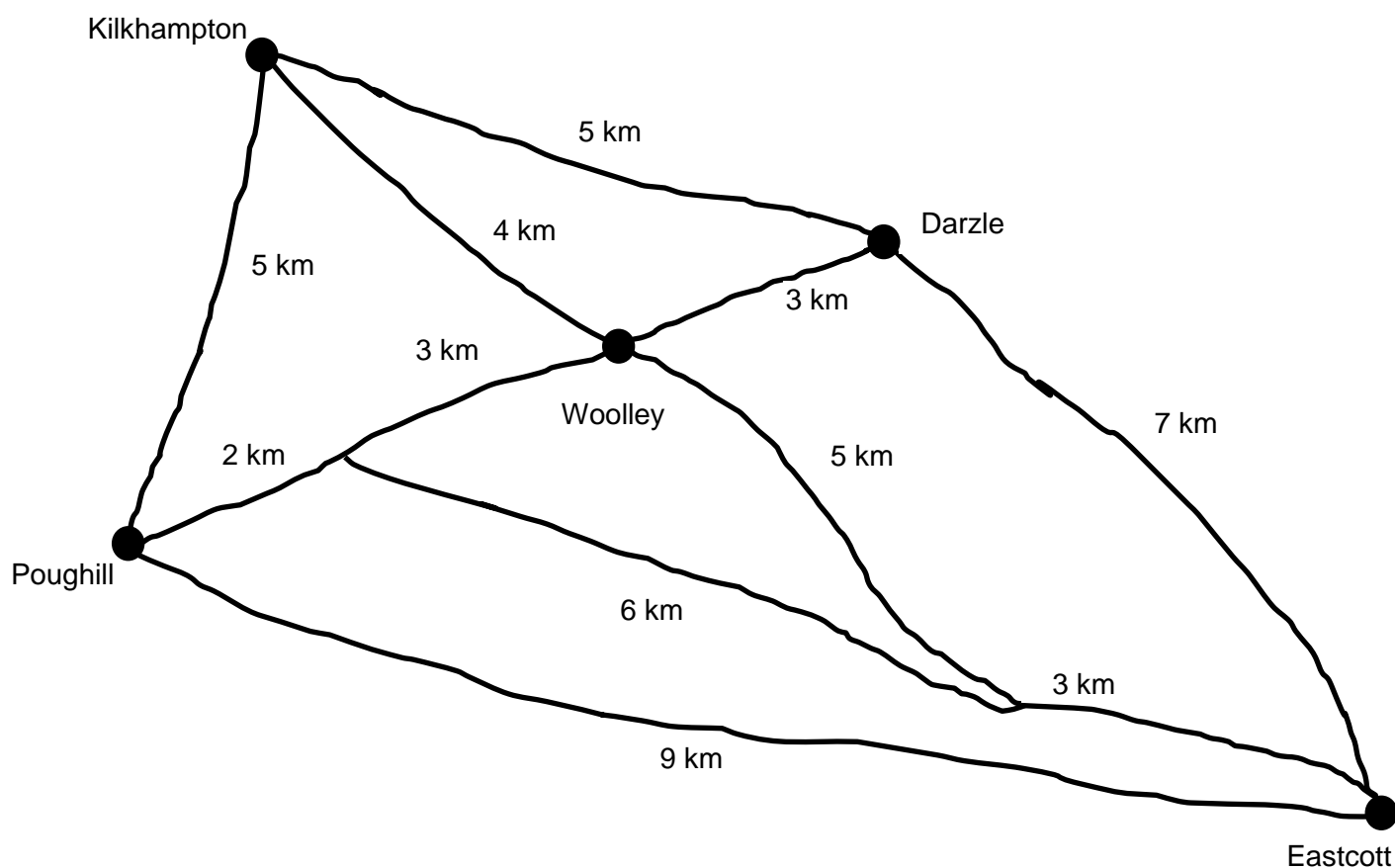
DESSERT

<i>Apple pie (v)</i>	£4.20
<i>Chocolate brownies</i>	£4.90
<i>Black forest gateau</i>	£5.80
<i>All served with cream, ice cream or custard</i>	
<i>Cheese and Biscuits (v)</i>	£6.00

DRINKS

<u><i>Water</i></u>	
<i>Glass</i>	£0.80
<u><i>Fruit Juice</i></u>	
<i>Glass</i>	£1.20
<i>Jug</i>	£6.50
<u><i>Beer</i></u>	
<i>Bottle</i>	£3.90
<u><i>House Wine</i></u>	
<i>Glass</i>	£4.20
<i>Bottle</i>	£14.20

Map of Woolley and surrounding villages



Bus Timetable

Kilkhampton to Eastcott – Evening Service							
Kilkhampton	17:05	17:35	18:05	18:35	19:05	19:35	20:05
Poughill	17:20	17:50	18:20	18:50	19:20	19:50	20:20
Woolley	17:30	18:00	18:30	19:00	19:30	20:00	20:30
Darzle	17:45	18:15	18:45	19:15	19:45	20:15	20:45
Eastcott	17:55	18:25	18:55	19:25	19:55	20:25	20:55

SERIES		PRACTICE PAPER 1		LEVEL		ENTRY LEVEL 3	
MARK SCHEME ANALYSIS							
Skills area		Assessment weighting		Marks out of		Actual marks	
Representing		30 – 40%		11			
Analysing		30 – 40%		11			
Interpreting		30 – 40%		10			
TOTAL		100%		32			

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
1	Find time bus time interval	1	1: every half hour or 30 minutes or twice an hour	R	g, k
2	Identify bus times	2	1: bus departure 19:05 - allow 18:35 bus here if supported with reason 1: bus arrival 19:55 – allow 19:05 as above Accept 12 hour clock format (eg 7.05)	R	e, k
3	Select distances from map to find total	2	1: extracting distances: 5 +2 + 3 + 3 + 7 1: correct answer to above = 20[km] (assume above method correct if 20 seen)	R	h, j, k
4	Calculate taxi cost	3	1: identify the shortest distance 12 (5+7 or 4+5+3) 1: their distance (12) x 1.8 (must be seen for mark) 1: correct answer to their calculation (£21.60) (must have correct monetary notation for this mark only)	A	b, h
5	Calculate change from £10 notes	2	1: rounding up to nearest £10 (allow follow through from Q4) 1: subtracting or counting on to identify change (assume method correct if correct answer seen)	A	c, h
6	Find correct difference	3	1: finding total bus cost: 3.95 x 2 = (£)7.90 (must be seen for mark) 1: subtracting from <i>their</i> taxi cost: (£)21.60 – (£)7.90 (allow follow through) (must be seen for mark) 1: correct answer to this process: (£)13.70 saving (allow follow through)	A	a, b, f, h
7	Choose one of each course	1	1: one choice from each section	R	k
8	Select correct prices to find total	2	1: correct prices stated for their choices 1: correct total for their three choices	R	a, h

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
9	Select vegetarian option and total	3	1: three choices, one from each course, all with (V) 1: correct prices stated corresponding with choice (allow follow through on their choices) 1: correct total for <i>their</i> three courses	R	a, f, h, k
10	Identify total cost of meal	2	1: their answer to Q8 + their answer to Q9 + fruit juice (£6.50) 1: correct total	I	a, f, h
11	Calculate cost per person	2	1: total from their Q10 \div 2 1: correct answer (assume method correct if correct answer seen)	A	b, f
12	Check halving	1	1: reverse calculation, or rounded calculation to estimate	A	b, f
13	Identify table shape with only two lines of symmetry	1	1: rectangle (2)	I	i
14	Identify number of edges	1	1: 12	I	i
15	Identify the temperature difference	2	1: 85 - 18 1: 67°C (assume method correct if correct answer seen) Correct units must be seen for this mark	I	e
16	Identify how many seats are empty	2	1: 36 \div 4 or equivalent calculation (must be seen) 1: 9	I	d
17	Identify number of glasses	2	1: 250 + 250 + 250 + 250 or equivalent 1: 4 (assume method correct if correct answer seen)	I	e

Question	Skill standard			coverage										
	R	A	I	a	b	c	d	e	f	g	h	i	j	k
1	1									✓				✓
2	2							✓						✓
3	2										✓		✓	✓
4		3			✓						✓			
5		2				✓					✓			
6		3		✓	✓				✓		✓			
7	1													✓
8	2			✓							✓			
9	3			✓					✓		✓			✓
10			2	✓					✓		✓			
11		2			✓				✓					
12		1			✓				✓					
13			1									✓		
14			1									✓		
15			2					✓						
16			2				✓							
17			2					✓						
	11	11	10											