

# Functional Skills Qualification in Maths at Entry Level Sample Assessment Materials

OCR Functional Skills Qualification in Maths at Entry Level  
Entry Level 1 (09862) Entry Level 2 (09863) Entry Level 3 (09864)

These materials should **not** be used for live assessment.  
OCR live assessment materials should be downloaded from  
OCR Interchange.

**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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**\*Images updated - May 2016**

# 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 assessment activity within the assessment. Tutors should use the *Assessment Record Form* provided to ensure that the learner has submitted 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.
- 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 claim submitted 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 should not use plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres present learners' work as a stapled booklet or using treasury tags.
- 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

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#### A Centre **must** submit:

- An Assessment Front Sheet signed by the internal standards moderator (available from the OCR website) for all the work being submitted
- A Centre Authentication Form signed by each assessor (available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk)) for all the work being submitted
- An Assessment Record Form with appropriate feedback for each learner
- Marked and Assessed Learner responses to assessments, for each learner.

# Notes For Tutors

## The difference between Skills for Life and Functional qualifications

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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

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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

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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.

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.

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.**

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# Completing the Tasks

## Unit 1 (Entry Level 1)

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### Tutor Guidance

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- 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:

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

### Assessment Task – Recycling

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In this assessment the learner is required to choose some houses to help and make some decisions about recycling.

The learner will:

#### Part A

- choose two houses to help
- count the number of items to recycle
- calculate the number of items that will go in each recycling bin
- identify the heaviest item

#### Part B

- identify the 2D shape of a window
- identify the 3D shape of a tin
- identify the location of items relative to others
- identify the correct coin
- identify the shortest item

This assessment task is written in the context of recycling but can be adapted to any familiar context. 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.

## **Mark Allocation**

It is recommended that you use the Assessment Record form on the following page to advise learners how many marks are available for each individual activity.



# ASSESSMENT RECORD: UNIT 1 (ENTRY LEVEL 1)

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

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>		<b>Learner signature</b>	
<b>Assessor name</b>		<b>Assessor signature</b>	
<b>Date</b>			

Q	Learners are required to:	Marks available	Marks awarded			Assessor Comments
			R	A	I	
	<b>Part A</b>					
1	Choose two houses with number and names	(2 marks)				
2	Count number of items to recycle	(2 marks)				
3	Identify number of items in each bin	(3 marks)				
4	Calculate number of glass items to fit in bin	(2 marks)				
5	Calculate total number of plastic items	(2 marks)				
6	Calculate number of plastic items to fit in bin	(3 marks)				
7	Identify heaviest bottle	(1 mark)				
	<b>Part B</b>					
8	Identify 2D shape of a window	(1 mark)				
9	Identify 3D shape of tin	(1 mark)				
10	Identify items to right of tins	(1 mark)				
11	Identify £2 coin	(1 mark)				
12	Identify shortest bottle	(1 mark)				
		<b>Totals</b>				
		<b>TOTAL</b>				
<b>Learners must score a minimum of 1 mark in each column <u>and</u> achieve a minimum total of 12</b>						

**Assessor Comments:**

**Internal Moderator Comments:**

**Learner Comments:**

## Functional Skills Maths: Entry Level 1

### Assessment Task: Recycling

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: Recycling

Part A (15 marks)

You and a friend are helping with recycling.  
The resource sheet shows four houses and the recycling they have in one day.

Choose **two** houses from the resource sheet.

- 1. Write down the number of each house and who lives there.

House number:	Name:
House number:	Name:

(2 marks)


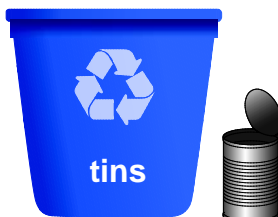

- 2. How many items does each of your houses have to recycle?

House number:	Number of items:
House number:	Number of items:

(2 marks)

The items from **your two** chosen houses are sorted into recycling bins.

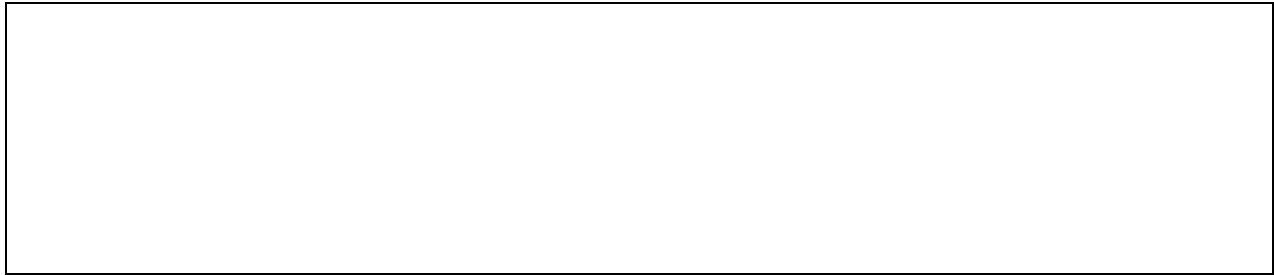
- 3. Write down the number of items each bin will have in it.

		
<input type="text"/>	<input type="text"/>	<input type="text"/>

(3 marks)

The recycling bin for glass will hold a total of 8 bottles.

4. How many **more** bottles will it hold?



(2 marks)

Your friend collects the recycling items from the **other two** houses.

5. How many plastic bottles does your friend collect in total?  
You must show your working.

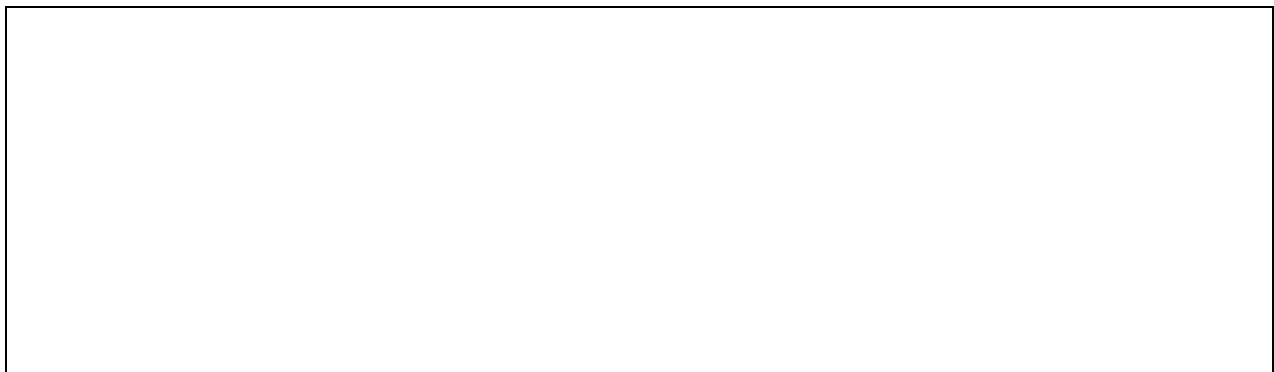


(2 marks)

You put all your plastic bottles and all your friend's plastic bottles in the correct recycling bin.

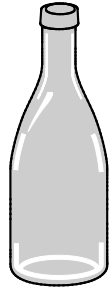
The recycling bin for plastic will hold 10 bottles.

6. How many more plastic bottles will fit in the recycling bin?  
You must show your working.



(3 marks)

7. Which empty bottle is the heaviest?



glass bottle



plastic bottle

(1 mark)

**Part B (5 marks)**

This is a window in one of the houses.



8. What is the name of the 2D shape of window?

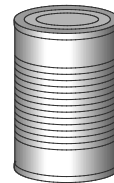


(1 mark)

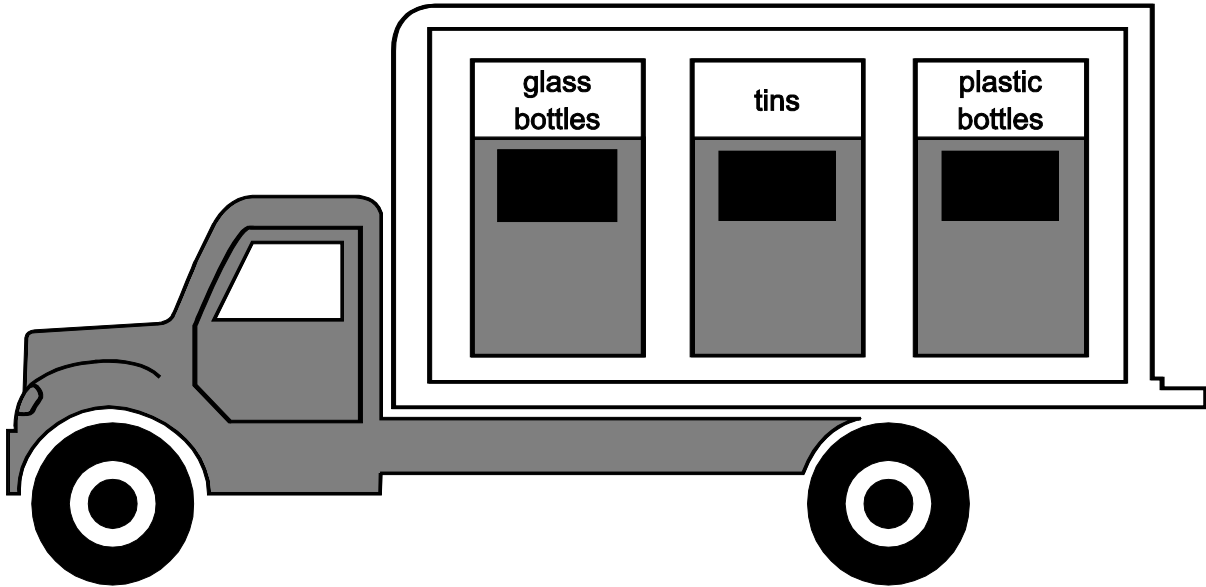
9. What is the name of the 3D shape of this tin?



(1 mark)



The items to be recycled are collected in a lorry like this.

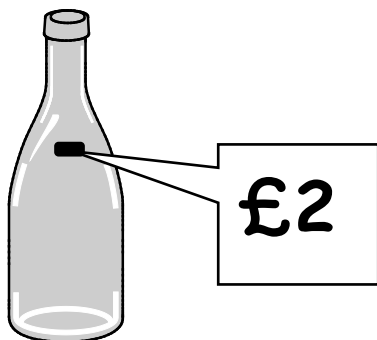


10. Which items go to the **right** of the tins?

(1 mark)



One of the bottles has still got a price label on it.

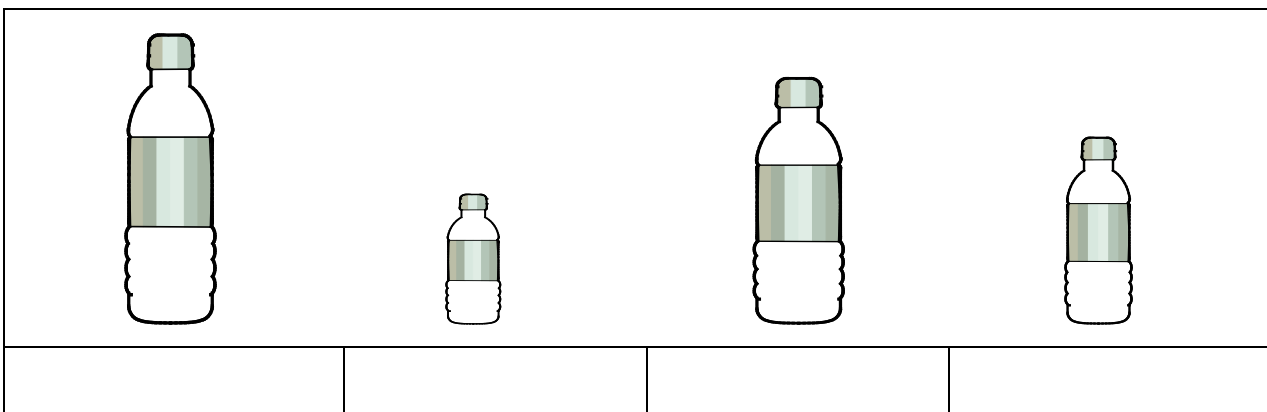


11. Tick the coin you could use to pay the **exact** cost of the bottle.



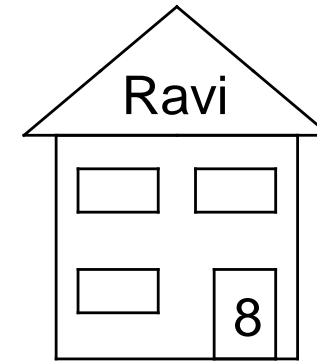
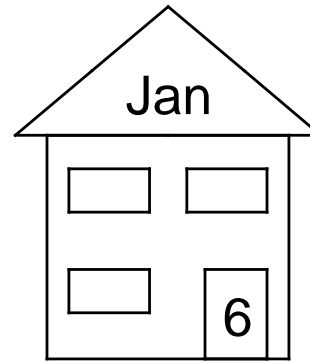
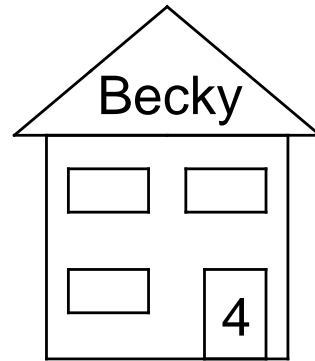
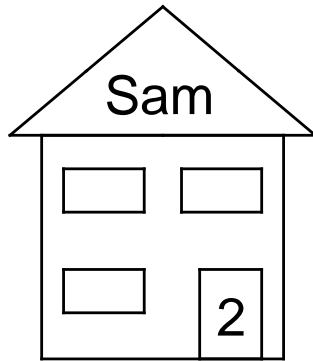
(1 mark)

12. Which of these bottles is the **shortest**?



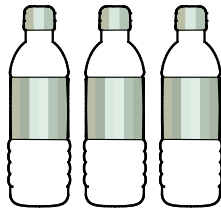
(1 mark)

# Recycling



plastic bottles

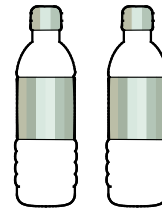
Items for recycling



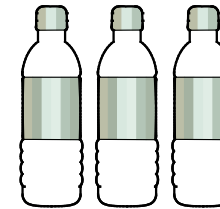
Items for recycling



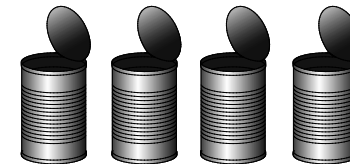
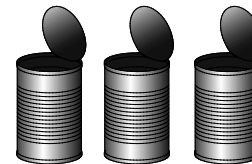
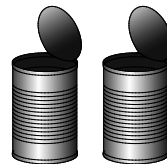
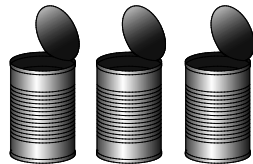
Items for recycling



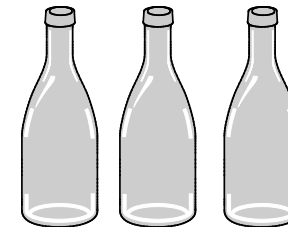
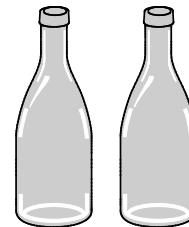
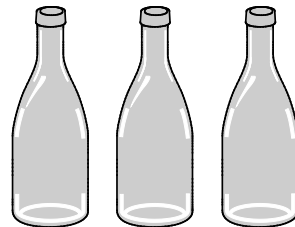
Items for recycling



tins



glass bottles



**OCR MATHS**  
**FUNCTIONAL SKILLS – MARK SCHEME ENTRY LEVEL 1 – Recycling**

<b>Series</b>	SAM	<b>Level</b>	Entry Level 1
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Mark scheme analysis			
Skill area	Assessment weighting	Marks out of	Actual Marks
Representing	30%-40%	7	
Analysing	30%-40%	7	
Interpreting	30%-40%	6	
Total		20	

**Pass mark = 12 (60%)**

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
Part A					
1	Choose two houses with number and names	2	1: one house number written with correct name 1: second house number written with correct name	R	a
2	Count number of items to recycle	2	1: correct number of items for first house 1: correct number of items for second house	R	a
3	Identify number of items in each bin	3	1: correct number of plastic items written 1: correct number of tin items written 1: correct number of glass items written	R	a, f
4	Calculate number of glass items to fit in bin	2	1: method for counting on or subtracting (must be written or observed for this mark) 1: correct answer to above Allow follow through with their number of items from Q3	A	a

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
5	Calculate total number of plastic items	2	1: method counting or adding two houses (assume this method if correct answer seen) 1: correct answer to above	A	a, f
6	Calculate number of plastic items to fit in bin	3	1: method for adding or counting on <b>their</b> values from Q3 & Q5 or counting all plastic bottles from resource sheet (must be written or observed for this mark) 1: method for subtraction of <b>their</b> total from 10 (must be written or observed for this mark) 1: correct answer to above	A	a, b
7	Identify heaviest bottle	1	1: glass bottle stated or indicated only	I	b
Part B					
8	Identify 2D shape of a window	1	1: rectangle (do not penalise spelling as long as meaning is clear)	I	e
9	Identify 3D shape of tin	1	1: cylinder (do not penalise spelling as long as meaning is clear)	I	e
10	Identify items to right of tins	1	1: plastic (bottles) identified	I	c
11	Identify £2 coin	1	1: the £2 coin identified	I	d
12	Identify shortest bottle	1	1: 2 <sup>nd</sup> bottle identified only	I	b
		<b>Total 20</b>			

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

# Completing the tasks

## Unit 2 (Entry Level 2)

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### Tutor Guidance

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- 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:

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

### Assessment Task – Garden birds

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In this assessment the learner is required to choose a bird table and feeders to attract garden birds.

The learner will:

#### Part A

- choose a bird table and feeders
- calculate the cost of the items
- calculate the change from £100 and check this
- calculate the cost of bird food
- identify the time in half an hour and present this on a clock face

#### Part B

- identify birds longer than another
- identify 2D and 3D shapes and their characteristics
- identify a length on a scale
- identify a date by following a number pattern

This assessment task is written in the context of garden birds but can be adapted to any familiar context. 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 2 learners as per the Ofqual Functional Skills Criteria for Mathematics.

## **Mark Allocation**

It is recommended that you use the Assessment Record form on the following page to advise learners how many marks are available for each individual activity.

# ASSESSMENT RECORD: UNIT 2 (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

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>		<b>Learner signature</b>	
<b>Assessor name</b>		<b>Assessor signature</b>	
<b>Date</b>			

Q	Learners are required to:	Marks available	Marks awarded			Assessor Comments
			R	A	I	
	<b>Part A</b>					
1	Identify bird table and cost	(2 marks)				
2	Identify 2 <b>different</b> feeders and costs	(3 marks)				
3	Calculate total cost of table and feeders	(3 marks)				
4	Calculate change from £100	(2 marks)				
5	Check for change	(2 marks)				
6	Identify bird, food and cost	(2 marks)				
7	Calculate total cost of 2kg of food	(2 marks)				
8	Identify finish time	(2 marks)				
9	Show time on clock face	(2 marks)				
	<b>Part B</b>					
10	Identify which birds are longer than blackbird	(2 marks)				
11	Identify 2D shape	(1 mark)				
12	Identify number of faces	(1 mark)				
13	Identify length of bird	(1 mark)				
14	Identify next date in pattern	(1 mark)				
		<b>Totals</b>				
		<b>TOTAL</b>				
<b>Learners must score a minimum of 1 mark in each column <u>and</u> achieve a minimum total of 16.</b>						



**Assessor Comments:**

**Internal Moderator Comments:**

**Learner Comments:**

## Functional Skills Maths: Entry Level 2

### Assessment Task: Garden Birds

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: Garden birds**

**Part A (20 marks)**

You want to buy a bird table to attract birds to your garden.  
Choose one of the bird tables from Resource Sheet 1.

1. Write down the name of the bird table you have chosen and its cost.

(2 marks)

You also want to buy two different bird feeders to put food in.  
Choose two of the bird feeders from Resource Sheet 2.

2. Write down the name of the two bird feeders you have chosen and the cost of each one.

(3 marks)

3. What is the total cost of the bird table and bird feeders you have chosen?  
You must show your working.

(3 marks)

You have £100 to spend on your chosen bird table and feeders.

4. How much money will you have left?  
You must show your working.

(2 marks)

5. Show how you could check your answer to question 4 is correct.

(2 marks)

You want to try and attract one of the birds from Resource Sheet 3 to your garden.  
Choose a bird from the Resource Sheet.

6. Write down its name, the best food to attract it and how much the food costs.

<b>Name of bird</b>
<b>Type of food</b>
<b>Cost for 1kg</b>

(2 marks)

You buy 2 kg of the best food for your chosen bird.

7. What is the cost of 2 kg of this food?  
You must show your working.

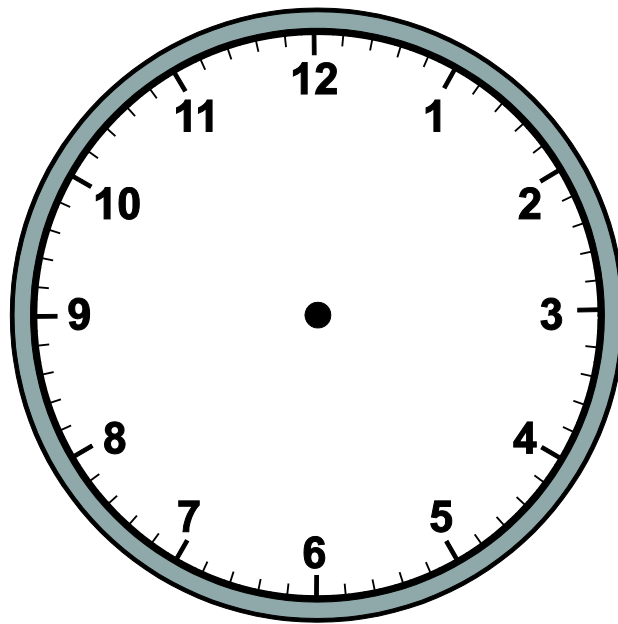
(2 marks)

You count all the birds that visit your garden in half an hour.  
You start counting at 11:45

8. What time do you finish counting?

(2 marks)

9. Show this time on the clock face below.



(2 marks)

**Part B (6 marks)**

Resource Sheet 3 shows the length of the blackbird is 25 cm.

10. Which birds on the sheet are longer than the blackbird?

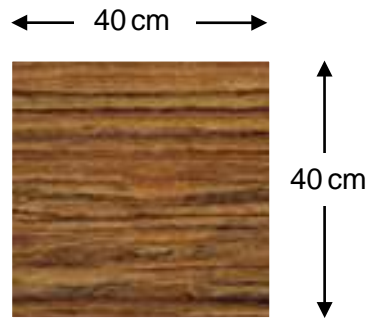
(2 marks)

The picture shows the top of the budget bird table.  
Each side is 40 centimetres long.

11. What is the name of this 2D shape?



(1 mark)



One of the bird feeders comes in a box that is a cuboid.

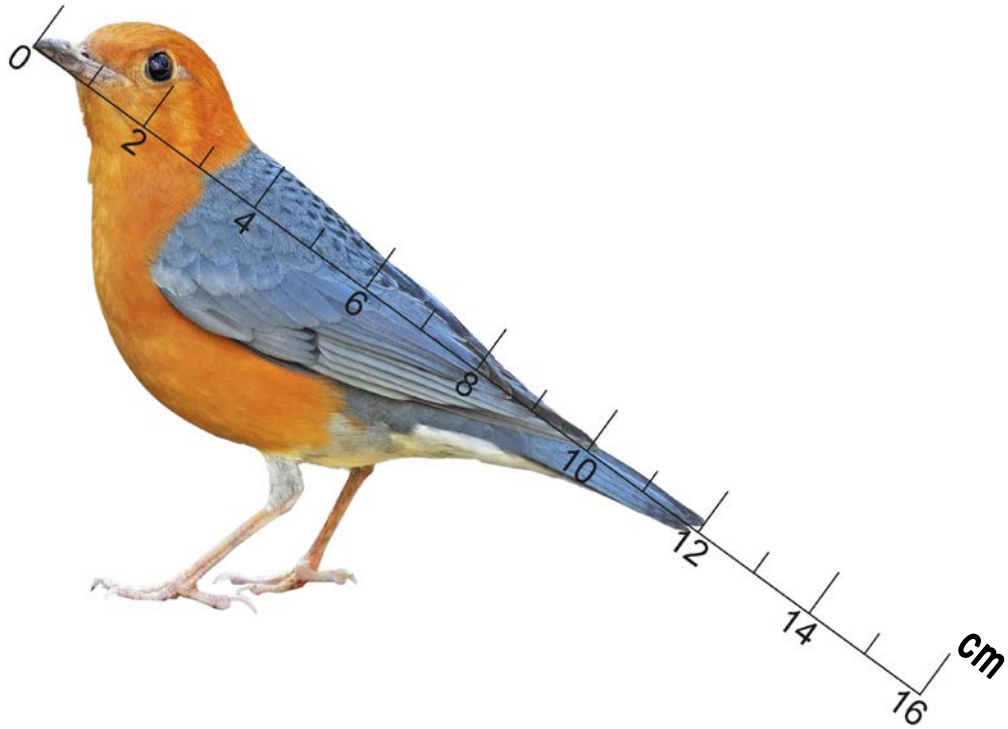


12. How many faces does the box have?

(1 mark)

The length of each bird is the measurement from the tip of the beak to the tip of the tail.

13. What is the length of this bird?



(1 mark)

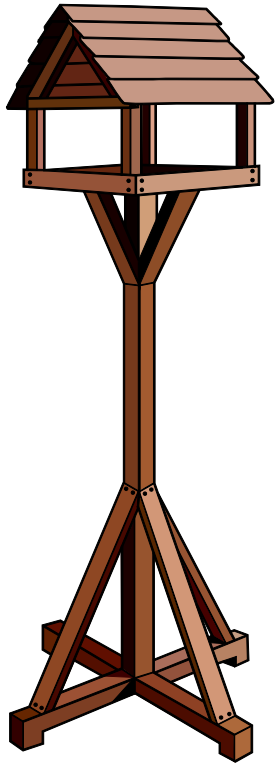
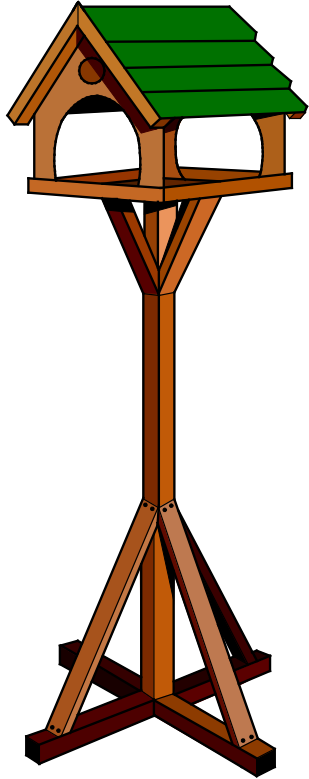
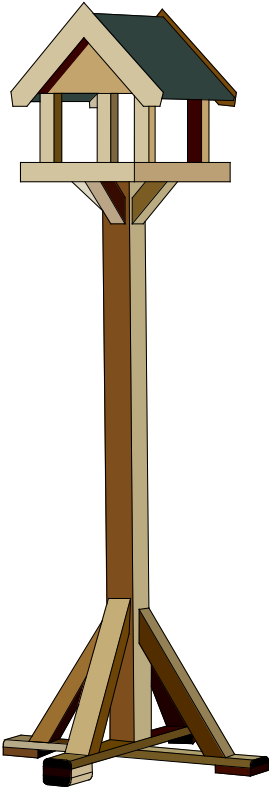
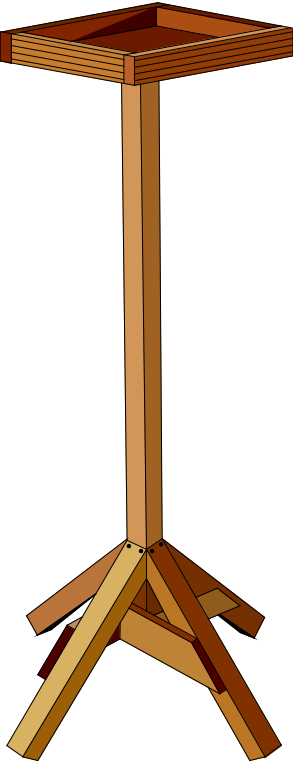
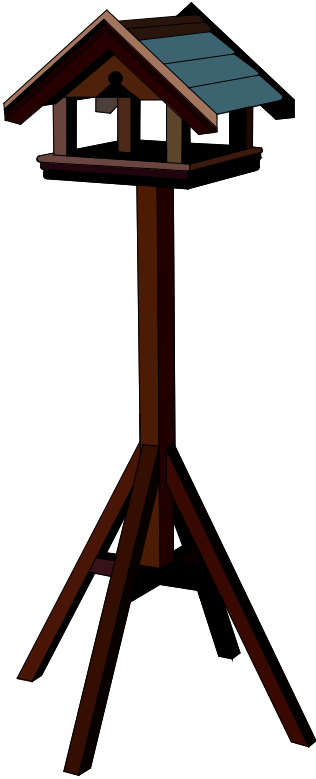
You fill the bird feeders every five days.

One month you fill them on the 1<sup>st</sup>, 6<sup>th</sup> and 11<sup>th</sup>.

14. What is the next date you fill them?

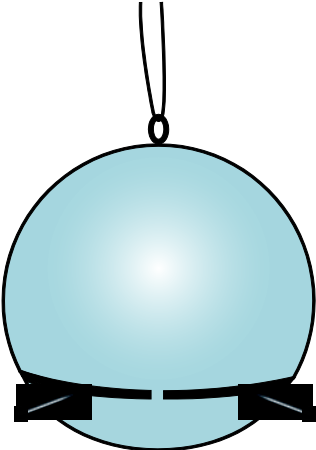

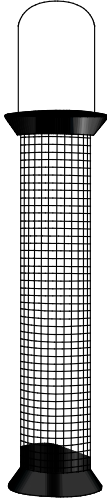
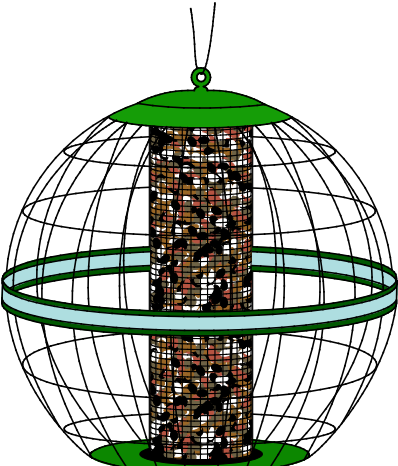
(1 mark)

EL2 SAM Resource Sheet 1 **Bird tables**

Premium table	Country table	Natural table	Budget table	Rustic table
				
£26	£32	£38	£18	£44



## EL2 SAM Resource Sheet 2 **Bird feeders**









Dome feeder	Seed feeder	Peanut feeder	Squirrel proof feeder
			
£35	£14	£12	£19

### **Bird food**

Food	Cost for 1kg
peanuts	£4.00
meal worms	£20.00
corn	£2.00
fat balls	£4.00
suet pellets	£5.00
sunflower seeds	£4.00
nyjer seed	£4.00
mixed seed	£3.00

## EL2 SAM Resource Sheet 3 **Birds**

These are some birds you may see in a garden and the best food to attract them.

<p>Jay</p>  <p>Length: 36 cm Food: sunflower seed</p>	<p>Gold Finch</p>  <p>Length: 11 cm Food: nyjer seed</p>	<p>Robin</p>  <p>Length: 14 cm Food: meal worms</p>	<p>Siskin</p>  <p>Length: 12 cm Food: peanuts</p>
<p>Sparrow</p>  <p>Length: 15 cm Food: mixed seed</p>	<p>Pigeon</p>  <p>Length: 34 cm Food: corn</p>	<p>Blue Tit</p>  <p>Length: 10 cm Best Food: fat balls</p>	<p>Blackbird</p>  <p>Length: 25 cm Food: suet pellets</p>

**OCR MATHS  
FUNCTIONAL SKILLS MARK SCHEME ENTRY LEVEL 2 SET – SAM**

<b>Series</b>	Set SAM	<b>Level</b>	Entry Level 2
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Mark scheme analysis			
Skill area	Assessment weighting	Marks out of	Actual Marks
Representing	30%-40%	9	
Analysing	30%-40%	9	
Interpreting	30%-40%	8	
Total		26	

**Pass mark = 16 (60%)**

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
Part A					
1	Identify bird table and cost	2	1: name of bird table written 1: correct cost for <i>their</i> choice of table  <b>Do not</b> penalise incorrect monetary notation	R	d, h
2	Identify 2 <b>different</b> feeders and costs	3	1: two <b>different</b> feeders chosen 1: name of first feeder with correct cost 1: name of second feeder with correct cost  <b>Do not</b> penalise incorrect monetary notation	R	d, h

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
3	Calculate total cost of table and feeders	3	<p>1: a correct method for adding <b>their</b> amounts from Q1 and Q2 (working must be written or observed for this mark)</p> <p>1: correct answer to <b>their</b> calculation (allow follow through if incorrect costs used)</p> <p>1: correct monetary notation in answer only (note £xx.xxp <b>is not</b> acceptable)</p> <p>(Do not penalise missing or incorrect monetary notation after this question)</p>	A	a, b, d
4	Calculate change from £100	2	<p>1: a correct method for calculating change from £100 e.g. 100 – <b>their</b> answer to Q3 (working must be written or observed for this mark)</p> <p>1: correct answer to <b>their</b> calculation</p>	A	a, b, d
5	Check for change	2	<p>1: a correct method seen for check (e.g. answer + total cost = 100) (working must be written or observed for this mark)</p> <p>1: check shows correct answer or effectively checks incorrect answer to Q4</p> <p>Note “use a calculator” or a repeat of the same calculation in Q4 <b>is not</b> acceptable</p>	A	a, b, d
6	Identify bird, food and cost	2	<p>1: one bird written with correct food</p> <p>1: correct £ per kg for this food</p>	R	d, h
7	Calculate total cost of 2kg of food	2	<p>1: doubling or adding <b>their</b> cost of food from Q6 (working must be written or observed for this mark)</p> <p>1: correct answer</p>	A	c
8	Identify finish time	2	<p>1: converting “half an hour” to 30 minutes</p> <p>1: correct answer (assume above mark if correct time seen)</p>	I	d
9	Show time on clock face	2	<p>1: both hands drawn in correct position for <b>their</b> finish time</p> <p>1: minute hand clearly longer than hour hand (only award if hands in correct position)</p>	I	d

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
Part B					
10	Identify which birds are longer than blackbird	2	1: Jay 1: Pigeon	R	d, h
11	Identify 2D shape	1	1: square (do not penalise spelling)	I	g
12	Identify number of faces	1	1: 6 (faces)	I	g
13	Identify length of bird	1	1: 12 (cm)	I	f
14	Identify next date in pattern	1	1: 16 <sup>(th)</sup>	I	e
		<b>Total 26</b>			

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

# Completing the tasks

## Unit 3 (Entry Level 3)

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### Tutor Guidance

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- 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:

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

### Assessment Task – Garden furniture

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In this assessment the learner is required to choose garden furniture, calculate cost and arrange delivery.

The learner will:

#### Part A

- choose a table, chairs, umbrella and cover
- identify the cost of each item and the total cost
- calculate the change from £500 and check this
- identify a delivery date
- present the delivery time on a clock face

#### Part B

- identify the perimeter of a 2D shape
- identify metric units
- identify the number of boxes that will fit in a length
- identify a temperature
- identify capacity

This assessment task is written in the context of garden furniture but can be adapted to any familiar context. 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 3 learners as per the Ofqual Functional Skills Criteria for Mathematics.

## **Mark Allocation**

It is recommended that you use the Assessment Record form on the following page to advise learners how many marks are available for each individual activity.

# ASSESSMENT RECORD: UNIT 3 (ENTRY LEVEL 3)

## 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

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>		<b>Learner signature</b>	
<b>Assessor name</b>		<b>Assessor signature</b>	
<b>Date</b>			

Skill Standard	Learners are required to:	Marks available	Marks awarded			Assessor Comments
			R	A	I	
	<b>Part A</b>					
1	Choose a furniture set that fits criteria	(1 mark)				
2	Identify cost of table and 1 chair	(3 marks)				
3	Calculate total cost of table and 4 chairs	(3 marks)				
4	Calculate cost of umbrella	(3 marks)				
5	Identify correct cover and cost	(2 marks)				
6	Calculate total costs of all items	(2 marks)				
7	Calculate money left from £500	(2 marks)				
8	Check for change calculation	(2 marks)				
9	Identify delivery date	(3 marks)				
10	Show time on clock face	(3 marks)				
	<b>Part B</b>					
11	Identify perimeter	(1 mark)				
12	Identify units	(1 mark)				
13	Identify number of boxes	(2 marks)				
14	Show temperature on thermometer	(1 mark)				
15	Identify number of glasses	(3 marks)				
		<b>Totals</b>				
		<b>TOTAL</b>				
<b>Learners must score a minimum of 1 mark in each column <u>and</u> achieve a minimum total of 18.</b>						



**Assessor Comments:**

**Internal Moderator Comments:**

**Learner Comments:**

## Functional Skills Maths: Entry Level 3

### Assessment Task: Garden furniture

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: Garden furniture

Part A (24 marks)

You are buying a new set of garden furniture.  
Look at Resource Sheet 1. Choose a furniture set which is made of wood and seats at least four people.

1. Write down the name of your chosen set.

(1 mark)

2. Write down the cost of the table and **one** chair for your chosen set.

**Table cost:**

**Chair cost:**

(3 marks)

3. What is the total cost of one table and **four** chairs for your chosen set?  
You must show your working.

(3 marks)

There is a sale on umbrellas.  
All umbrellas have been reduced by  $\frac{1}{3}$  in the sale.  
Choose one umbrella from Resource Sheet 2.

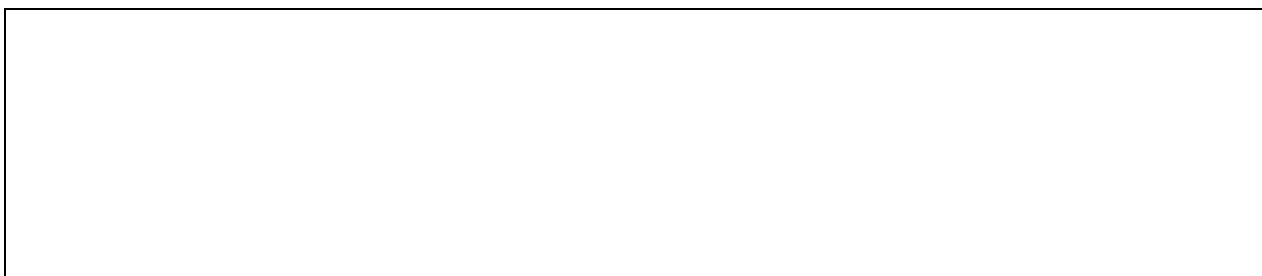
4. Find  $\frac{1}{3}$  of its cost and use this to work out how much it will cost in the sale.  
You must show your working.



(3 marks)

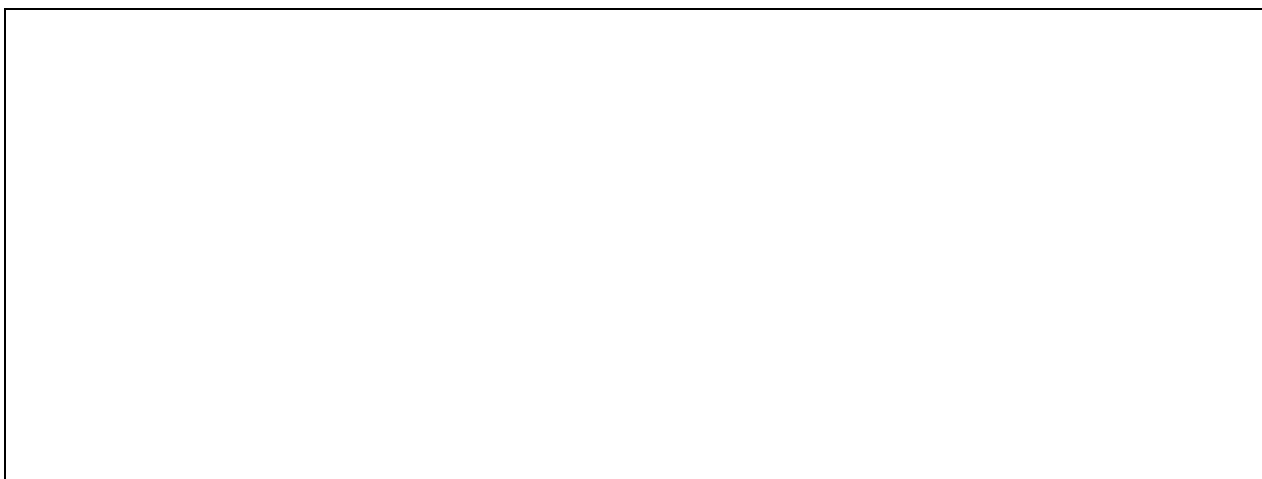
You will also need a cover to protect your new furniture.

5. Write down the cost of the furniture cover you will need for the size and shape for your chosen table.



(2 marks)

6. What is the total cost of your table, chairs, umbrella and furniture cover?  
You must show your working.



(2 marks)

You have £500 to buy everything you have chosen.

7. How much money will you have left?  
You must show your working.

(2 marks)

8. Show how you could check the answer to question 8.  
You must show your working.

(2 marks)

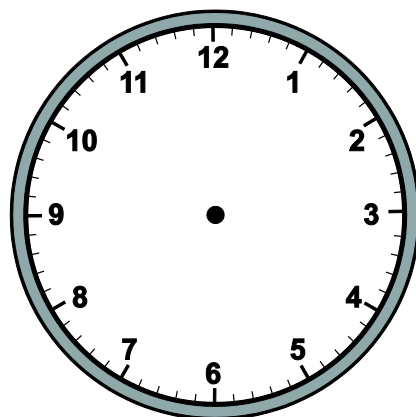
Your furniture will be delivered.

9. Write down today's date and the date when the furniture will be delivered.

(3 marks)

The furniture will arrive at 16:35

10. Show this time on the clock face.



(3 marks)

**Part B (8 marks)**

The garden is a rectangle shape.

11. Draw the perimeter on this diagram of the garden.



(1 mark)

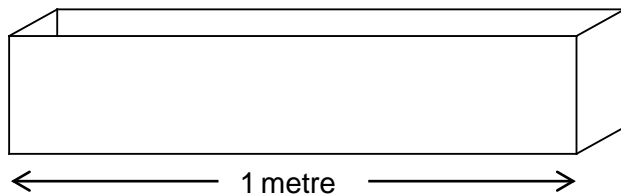
A garden table measures 180 long and 120 wide.

12. What is the metric unit of length used to measure the table?

(1 mark)

Your garden is 7.8 metres long.

You buy plant boxes to go along one length of the garden.

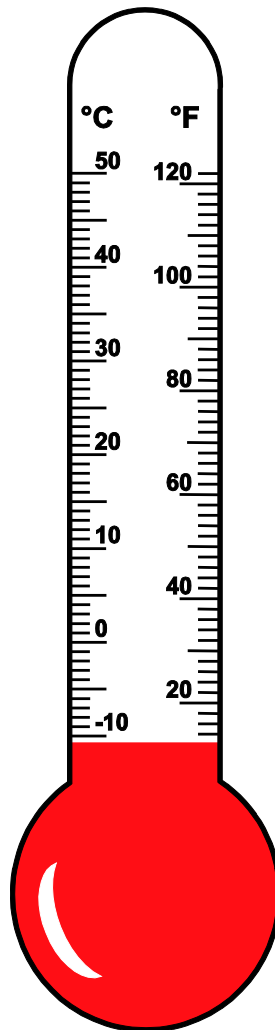


13. What is the maximum number of boxes you can fit in a straight line along the length?

(2 marks)

You decide to have friends round to have a drink in the garden.  
On the day the temperature is  $24^{\circ}\text{C}$ .

14. Show where  $24^{\circ}\text{C}$  is on this thermometer.



(1 mark)

You buy some 1 litre bottles of juice for you and your friends.

15. How many 200 ml glasses can be filled from **one** bottle?

(3 marks)

# EL3 SAM Resource Sheet 1 Garden furniture sets

## Milan

Seats 2



Square Wood Table  
Table £26  
Chairs £12 each  
Delivery time 3 weeks

## Sorrento

Seats 6



Oval Wood Table  
Table £68  
Chairs £27 each  
Delivery time 4 weeks

## Paris

Seats 4



Square metal Table  
Table £40  
Chairs £18 each  
Delivery time 2 weeks

## Athens

Seats 4



Round plastic Table  
Table £12  
Chairs £8 each  
Delivery time 1 week

## Monaco

Seats 4



Round Wood Table  
table £36  
Chairs £43 each  
Delivery time 2 weeks

## Berlin

Seats 6



Oval Wood Table  
Table £72  
Chairs £32 each  
Delivery time 4 weeks

## Porto

Seats 4



8 sided Wood Table  
Table £52  
Chairs £23 each  
Delivery time 2 weeks

## London

Seats 4



Square Wood Table  
Table £48  
Chairs £29 each  
Delivery time 3 weeks



## EL3 SAM Resource Sheet 2 Umbrellas

			
Black and white umbrella £48	Classic brown umbrella £42	Blue striped umbrella £27	Green lantern umbrella £57

### Furniture covers

	Table shape			
Table size	Round/8 sided	Square	Oval	Rectangular
2 seater	£22	£24	£26	£28
4 seater	£32	£34	£36	£38
6 seater	£42	£44	£46	£48
8 seater	£52	£54	£56	£58

**OCR MATHS  
FUNCTIONAL SKILLS MARK SCHEME ENTRY LEVEL 3 SAM**

<b>Series</b>	SAM	<b>Level</b>	Entry Level 3
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Mark scheme analysis			
Skill area	Assessment weighting	Marks out of	Actual Marks
Representing	30%-40%	10	
Analysing	30%-40%	12	
Interpreting	30%-40%	10	
Total		32	

**Pass mark = 18 (60%)**

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
1	Choose a furniture set that fits criteria	1	1: name of set that seats 4 or 6 and is wooden	R	k
2	Identify cost of table and 1 chair	3	1: table cost for <b>their</b> choice from above 1: single chair cost for <b>their</b> choice from above 1: correct monetary notation used in answer  (do not penalise missing or incorrect monetary notation after this point)	R	k
3	Calculate total cost of table and 4 chairs	3	1: <b>their</b> cost of chair from above x 4 (must be written or observed) 1: addition of <b>their</b> cost of table from above (must be written or observed) 1: correct total of <b>their</b> prices	A	a, b, h

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
4	Calculate cost of umbrella	3	1: one of the umbrella costs $\div$ 3 (must be written or observed) 1: answer multiplied by 2 or $1/3$ subtracted from total (must be written or observed) 1: correct answer	A	a, b, d, h
5	Identify correct cover and cost	2	1: correct price of cover for their choice of table <b>size</b> (i.e. price from correct row) 1: correct price of cover for their choice of table <b>shape</b> (i.e. price from correct column)	R	i, k
6	Calculate total costs of all items	2	1: <b>their</b> cost of table and chairs + <b>their</b> cost of umbrella + <b>their</b> cost of cover (must be written or observed) 1: correct answer	A	a, f, h
7	Calculate money left from £500	2	1: a correct method: £500 – <b>their</b> total from Q6 (must be written or observed) 1: correct answer	A	a, f, h
8	Check for change calculation	2	1: a correct method seen for check (must be written or observed) 1: check shows correct answer or identifies mistake which is acknowledged  Note: “checked with calculator” or the same calculation repeated as in Q7 is not acceptable	A	a, f, h

Question		Award Maximum	on evidence of ...	Skills standard	Coverage and range
9	Identify delivery date	3	1: "today's" date written 1: delivery time identified (if correct delivery date is seen then assume this as being correct) 1: correct delivery date written  (if dates are not written in correct format (i.e. "dd/mm/yy" or "10 <sup>th</sup> May 2017") award a maximum of 2 marks only)	R	a, h
10	Show time on clock face	3	1: convert time to 12 hr format (assume this has been done if correct time seen on clock face) 1: hour hand on 4 or between 4 and 5 1: minute hand clearly longer than hour hand and on 7	I	h
11	Identify perimeter	1	1: line drawn around perimeter only	I	i
12	Identify units	1	1: cm or centimetre (do not penalise spelling as long as meaning is clear)	I	j
13	Identify number of boxes	2	1: rounding down to 7 metres 1: 7 tubs (assume above mark if 7 tubs is seen and award 2 marks)	I	c
14	Show temperature on thermometer	1	1: bar or line drawn at 24°C on thermometer	R	e, j
15	Identify number of glasses	3	1: converting 1 litre to 1000ml 1: method of counting up to 1000 1: correct answer of 5 glasses (assume method correct if this is seen and award 3 marks)	I	a, b, e, j
		<b>Total</b>			

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