Functional Skills

Mathematics

Entry Level 1
Seaside
Externally Set Synoptic Assessment

Sample from Marking Scheme

Preparation
To be able to complete this assessment, a tutor will need:

- 8 shells different shape and sizes in a container or box
- 2 pebbles of different weights
- Three flags suitable for a sandcastle: one square, one rectangle, one triangle (could use cocktail sticks with colour paper shapes attached).
- A beach towel or coloured towel
- A selection of coins, including at least 6 x £1 and 3 x £2
- 1 x £5 note
- 4 different snacks, e.g. crisps, nuts, chocolate, sweets, fruit etc.

Although it would be better to have access to realia to complete the assessment, images may be used to replicate the items which are not available or for use in centres where learners are not allowed access to the real items.

Conducting the Assessment and Support for Learner

- Learners can take the assessment when they, and the tutor, feel they are ready.
- At this level tutors will read the questions to the learner. The tutor may explain words and phrases if the learners do not understand them.
- Calculators are allowed.
- The assessment should take place under supervised conditions and conducted on a one to one basis.
- The assessment may be split up into shorter tasks to meet the needs of the learners, but the total time taken should not exceed the total duration of one hour.

Marking of the Assessment
Centres must mark in accordance with the Open Awards mark scheme.

Contextualisation
Centres may contextualise the assessment so that the learners are not disadvantaged because of their lack of knowledge about the topic, but centres must take care that if they change the assessment, it still covers the whole of the standards and the same coverage and range statements as the exemplar document. So for example, the context may be choosing a suitable piece of equipment for a car or the home.

When a centre decides that it wants to devise a totally new assessment, this should be submitted to Open Awards no less than *15 working days* before the first planned date of assessment so that the assessment can be standardised in line with all other Functional Skills assessments.

Candidate Name:	
Assessment Date:	

Introduction:
Explain that the assessment is about going to the seaside.

Task and Instructions	Evidence	Please Summarise Clearly the Activities Observed (Comment on learner achievement, particularly if full marks not gained)	Mark Allocated	Learner Mark	Represent, Analyse or Interpret	Open/ Fixed
Question 1 – 3 Marks in Total						
Tell the learner you are going to plan a trip to the seaside. Show the learner the calendar page. Ask the learner to name a date. Ask the learner to put a circle on the square that says the date chosen.	1 mark – date named 2 marks if circle drawn on date of the month **OR** 1 mark – circle drawn anywhere on the page OR any shape drawn on a date in the month		1 2 marks max		A-1 A-2	Open Open
Question 2 – 3 Marks in Total						
Show the learner the calendar page. Tell the learner that you are planning to stay for two days. Ask the learner to tell you or show you on the calendar what day you will return home and to put a triangle on the date on the calendar.	1 mark - Learner locates the correct day (allow follow through from Task 1) 2 marks if triangle drawn round the correct date (or allow follow through from Task 1) **OR** 1 mark – if triangle drawn anywhere else on the page **OR** 1 mark – if a different shape drawn on day coming home		1 2 marks max		R-1 R-1 I-1	Open Open