

Functional Skills Mathematics Entry 3 assessments

Assessment guidance

Tutors should be given access to this document at least 4 weeks prior to scheduling any assessments

Assessors should check the chosen candidate paper 24 hours prior to the assessment to check whether any additional information or equipment is required.

Administering the assessments

General assessment guidelines common to all three functional skills areas are included in the qualification handbook. The following is a checklist of the basic guidelines as well as information particular to Functional Skills Mathematics.

- All assessments must be taken under supervised conditions. This means that the candidate must be supervised at all times during the assessment. Candidates are not allowed access to any other resources except for those specified in each assessment title.
- Assessments are summative and must be taken when the candidate is deemed to have the skills and knowledge necessary to achieve (known as 'when ready').
- For Functional Skills Mathematics, assessments may be completed over no more than **two** sessions.
- Candidates **must not** take their work away in between assessment sessions.
- Assessment sessions must be consecutive, but not necessarily on the same day. No learning or preparation may be given between assessment sessions.
- The tasks **must** be completed in order as information may follow through from one task to subsequent tasks.
- The assessor, or other person administering the assessment, should introduce the activity to the candidate(s) and check that they have all the equipment they may require. The assessor should instruct the candidate(s) to write their answers on the candidate paper.
- The assessor, or other person administering the assessment, may read the instructions to the candidate(s) and answer any questions about what the task is, but not about how to tackle the problem.
- Any answers can be given orally but must be recorded by the assessor. This **must** be clearly indicated.
- Assessors may prompt the candidate to provide more detailed answers but must not give a clue.
- If calculators are used for checks, the assessor must make notes to evidence this.
- Marks should always be awarded for numbers written in words or figures unless otherwise stated.
- Assessors should not penalise for incorrect spelling.
- Assessors should refer to the Functional Skills qualifications handbook for guidance on 'Access arrangements and reasonable adjustments' which is available for download [here](#).

Preparation:

- make sure you read these notes before planning the assessment and collect/prepare materials listed for each assessment
- if you need to make any additional adjustments, please discuss this with your External Quality Assurer first
- assessors should ensure candidates understand all the vocabulary in each assessment including the specific terms/phrases listed below each assessment title
- assessors should instruct candidates to provide units in their answers where questions are asking for this
- assessors should ensure candidates understand the following general terms/phrases which appear in most of the assessments:
 - candidate declaration
 - total marks
 - choose
 - compare
 - describe
 - includes
 - amount.

Time guidance:

- candidates have 1 hour to complete the assessment.

Resources required for each assessment:

- candidate paper
- paper, pens and pencils
- a 30cm ruler with millimetres
- candidates may use a dictionary
- calculators are permitted although not required to complete the tasks.

Materials needed for each assessment

Glossary

Live assessments

Cake sale

- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - recipe
 - website
 - ingredients
 - compare
 - temperature dial
 - toppings
 - tin.

Garden centre

- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - work experience
 - centre diary
 - supervisor
 - base size
 - compost
 - plant pot
 - plant pot saucer
 - website page
 - normal price
 - leaflet
 - special offer price
 - feed.

Planning a party

- Assessors must provide a current calendar for use in Task 1.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - Valentine's party
 - local community hall
 - invitation card
 - sandwich fillings
 - plastic cutlery
 - estimate
 - approximate total cost
 - opening times.

Working in a garage

- **Assessors must provide a current calendar for use in Task 1.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - car service (explain Bronze, Silver and Gold)
 - voucher
 - MOT
 - confirm the details
 - brands
 - gift pack
 - selling price.

Hobbies and interests – Making a play house

- **Assessors must provide a current calendar for use in Task 2.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - paving slabs
 - delivery charge
 - clear plastic
 - website

Online shopping – click and collect

- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - decorating
 - rolls
 - wallpaper
 - paste
 - DIY
 - website
 - online order form
 - checkout
 - points (as in loyalty points)
 - arrow
 - special offer
 - shed.

Sample assessments

Bedroom furniture

- **Assessors must provide a current calendar (12 months) for use in Task 2.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - furniture
 - drawers
 - description
 - afford
 - wardrobe
 - model
 - time slots (delivery)
 - delivery date
 - flat packed (furniture)
 - diary
 - contents leaflet
 - basic/standard/best quality.

Cinema Trip

- **Assessors must provide a current calendar (12 months) for use in Task 2.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - sales assistant
 - voucher
 - price list
 - cinema listings.

Video games

- **Assessors must provide a current calendar (12 months) for use in Task 1.**
- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - parcel
 - games machine
 - advert
 - website
 - fragile
 - special offer
 - make up the cost.

Ice skating

- Assessors should ensure candidates understand all the vocabulary, including the following terms/phrases:
 - session
 - hire
 - spectator ticket
 - admission (prices)
 - ice skating rink
 - code (numbers)
 - rack.

Assessor guidance notes for marking

- The assessor should mark the candidate paper according to the mark scheme provided.
- Once the assessor has marked the candidate paper, the centre must use the City & Guilds internal quality assurance processes before the candidate can be awarded a certificate.

Key for skills standards and coverage

| Skill standard | Marks |
|---|-----------------|
| Process skills | |
| Representing 1 understand practical problems in familiar contexts and situations 2 begin to develop own strategies for solving simple problems 3 select mathematics to obtain answers to simple given practical problems that are clear and routine | 30-40% |
| Analysing 1 apply mathematics to obtain answers to simple given practical problems that are clear and routine 2 use simple checking procedures | 30-40% |
| Interpreting Interpret and communicate solutions to practical problems in familiar contexts and situations | 30-40% |
| | 30 marks |
| Coverage and range (At least 8/11 must be covered on each assessment) | |
| A Add and subtract using three-digit numbers | |
| B Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 | |
| C Round to the nearest 10 or 100 | |
| D Understand and use simple fractions | |
| E Understand, estimate, measure, compare length, capacity, weight, temperature | |
| F Understand decimals to two decimal places in practical contexts | |
| G Recognise and describe number patterns | |
| H Complete simple calculations involving money and measures | |
| I Recognise and name simple 2D and 3D shapes and their properties | |
| J Use metric units in everyday situations | |
| K Extract, use, compare information from lists, tables, simple charts, simple graphs | |

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
www.cityandguilds.com

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