

# Mathematics Skills (3847) Portfolio development workpacks

Assessment guidance  
Entry 1 & Entry 2



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November 2013  
Version 1.0

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## Introduction and purpose of this document

This document sets out the scope and purpose of the Mathematics Skills (3847) portfolio development workpacks, and guides centre staff on how they can be used successfully with these qualifications.

It is important to be clear from the outset that use of the workpacks is **not mandatory**. They provide suggested learning and assessment activities, as well as helping to support evidence generation; nevertheless, their use is not a substitute for the normal process of assessment planning. All evidence presented for assessment, regardless of whether it is sourced from a workpack task or any other activity, must be assessed against the relevant unit assessment criteria, as well as being subjected to a process of Internal Quality Assurance.

The workpacks are designed to reflect the flexible structure of these qualifications, providing activities relevant to all units within the Mathematics Skills suite across all five levels. There are two topics at each level which can be adapted as necessary to ensure assessment activities are engaging and relevant to candidates.

## About the workpacks

Each workpack contains a series of tasks based on a given topic area, along with some additional questions.

At Entry 1 and Entry 2 there is one workpack and this addresses all of the Learning Outcomes across all units at that level, generating evidence for each of the Assessment Criteria on at least **two** occasions.

The relationship between the workpack tasks/questions and qualification assessment criteria is set out in the workpack log sheets/tracking grids. Even though the workpack provides complete coverage, it may still be necessary to provide additional evidence if any of the workpack tasks/questions have not been completed correctly. Conversely, the workpack tasks in some cases include more occasions than are strictly required by the Assessment Criteria – allowing some tolerance if not all of these have been met.

The workpacks are provided in MS Word format so they can easily be adapted or re-contextualised. These qualifications are designed to facilitate flexible learning and personalise learning, and it is important that the assessment should reflect that approach.

Each workpack is available in two formats:

- candidate workpack – containing the assessment task and additional questions
- assessor workpack – containing the assessment task and questions, along with model answers in **red** as applicable (NB: candidates must **not** be given access to these).

Some of the workpack tasks require the use of common measuring and weighing instruments – eg rulers, tapes, scales, thermometers, clocks and calendars. These will need to be made available to candidates as necessary, along with any other relevant items (eg bags/packages for weighing).

Candidates should have adequate opportunity to practise using these prior to completing the workpacks.

The theme of garden centre at E1 and E2 requires the use of plant pots. Tutors should review the workpack prior to use to ensure that the materials are available. If the theme is not appropriate for the candidates, the materials are not available or centres wish to vary any activities, assessors can replace the plant pots with other suitable objects providing the assessment criteria can be met.

Using the candidate workpacks for portfolio development.

It is important to note that the workpacks may only be used for assessment purposes if work has been produced **independently** by the candidate. As with any form of portfolio assessment, evidence presented for assessment must be valid, authentic, current and sufficient.

The workpacks are designed to support the assessment process and the accumulation of portfolio evidence. They are **not** an externally-set 'assignment' or 'test', and there is no requirement for them to take place under any formal supervised or examination conditions.

- The workpacks consist of a series of tasks and additional questions around a theme. They are not subject to any formal time constraints.
- Tasks can be adapted as necessary to suit the context of the learning or work environment, and must be engaging and relevant to candidate.
- The workpack tasks/questions can be used flexibly, depending on the particular units candidates are working towards.
- The questions can be read and rephrased to candidates where required apart from when reading figures is being evidenced. It is not acceptable to explain tables, charts, graphs or diagrams.
- Additional evidence will be required where candidates have not completed the workpack task/questions adequately. Other evidence may be sourced from any purposeful activity that is relevant and engaging to the candidate.
- The **logsheets and tracking grids** indicate how each of the unit Learning Outcomes and Assessment Criteria are addressed by the workpack tasks/questions. These **must** be read in conjunction with the Qualification Handbook and relevant Assessment Pack(s). Since the Assessment Criteria are based on the National Standards for Adult Numeracy, centre staff **must** also be familiar with the Adult Numeracy Core Curriculum.
- Evidence can be gathered and recorded in any auditable form, as long as it is valid, authentic, current and sufficient – as well as being easily accessible for Internal/External Quality Assurance purposes. This may include oral or observed evidence (as long as this is captured adequately), although there are a few instances (eg reading/writing figures) where written evidence is intrinsic to the Assessment Criteria. Even then, evidence does not necessarily need to be hand-written (eg it could be produced electronically).
- Candidates can generally use any equipment routinely available to them as long as this does not compromise independent achievement of the Assessment Criteria. In a few cases, use of a calculator or similar device is **necessary** in order to meet the Assessment Criteria; These are denoted by 
- Candidates must show their working if the task/questions instruct them to do so, since this will be assessing their process skills and use of method.
- There is space at the end of each task for assessors to provide feedback to candidates.

### Using the assessor workpacks for assessment

- The assessor workpacks contain the tasks/questions, along with coverage of the Assessment Criteria in **green** (Number), **pink** (Measure, Shape and Space) and **yellow** (Handling Data) as well as expected answers (in **red**).
- Whilst the workpack tasks/questions are designed to generate evidence for the unit/qualification Assessment Criteria, whether candidates' work actually does so may depend on the way that they have approached the tasks/questions (eg if units are required but have been omitted from the candidate's response). **In all cases, evidence must be assessed against the relevant Assessment Criteria.**
- Within the expected answers, any units/values shown in brackets are not required for achievement, eg for '25(cm)' – '25' would be sufficient.

- When assessing candidates' responses to the tasks, the principle of 'follow-through' should be applied to any incorrect answers – ie they should be penalised only for that error, but not for any subsequent calculations based on the same data set that have otherwise been carried out correctly.

#### **Illustrated example of follow-through**

One of the task instructions involves calculating the cost of two tickets priced at £25 each. The candidate answers '£45', so on this occasion does not meet the Assessment Criterion.

The next instruction within the same task is to calculate how much change there would be from £100. Whilst the 'expected' answer is £50, if this candidate answers £55 (by subtracting £45 from £100) this can be considered correct.

### **Using the log sheets/tracking grid**

- The log sheets/tracking grids are designed to record evidence collected through the workpack tasks/questions. If they are not used, an alternative method of recording and tracking evidence (eg the logsheets contained in the Mathematics Skills Assessment Pack) must be used.
- The first two columns of the log sheets/tracking grid show the Unit and Assessment Criteria references and descriptors. In some cases these are abbreviated and should be read in conjunction with the full specification in the Mathematics Skills Assessment Pack.
- There are then a further twelve columns which are split by task and additional questions.
- The workpack has been designed to give candidates the opportunity to demonstrate the criterion on at least two occasions. Opportunities for the first occasion are grouped together within a single task per unit. The second occasion will appear across the other tasks. Each task covers a single unit so it is easy to split the pack up depending on the units being delivered. If the candidate completes the whole workpack and provides sufficient evidence, there is no need to provide any further evidence.
- Most Assessment Criteria must be evidenced on at least two occasions; where this is **not** the case the reference is shaded in yellow to indicate that once is sufficient.
- The workpacks sometime provide more opportunities to evidence the Assessment Criteria than the two occasions required; candidates therefore do not necessarily have to get every task or question correct as long as they have demonstrated the Criterion on the minimum number of occasions required (eg at least twice, or at least once for any 'yellow' Criteria). Very occasionally, two tasks or questions will be part of the same occasion (eg extracting two pieces of information from the same table); this is indicated by the use of 'or' (eg Q13 or Q14 means that only one of these questions can be used as evidence for that Criterion).
- Assessors may use any clear way of indicating which instructions/questions have been successfully answered, for example ticking or circling the reference in columns one and two; however centres are strongly advised to adopt the same system throughout the centre.
- There is a final column after the evidence location columns for assessor comments. Use of this column is optional.
- Candidates and assessors must both sign and date the completed work in the grid provided.