Functional Skills Assessment: Seaside
Subject: Mathematics: SAMPLE
Level: Entry One
Information, Advice and Assessment Guidance

Marking Guidance – Mathematics: Entry One

Please read the following instructions carefully before any marking takes place:

- All markers will have received training by the Awarding Organisation before marking commences.
- Markers should use and apply the correlating mark scheme consistently across all papers marked.
- Standardisation will take place at the beginning, middle and end of the marking window to ensure consistency in marking.
- One correlating mark scheme should be used to mark each candidate's assessment paper. (This must then be signed and attached to the assessment paper).
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- If a candidate has crossed out a response to a question, the work should still be marked unless the candidate has replaced it with an alternative answer.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to candidate performance.
- Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials and the relevance of the response.
- Where the mark scheme has responses in brackets – (£)5.00, the learner will gain the mark whether or not the information within the brackets is present or not as long as the answer is correct.
- Some answers allow follow through marks where the learner has found an incorrect answer in a previous part of the task. If this is the case, the marker must check that the learner's answers are correct and should apply the format of the mark scheme to the learner's response.
- Calculators may be used.
- Where the marker is unsure of how to apply the mark scheme, guidance from the Chief Marker appointed by AIM Awards must be sought.
- Papers and mark schemes should be kept secure at all times.
- Marking must not take place in public spaces, where the security of the assessment papers and mark schemes may be compromised.
- No open discussions may take place in public about the assessment papers or the mark schemes.
- No mark schemes or papers should be sent across electronic forms of transmission without first being encrypted. This is essential for security purposes.
- Should any issues or irregular practice arise that may put at risk the security of assessment papers or mark schemes – these will be reported to the Examinations and Curriculum Assurance Manager at AIM Awards immediately.

Assessment Guidance

This assessment covers the whole of the Functional Skills standards and a sample of the coverage and range.

Functional Skills Standard / Performance	Functional Skills Coverage and Range	Task	Marks Allocated
Representing 30-40% Understand simple mathematical information in familiar contexts and situations. **Analysing 30-40%** Use mathematics to obtain answers to simple given practical problems that are clear and routine. Generate results that make sense for a specified task **Interpreting 30-40%** Provide solutions to simple given practical problems in familiar contexts and situations.	Understand and use number with one significant figure in practical contexts.	1, 2, 3, 5	2, 2, 2, 5
	Describe the properties of size and measure including length, width, height and weight, and make simple comparisons	4, 12	2, 2
	Describe position	5, 6	1, 2
	Recognise and select coins and notes	9, 10	2, 4
	Recognise and name common 2D and 3D shapes.	1, 2, 11	1, 1, 1
	Sort and classify objects using a single criterion	4, 7, 8	1, 2, 5

Representing – 11 marks – 32%	**Open response 80%**
Analysing – 12 marks – 34%	**Fixed response 20%**
Interpreting – 12 marks – 34%	

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 AIM 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 AIM Awards no less than 20 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:	
Unique Leaner Number:	
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 on the Assessment Paper. Ask the learner to name a date.	1 mark – date named		1		A-1	Open
Ask the learner to put a circle on the date chosen.	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		2 marks max		A-2	Open

Question 2 – 3 Marks in Total						
Show the learner the calendar page on the Assessment Paper. 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 Question 1)		1		R-1	Open
	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		2 marks max		R-1 I-1	Open

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 3 – 2 Marks in Total						
Explain that you have got a few shells from a previous visit and need help in deciding which to keep. Show the learner at least eight shells. Ask them how many shells there are.	Learner counts the shells		1		A-1	Open
	Learner gives the correct number.		1		I-1	Open

Question 4 – 3 Marks in Total						
Ask the learner to select the biggest and the smallest shell.	Learner compares the size by any method		1		R-1	Open
	Learner select the biggest shell		1		I-1	Fixed
	Learner selects the smallest shell		1		I-1	Fixed

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 5 – 6 Marks in Total						
Ask the learner to put some of the shells in the box. (It is fine if they put all of them in the box)	Learner put some of the shells in the box		1		R-1	Open
	Learner counts the shells remaining		1		A-1	Open
	Learner gives the correct number		1		I-1	Open
Ask the learner to count the number of shells remaining.	1 mark – identifies correct values to use – e.g. 8 and 2 (allow follow through)		1		R-1	Fixed
Ask the learner to write a sum to show this.	1 mark – suitable calculation used – subtraction using any method including calculator or counting on		1		A-1	Fixed
	1 mark - Learner answers correctly – allow follow through from previous answer		1		I-1	Fixed

Question 6 – 2 Marks in Total						
Tell the learner to put the remaining shells in a box and place it in a drawer or on a shelf so it doesn't get lost. Ask the learner to describe where they have put it.	2 marks – learner gives sufficient directions using appropriate positional language e.g. in, above, on top, next to, top, bottom, left, right that you can easily find the items **OR** 1 mark – very limited detail given and even with prompting, learner struggles to describe position correctly		2		A-2	Open

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 7 – 2 Marks in Total						
Ask the learner to state two things they look for when buying snacks	Learner gives two reasonable functional criteria – 1 mark each e.g. type of snack, sweet, cost, size, flavour, healthy, savoury		2 marks max		R-2	Open

			Question 8 – 5 Marks in Total				
Ask the learner to sort the snacks. They can choose how to sort. Ask them to tell you how they have sorted the snacks/what criteria they have used.	The learner identifies two categories e.g. healthy, snacks they would buy/not buy			1		R-1	Open
	Sorting - Maximum 2 marks 2 marks – if completely correct **OR** 1 mark – if at least one snack identified that matches criteria set.			2 marks max		I-2	Open
Ask the learner to check that they have sorted correctly. Ask them why they are sure they are correct.	1 mark – affirms they are correct			1		A-1	Open
	1 mark – valid reason for being sure			1		I-1	Open

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 9 – 2 Marks in Total				
Show the learner the selection of money including 6 x £1 and 3 x £2 coins. Tell the learner that they can buy a beach towel which costs £8. Ask them how they would pay for the towel. Ask them to check that their answer makes sense	1 mark – learner selects coins or notes to add up to £8		1		I-1	Open
	1 mark – learner understands they must pay £8 the learner confirms accuracy		1		A-1	Open

Question 10 – 4 Marks in Total						
Show the learner a £5 note and ask how much more money would they need to add to buy the towel. Ask the learner to: 1) Select the coins 2) Write down a sum to show this	1 mark - Learner selects more than one coin		1		R-1	Open
	1 mark - Learner selects coins that add up to £3.		1		A-1	Open
	1 mark – identifies suitable calc – draws a + symbol in sum		1		A-1	Fixed
	1 mark for use of correct notation in correct order – (£)5 + (£)3 = (£)8		1		I-1	Fixed

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 11 – 1 Mark in Total						
Discuss with the learner what sort of activities can be done on a beach. Show the learner 3 flags to put in sandcastles. Ask the learner to choose the rectangular shaped flag	1 mark identifies the rectangular shaped flag		1		R-1	Open

Question 12 – 2 Marks in Total						
Show the learner two pebbles. Ask them to choose which pebble they would like to put on a sand castle. Ask whether it is the lighter or heavier pebble.	1 mark – learner compares weight by any method – e.g. using balance scale or using hands 1 mark – correct answer for whether lighter or heavier pebble chosen		1 1		R-1 I-1	Open Open

Total Marks Available	35	**Candidate Mark**		28 Open/7 Fixed
Pass Mark	23			

	Please tick
I **confirm** that the work/evidence submitted is the learner's own work	☐
I **understand** that learner results may be invalidated if evidence is submitted that does not belong to them	☐

Role	Name	Signature	Date
Assessor			click to add date
IV (if sampled)			click to add date
EV (if sampled)			click to add date