



## **FUNCTIONAL SKILLS**

860/E2

## **ENTRY LEVEL MATHEMATICS**

### **ENTRY 2**

### **Task 1 and Task 2**

### **ASSESSMENT: FRUIT**

Assessment window:

3 May 2011 - 27 May 2011

1 hour

## **Task 1 and Task 2 – Fruit**

### **Introduction**

#### **Time allowed 1 hour**

These tasks should be assessor mediated and carried out within the assessment window opportunity in a format suitable to engage the candidate.

Practical equipment should be provided where necessary.

The tasks are designed to allow the candidate to think, use their mathematical skills, make decisions and talk about their work in an informal conversational setting with the assessor.

The assessment tasks are designed so that they can be used as they are or centres can contextualise or adapt them to best-suit their centre-specific circumstances. Centres can adapt the context to best suit the candidate. However, the context must be set within a real-life context and have a given purpose. The Skill Standards should not be changed and all assessments should sample across number, geometry and statistics.

The assessor should familiarise themselves with the Functional Skill standards at Entry 2, the tasks, the requirements for equipment and the marking guidance before initiating the assessment with the candidate.

The candidate may repeat the tasks within the assessment window, or may carry out the tasks in smaller manageable sections.

The marks available (10 marks for each task) and the time allowed should be shared with candidates.

Candidates require 15 marks out of a possible 20 (75%) in order to achieve the Entry 2 qualification.

## **Task 1 and Task 2 – Fruit**

### **Summary of Assessment**

#### **During Task 1, candidates will be expected to:**

- decide on a selection of fruit based on the criteria given and within a specific budget;
- find how much the selection of fruit weighs;
- describe some of the items of fruit which will include similar 3D shapes and sizes.

#### **During Task 2, candidates will be expected to:**

- cost a selection of fruit;
- identify and select the correct coins and notes needed to pay for the fruit;
- calculate the cost of some fruit in a sale and use a suitable check on their answer.

## Preparation for Task 1 – Fruit

- Provide some items of fruit if possible.
- Copy the information sheet “Task 1 and Task 2 - FRUIT” (labelled RESOURCE MATERIAL A) for the candidate.
- Make cards using the cut outs provided (labelled RESOURCE MATERIAL B - CUT OUTS) or use actual pieces of fruit if available with the information attached.
- Provide materials for the candidate to use to record, e.g. paper, mini white boards, and a calculator.
- Examples of the dialogue that could be used with the candidate are shaded. These may be adapted to best suit the candidate but direction should not be given on how to complete the tasks themselves. A teacher’s comment column is provided on the marking guidance.

## Task 1 – Fruit

- Explain to the candidate that you want them to select some items of fruit and you will be asking them a series of questions about these arrangements. This is the first task. There are two tasks to complete.
- Explain that the two tasks will not take more than an hour to complete and that for the first task there is a maximum of 10 marks available.
- Demonstrate what you mean by an item of fruit, 1 apple or 1 small bunch of grapes or 1 portion of raspberries, bunch of cherries etc.
- Explain that you want to choose 5 items of fruit.  
“I want to choose 5 items of fruit.”
- Explain that three of the items should look similar to spheres and the other two items not to look like spheres.  
“I want three of the items of fruit to look like spheres, and I want the other two items not to look like spheres.”
- Explain that you don’t want the fruit to weigh more than 500g.  
“I don’t want the fruit to weigh more than 500g.”
- Pass the notes of the information you have told the candidates to them.  
“Here is the information.”

|   |
|---|
| <p>3 items of fruit look like spheres<br/>2 items of fruit DO NOT look like spheres<br/>Must not weigh more than 500g</p> |
|---|

- Repeat the introduction as many times as necessary referring to the notes.
- Now give the information sheet “Task 1 and Task 2 - FRUIT” (labelled RESOURCE MATERIAL A) to the candidate.
- Pass the individual copies of fruit information boxes, or actual items of fruit, to the candidate so that they can start to make their choices.
- Ask the candidate to make their choices.  
“Show me your selection.”
- Allow time for the candidate to settle on their selection and work out how much it weighs.  
“Are you happy with your selection?”  
“I want you now to work out how much your selection of fruit weighs.”  
“How did you work out how much it weighs?”  
“What is the final weight?”
- Now ask the candidate to describe their fruit.  
“Describe which is the smallest item of fruit.”  
“Which fruit is the lightest?”  
“Which shapes do the fruit look like?”

**END OF TASK 1**

## Preparation for Task 2 – Fruit

- Provide some fruit if possible.
- Copy the information sheet “Task 1 and Task 2 - FRUIT” (labelled RESOURCE MATERIAL A) for the candidate.
- Make cards using the cut outs provided (labelled RESOURCE MATERIAL B - CUT OUTS) or use actual fruit if available with the information attached.
- Provide materials for candidate to use to record, e.g. paper, mini white boards, and a calculator.
- Provide money, real if possible, at least 1 x £20 note, 2 x £10 notes, 6 x £2 coins, 8 X £1 coins, 3 x 50p coins, 2 x 20p coins and 1 x 10p coin.
- Examples of the dialogue that could be used with the candidate are shaded. These may be adapted to best suit the candidate but direction should not be given on how to complete the tasks themselves. A teacher’s comment column is provided on the marking guidance.

## Task 2 – Fruit

- Explain that this is the second and last task. For this task there is a maximum of 10 marks available.
- The assessor should select 5 items of fruit, making sure that the total cost is **not** a whole number of pounds.
- The prices should be on the information cards, and if possible attached to actual items of fruit.
- Explain to the candidate that you want to buy these for yourself.

“I want to buy these items of fruit.”

“I want you to work out how much the fruit costs altogether and I will want you to give me the correct money.”

- On a tray provide the money for the candidate to use.
- Ask the candidate to select the correct money to pay for the fruit.
- Repeat the instructions as many times as necessary.
- Allow the candidate time to calculate and decide how much money to pass to you.

“How much does the fruit cost altogether?”

“Give me the correct money.”

- The next step is one of the following:
  - If the candidate selects the exact correct amount of money and states the correct total cost this is the end of the task.
  - If the candidate does not select enough money, ask how much the fruit costs altogether, and check if they think it is enough money.

“How much does the fruit cost altogether?”

“Do you have enough money to pay for this?”

- If the candidate has selected less money than their total cost this is the end of the task.
- If a candidate has selected too much money for their total cost, ask how much does the fruit cost and what change should you get.

“How much does the fruit cost altogether?”

“How much money do you have to give me back to have the correct total?”

- The assessor should select two items of fruit, a bunch of black grapes and a bunch of green grapes, making sure that the total cost **is** a whole number of pounds.
- Explain to the candidate that there is a sale and all fruit is half price. Ask the candidate how much the two selected bunches of graphs would cost in the sale.

“There is a sale and all fruit is half price. How much would these bunches of grapes cost me in the sale?”

- Ask the candidate how they would check their answer to see if it is correct.

“How can you check that your answer is correct?”

**END OF TASK 2**



**FUNCTIONAL SKILLS**

860/E2-A

**ENTRY LEVEL MATHEMATICS**

**ENTRY 2**

**Task 1 and Task 2 - FRUIT**

**MAY 2011**

**RESOURCE MATERIAL A**



# Fruit



Green Apple  
Price 35p  
Weights 120g



Red Apple  
Price 30p  
Weights 110g



Pear  
Price 50p  
Weights 85g





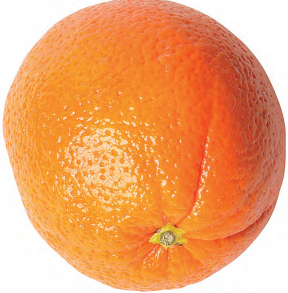


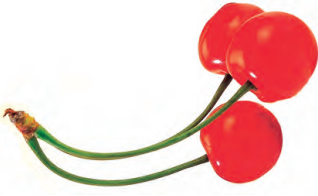
Banana  
Price 55p  
Weights 160g



Bunch of Red Grapes  
Price £1.40  
Weights 125g



Bunch of Black Grapes  
Price £1.60  
Weights 135g

|  |   |   |  |  |  |
|--|---|---|--|--|--|
|   | <p>Pineapple<br/>Price £1.20<br/>Weights 850g</p> |   | <p>Portion of Raspberries<br/>Price 95p<br/>Weights 65g</p>  |   | <p>Orange<br/>Price 45p<br/>Weights 130g</p>           |
|  | <p>Lemon<br/>Price 25p<br/>Weights 95g</p>        |  | <p>Portion of Strawberries<br/>Price 80p<br/>Weights 55g</p> |  | <p>Bunch of Cherries<br/>Price 75p<br/>Weights 30g</p> |



## **FUNCTIONAL SKILLS**

860/E2-B

### **ENTRY LEVEL MATHEMATICS**

#### **ENTRY 2**

**Task 1 and Task 2 - FRUIT**

**MAY 2011**

### **RESOURCE MATERIAL B – CUT OUTS**

**Functional Skills Mathematics - Entry 2**  
**Task 1 and Task 2 – Fruit**

To be cut out and given to candidates to use for Task 1 and Task 2 or use real pieces of fruit and attach the relevant information to them.




Red Apple  
Price 30p  
Weights 110g



Green Apple  
Price 35p  
Weights 120g

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|   |  |
|---|--|
|  | <p>Banana<br/>Price 55p<br/>Weights 160g</p> |
|---|--|

|   |   |
|---|---|
|  | <p>Pear<br/>Price 50p<br/>Weights 85g</p> |
|---|---|



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**Bunch of Black Grapes**  
**Price £1.60**  
**Weights 135g**



**Bunch of Red Grapes**  
**Price £1.40**  
**Weights 125g**

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Portion of Raspberries  
Price 95p  
Weighs 65g



Pineapple  
Price £1.20  
Weighs 850g

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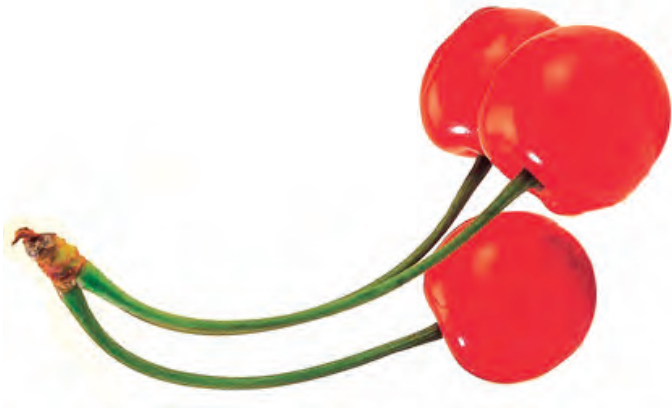


Lemon  
Price 25p  
Weights 95g



Orange  
Price 45p  
Weights 130g

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Bunch of Cherries  
Price 75p  
Weighs 30g



Portion of Strawberries  
Price 80p  
Weighs 55g

|                   |                  |                     |
|-------------------|------------------|---------------------|
| Candidate<br>Name | Centre<br>Number | Candidate<br>Number |
|                   |                  |                     |



**FUNCTIONAL SKILLS**

860/E2-C

**ENTRY LEVEL MATHEMATICS**

**ENTRY 2**

**Task 1 and Task 2**

**MARKING SCHEME**

**ASSESSMENT: FRUIT**

Assessment window:  
3 May 2011 - 27 May 2011

**Marking Guidance**

The tasks should be internally assessed.

The skill standards for representing, analysing and interpreting are referenced in the marking guidance and the coverage and range is noted in the assessment grid.

The marking guidance does not detail every possible outcome, hence a teacher comment column is provided to briefly describe the candidate's response.

Where a candidate's response differs from the guidance the teacher should determine "the best fit" bearing in mind the marking guidance.

Where possible, evidence should be collated or assessors should confirm that candidates have successfully met the marking criteria.

Details on moderation processes can be found in the *"Instructions for Teachers"* booklet or *Appendix 1 of the Functional Skills Mathematics Entry 2 Specification*.



| <b>TASK 1 MARKING GUIDANCE</b> |   | Possible Mark | Mark Awarded | Teacher's Comments<br>(continue on separate sheet if required) |
|--------------------------------|---|---------------|--------------|--|
| R2.1                           | <b>2 marks for successfully meeting the design criteria.</b><br>1 mark for meeting the design criteria following prompts.   | 2             |              |  |
| R2.2                           | <b>2 marks for finding a strategy for finding the total weight correctly.</b><br>(e.g. candidates know that they need to add the weights together to find the total weight, weights need not be correct or within 500g for 2 marks.)<br>1 mark for developing a strategy following prompts. | 2             |              |  |
| A2.4                           | <b>2 marks for giving the correct weight and it is not more than 500g.</b><br>1 mark for attempting to find the weight but have made an error (either the weight is within 500g or they are aware that the weight is over 500g).  | 2             |              |  |
| I2.6                           | <b>2 marks for talking about their fruit, describing the shapes and sizes (words such as sphere, heaviest, smallest are sufficient).</b><br>1 mark - candidates discuss with prompts.   | 2             |              |  |
| I2.6                           | <b>2 marks for using 3D terms. They understand the term "sphere".</b><br>1 mark - candidates understand the term "sphere" with prompts.   | 2             |              |  |
| <b>Total for Task 1</b>        |   | 10            |              |  |

| <b>TASK 2 MARKING GUIDANCE</b> |  | Possible Mark | Mark Awarded | Teacher's Comments<br>(continue on separate sheet if required) |
|--------------------------------|--|---------------|--------------|--|
| R2.1                           | <p><b>2 marks for finding a strategy for costing the fruit correctly.</b><br/>           (e.g. candidates know that they need to add the prices together to find the total cost, costs need not be correct for 2 marks).<br/>           1 mark for developing a strategy following prompts.</p>  | 2             |              |  |
| A2.3                           | <p><b>2 marks for calculating and stating the total cost of the fruit correctly.</b><br/>           1 mark for attempting to calculate the total cost but an error has been made.</p>  | 2             |              |  |
| I2.6                           | <p><b>2 marks for selecting the correct notes or coins for their total cost.</b><br/>           1 mark for giving too much or too little money but after prompting has either given back money or given more to make their correct total cost.<br/>           OR the candidate has selected the correct notes or coins for their total cost with guidance.<br/>           OR the candidate has selected the correct money for at least two items of fruit.</p> | 2             |              |  |
| A2.3                           | <p><b>2 marks for successfully halving the cost.</b><br/>           1 mark for attempting to halve the cost (or costs separately) but an error has been made.<br/>           OR 1 mark for halving the total cost after prompts.</p>   | 2             |              |  |
| A2.5                           | <p><b>2 marks for making a suitable check (e.g. doubling the answer).</b><br/>           1 mark for understanding the need to double or attempting another suitable check.<br/>           OR attempting to double and an error has been made.</p>  | 2             |              |  |
| <b>Total for Task 2</b>        |  | 10            |              |  |
| <b>TOTAL</b>                   |  | <b>20</b>     |              |  |

Turn over.

Teacher's Signature: .....

Date: .....

## Tasks 1 and 2 - Fruit Coverage and Range

| Skills Standards   | Coverage and Range (indicative)   |
|--|---|
| <p><b>Representing</b></p> <p>R2.1 Understand simple mathematical practical problems in familiar contexts and situations</p> <p>R2.2 Select basic mathematics to obtain answers</p> <p><b>Analysing</b></p> <p>A2.3 Use basic mathematics to obtain answers to simple given practical problems that are clear and routine</p> <p>A2.4 Generate results to a given level of accuracy</p> <p>A2.5 Use given checking procedures</p> <p><b>Interpreting</b></p> <p>I2.6 Describe solutions to simple given practical problems in familiar contexts and situations</p> | <p>Understand and use whole numbers with up to two significant figures</p> <p>Understand and use addition/subtraction in practical situations</p> <p>Using doubling and halving in practical situations</p> <p>Recognise and use familiar measures, including time and money</p> <p>Recognise sequences of numbers, including odd and even numbers</p> <p>Use simple scales and measure to the nearest labelled division</p> <p>Know properties of simple 2D and 3D shapes</p> <p>Extract information from simple lists</p> |

### Skill Standard Weightings

| SKILL STANDARDS |                      |      |                      |      |                      |      |                        |
|-----------------|----------------------|------|----------------------|------|----------------------|------|------------------------|
|                 | R2.1                 | R2.2 | A2.3                 | A2.4 | A2.5                 | I2.6 | TOTAL                  |
| Task 1          | 2                    | 2    |                      | 2    |                      | 4    | 10                     |
| Task 2          | 2                    |      | 4                    |      | 2                    | 2    | 10                     |
| <b>TOTAL</b>    | <b>6 marks (30%)</b> |      | <b>8 marks (40%)</b> |      | <b>6 marks (30%)</b> |      | <b>20 marks (100%)</b> |