

# Functional Skills Mathematics Assessment

## Buying a mobile phone

### Entry 1

#### Assessment Guidelines

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
<p>Understand simple mathematical information in familiar and accessible contexts and situations.</p> <p>Use given methods and standard models to obtain answers to simple given practical problems that are clear and routine.</p> <p>Describe solutions to simple given practical problems in familiar contexts and situations.</p>	Understand and use numbers up to 10.	1, 5, 6, 9, 10	5
	Use everyday language to describe the properties of size and measurements including length, width, height and weight, and make simple comparisons	2, 11	2
	Use everyday language to describe position	6, 12	3
	Recognise and select coins and notes	4, 7	2
	Recognise and name common 2D and 3d shapes.	8	1
	Sort and classify objects using a single criterion	3	2
	Show an awareness of uncertainty.	13	1

#### Preparation

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

- At least 4 different mobile phones – one must be visibly smaller than the others. At least two should be camera phones.
- 2 mobile phone chargers which have different length cables
- The candidate assessment pack which includes two source documents
- A selection of coins, including at least 4 x £1 and 1 x £2



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- A £5 and £10 note

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.

#### Contextualisation and Conduct of the Assessment

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. Learners can take the assessment when they, and the tutor, feel they are ready. The assessment can take place in the classroom, but learners should not be disadvantaged by the environment. The assessments should be conducted on a one to one basis. **The assessment should take no longer than one hour**

Task and Instructions	Evidence	Comment on learner achievement if full marks not gained	Mark Allocated	Learner Mark
<p><b>Introduction:</b>  <i>Explain that the assessment is about buying a mobile phone.</i>  <i>The mobile phone must be small and it must have a camera.</i></p>				
<p><b>Task 1</b>            Show the learner <b>at least</b> four mobile phones. Ask them how many mobile phones there are.</p>	Learner counts the phones and says the correct number.		1	
<p><b>Task 2</b>            Ask the learner to show you the smallest phone.</p>	Learner indicates the smallest phone.		1	



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<p><b>Task 3</b>          Ask the learner to sort the phones. You only want a phone with a camera.</p> <p>(The tutor may have to show the learner what a camera looks like on the phone)</p>	<p>The learner sorts the phones into camera phones and non-camera phones.</p> <p>Maximum 2 marks          Two marks – if completely correct</p> <p>1 mark – if at least one camera phone identified.</p>		<p><b>Maximum 2</b></p>	
<p><b>Task 4</b>          Show the learner a £1 and £2 coin and a £5 and £10 note.</p> <p>Tell the learner that you can buy top ups for the phone. You want to buy a £5 top up. Ask them to show you the £5 note.</p>	<p>£5 note identified.</p>		<p><b>1</b></p>	
<p><b>Task 5</b>          Show the learner the calendar page.</p> <p>Tell the learner you will buy the top up on the 7<sup>th</sup> of the month. Ask the learner to circle the seventh of the month.</p>	<p>Seventh of the month circled</p>		<p><b>1</b></p>	
<p><b>Task 6</b>          Show the learner the calendar page.</p> <p>Tell the learner that you need another top up 3 days after this. Ask the learner to tell you or show you on the calendar what day that will be and to circle the date on the calendar.</p>	<p>Tenth of the month circled.          Learner says or points to Monday.</p>		<p><b>1</b>  <b>1</b></p>	



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<p><b>Task 7</b>            Show the learner a selection of coins – there should be at least 4 one pound coins and a selection of other coins including a £2 coin.</p> <p>Tell the learner you have decided to buy a cover for your phone. It will cost £4. Ask the learner to show you exactly £4.</p>	<p>Learner collects coins to add up to £4.</p>		<p>1</p>	
<p><b>Task 8</b>            Ask the learner to look at a £1 coin. Ask them what shape it is.</p>	<p>Learner says circle.</p>		<p>1</p>	
<p><b>Task 9</b>            Ask the learner how much two phone covers would cost.</p>	<p>Learner answers (£)8 – learner does not have to say pounds. They can use any method they want to help them add the amounts up.</p>		<p>1</p>	
<p><b>Task 10</b>            Ask the learner how much change they would get if they paid for the two phone covers with a £10 note.</p>	<p>Learner answers (£)2 – allow follow through from previous answer. Learner does not have to say pounds. They can use any method to subtract the amounts.</p>		<p>1</p>	
<p><b>Task 11</b>            Show the learner two mobile phone chargers.</p> <p>Ask them which has the longer cable. Tutor may point out what is the cable.</p>	<p>Charger with longer cable indicated.</p>		<p>1</p>	



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<p><b>Task 12</b>          Show the learner the source document of the shopping mall.</p> <p>Ask them to put a tick on the shop to the right of the phone shop.</p> <p>Then ask them to put a tick on the shop opposite the phone shop.</p>	<p>Learner ticks Pets.</p> <p>Learner ticks Food.</p>		<p><b>1</b></p> <p><b>1</b></p>	
<p><b>Task 13</b>          Ask the learner to look at the shopping mall again. Ask them what chance there is that they can buy a mobile phone in <b>this</b> shopping mall.</p>	<p>Learner states 'certain' as there is a phone shop. Learner should not be penalised if actual word 'certain' is not used.</p>		<p><b>1</b></p>	
<p><b>Total Marks Available</b></p>			<p><b>16</b></p>	
<p><b>Pass mark 11 out of 16</b></p>				

Assessor Name \_\_\_\_\_ Assessor Signature \_\_\_\_\_

IV Name (if sampled) \_\_\_\_\_ IV signature \_\_\_\_\_

EV Name (if sampled) \_\_\_\_\_ EV signature \_\_\_\_\_

