

# Functional Skills Mathematics Assessment

## Buying a mobile phone

### Entry 2



### 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 practical problems in familiar and accessible contexts and situations.</p> <p>Select basic mathematics to obtain answers to simple given practical problems that are clear and routine.</p> <p>Generate results to a given level of accuracy.</p> <p>Use given checking procedures.</p> <p>Describe and explain solutions to simple given practical problems in familiar contexts and situations.</p>	Understand and use whole numbers to 100 and count reliably up to 20 items	1	2
	Understand and use addition/subtraction in practical situations.	2a	3
	Understand and use multiplication in practical situations, where necessary using repeated addition to calculate.	3a, 11	8
	Complete calculations using whole numbers.	9	3
	Understand and use halves and quarters and find halves and quarters of small numbers of items.	2b	3
	Recognise and use familiar measures including time and money.	3b, 4, 5	5
	Recognise sequences of numbers including odd and even numbers	6	2
	Read simple scales to the nearest labelled division.	7	1
	Use properties of simple 2D and 3d shapes.	8a, 8b	2
	Extract information from simple lists	10	2
	Record results	11	5



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#### Contextualisation and Marking 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 and a half hours.**

**Where an answer gives marks for working out and the learner only gives the correct response, the learner will lose the marks for working out and/or the marks for the type of calculation e.g. subtraction, and will only gain the marks for the answer. Therefore, out of a possible 3 marks only 1 may be allocated.**



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The assessment mark sheet clearly indicates the support allowed for each task.

No calculators are allowed. Task, Instructions and Support	Evidence	Mark Allocated	Learner Mark
<p><b>Introduction:</b>  <i>Explain that the assignment is about buying a mobile phone</i></p> <p><b>Task 1</b>            Show the learner Task 1 on the Task Sheet. Explain that the table shows how many minutes were used each month for telephone call. Tell the learner to put the number of minutes used into the boxes from the lowest to highest number.</p> <p><b>The tutor could provide the numbers on separate cards to allow the learner to move them around.</b></p>	<p>2 marks – all numbers in correct order</p> <p>1 mark – at least 2 numbers in the correct order</p>	<p><b>Maximum 2 marks</b></p>	
<p><b>Task 2</b>            2a. How many minutes did you use in February and March?</p> <p>2b. In May you use half the minutes you used in April. How many minutes did you use?</p> <p><b>No further help to be given other than reading of question.</b></p>	<p>1 mark for identifying <b>both</b> 34 and 61</p> <p>1 mark for correct type of calculation – addition</p> <p>1 mark for correct answer – 95</p> <p>Task 2b:            1 mark for identifying 42 minutes from April</p> <p>1 mark for finding half by any method including dividing by two, partitioning half of 40, half of 2 or any other acceptable method</p> <p>1 mark for correct answer – 21</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	



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<p><b>Task 3</b>  <b>3a.</b> You get 5 free texts every month. How many free texts do you get every year? Show your working.</p> <p><b>3b.</b> Texts cost 5p each. How much will it cost to send 8 texts?</p> <p><b>No further help to be given other than reading of question.</b></p>	<p>1 mark for identifying that there are 12 months in a year.</p> <p>1 mark for using suitable calculation, e.g. multiplication – 12 x 5 but accept repeated addition, partitioning e.g. 10 x 5 plus 2 x 5 etc</p> <p>1 mark for correct answer - 60  1 mark for correct type of calculation – multiplication or repeated addition</p> <p>1 mark for answer – 40p <b>MUST</b> include pence for mark to be awarded.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	
<p><b>Task 4</b>  You top up your phone with £7. How much change will you get from £10? Show your working</p> <p><b>The tutor may read the question and also explain what a Top Up is for a mobile phone if the learner is not familiar with this.</b></p>	<p>1 mark for correct type of calculation – subtraction</p> <p>1 mark for answer - £3 – pound sign is required for answer.</p>	<p>1</p> <p>1</p>	
<p><b>Task 5</b>  Show the learner the calendar page.</p> <p><b>The tutor can read the question.</b></p>	<p>21<sup>st</sup> of the month circled</p>	<p>1</p>	
<p><b>Task 6</b>  Show the learner the calendar page.</p> <p>After the third Friday, you buy a top up every five days. Put a tick on the calendar to show when you buy a top up.</p> <p><b>The tutor can read the question.</b></p>	<p>1 mark for tick on 26<sup>th</sup> and 1 mark for tick on 31<sup>st</sup>.</p>	<p><b>2 maximum</b></p>	



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<p><b>Task 7</b> Your phone has broken. You send it away. How much does it weigh to the nearest 10 gram?</p> <p><b>The tutor can read the question and indicate the arrow showing the weight.</b></p>	<p>1 mark for 90 (grams) – grams not required for mark to be awarded.</p>	<p>1</p>	
<p><b>Task 8</b> 8a. You pack it in a box. What shape is the box?</p> <p><b>The tutor can read the question. They can record the learner’s answer by writing down exactly what response the learner gives.</b></p> <p>8b. Give a reason for this choice.</p> <p><b>The tutor may read the question. They can record the learner’s answer by writing down exactly what response the learner gives.</b></p>	<p>1 mark for cube (do not deduct marks for incorrect spelling as long as it does not impact on the meaning)</p> <p>1 mark for explanation, for example: all the sides are the same length; it has 6 faces; each face is a square.</p>	<p>1</p> <p>1</p>	
<p><b>Task 9</b> The box weighs 25 grams. What is the weight of the phone and the box?</p> <p><b>The tutor may read the question and support the learner by referring them back to their answer in Task 7</b></p>	<p>1 mark for identifying that they need to use 25 grams and 90 grams (allow for follow through from Task 7)</p> <p>1 mark for suitable calculation - addition.</p> <p>1 mark for the correct answer 115 grams (or follow through from Task 7) grams NOT required for mark to be awarded.</p>	<p>1</p> <p>1</p> <p>1</p>	



