

Entry 3 Workbook Assessment Set 1

Introduction

This workbook can be used by centres who wish to undertake the assessment of Functional Skills Mathematics at Entry 3 using all, or part of, a workbook.

This workbook can be used alongside tutor mediation or physical objects, according to learner need.

The workbook has been designed to facilitate assessment of learners at Entry 3, as

- Learners at entry 3 can be more motivated by independent working
- A completely tutor-mediated model of assessment may not be appropriate
- It allows learners to progress through the assessment at their own pace.

Tutors can use the workbook either with individual learners or larger groups of learners.

However, all the requirements of controlled assessment and special requirements for the qualification apply.

Controlled assessment

The completion of a task must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of requirements, reading the questions etc is acceptable.

- Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.
- The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

Controlled conditions

Learners will be able to complete a task only when supervised. If this takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task response must be collected and retained at the end of the controlled assessment.

Learners with agreed particular requirements, in relation to their mode of learning or assessment can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations on the Edexcel website (www.edexcel.com).

Learners must not have access to a pre-prepared response.

Information and communication technology

Learners may use IT equipment to complete their task but centres must ensure that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow **one hour for Entry 1 and 2, and one hour and 30 minutes for Entry 3** for learners to complete the task.

This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Learners' work must be authenticated by the centre. The work presented for assessment must be completed by the individual learner.

Task marking

Tutors/assessors mark the controlled assessment task using the provided mark scheme. Task marking must be internally verified.

Edexcel will conduct an annual review of the management of functional skills delivery and externally verify the assessment outcomes.

Guidance to assessors

- Learners will be assessed at each entry level by one controlled assessment.
- Learners must pass the assessment in order to pass the qualification for Entry 3.
- At Entry 3, learners have 1 hour 30 minutes to complete the assessment.
- If further time is needed, this should be recorded on the front of the authentication sheet for each learner.

Evidence of the learner's responses may be:

- Learner's written answers to the questions
- Learner's answers dictated to a scribe (who may be the assessor)
- A written account by the assessor
- Video recording of the assessment
- Audio recording of the assessment with clear commentary on what is being done or shown

The purpose of this assessment is to assess a learner's ability to meet the Functional Skills Mathematics Standards at Entry 3. **Assessors should be familiar with the contents of the tasks before they administer the assessment.**

ASSESSMENT OF FUNCTIONAL SKILLS MATHEMATICS AT ENTRY 3

1. The time allowed for this assessment is 1 hour 30 minutes. The assessment does not have to be taken in one session. If there is any break in the assessment, materials must be stored securely in line with the controlled assessment requirements.
2. Learners should be offered the opportunity to attempt every question on each section.
3. Assessors must sign and date the record of the learner's responses to this task.
4. Arrangements for special consideration should be in accordance with the procedures outlined in Edexcel's Code of Practice.
5. Marks must be awarded according to the Mark Scheme.
6. The total number of marks which can be awarded for this task is 20.
7. The pass mark for this test paper is **15**.

Adaptation

These tasks are designed to enable adaptation to meet local needs. Therefore centres are permitted to adapt the following aspects of the assessment.

- Centres are permitted to adapt the **context** of the assessment to meet their learners' needs or interests
- Centres are permitted to provide **physical objects** during the assessment to meet their learners' needs
- The content assessed by each item of the assessment must be the same as in the Edexcel task, in order to ensure coverage of the Functional Skills standards and the Functional Skills Mathematics criteria
- The skills standard assessed by each item of the assessment must be the same as in the Edexcel task, in order to ensure coverage of the Functional skills criteria
- Adapted tasks must replicate the activity and outcome of each assessment item
- Wording of the questions in the tasks must be as similar as possible to the Edexcel task, within the adaptation of the context
- If the context of the assessment is amended, this must be noted on the record of the assessment
- The learners should be familiar with context-specific vocabulary before the assessment

Interpretation

Centres may interpret and paraphrase the questions provided the assessor does not assist the learner in reaching a solution.

A medium level of control for Task Taking means that Mathematics assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining. Assessors must not provide learners with solutions to task questions.

Assessment may take place through assessor mediation. Assessors may read the tasks to the learner and note the learner's responses on the assessment.

Task specific instructions

PREPARATION FOR ASSESSMENT

Assessors should have read through the tasks before the assessment, and ensure that learners are prepared in terms of any vocabulary associated with the context of the tasks.

For example, for these assessment materials:

supermarket, cycling, route, aisle, section, teabag, shelf, checkout

Notes on acceptable responses

All of the following are acceptable types of responses.

As this is an assessment that can be used flexibly, alongside tutor mediation and physical objects, assessors should ensure that evidence is captured for each part of the assessment.

- Writing initials of objects
- Drawings or symbols
- Drawing lines to show position or matches
- Evidence of counting
- Marking in any way to indicate choices