

Guidance to Assessors

Functional Skills Mathematics at Entry 1

September 2014 to August 2015

Set 2

## Authentication

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

## Information and communication technology

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

## General guidance

- 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 1.
- At Entry 1, learners have 1 hour 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 1.

**Assessors should be familiar with the contents of the tasks before they administer the assessment.**

## Assessment of Functional Skills Mathematics at Entry 1

1. The time allowed for this assessment is 1 hour. The assessment does not have to be taken in one session. If there is a 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.
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 the Pearson Code of Practice.
5. Marks must be awarded according to the mark scheme.
6. The total number of marks that can be awarded for this assessment is 16.
7. The pass mark for this assessment is 12.

## Adaptation

This assessment is 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 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 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 must be as similar as possible to the task, within the adaptation of the context.
- If the context of the assessment is amended, this must be noted on the *Assessment Record and Authentication Sheet*.
- 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.

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

## **Notes on acceptable 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.

All of the following are acceptable types of responses:

- writing initials of objects
- drawings or symbols
- drawing lines to show position or matches
- evidence of counting
- marking in any way to indicate choices.

For further information on acceptable responses, please refer to the 'General guidance on the use of the mark scheme' in the mark scheme document.

## **Task specific instructions**

### **Preparation for assessment**

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

For example, for these assessment materials:

Clothes, task, stock room, till, shop floor, shirt, hanger, label, trainers, shelf, shelves, t-shirt, jumper, vest, notes (money).

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