

Functional Skills

Mathematics

Entry Level 1



**Sample
Assessment
Materials**

Functional Skills qualifications
First teaching September 2019

Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1 is designed for use in schools, colleges and training providers. It is part of a suite of Functional Skills qualifications offered by Pearson. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

Assessment guidance

Assessment conditions

The completion of an assessment must be under supervised conditions. During the assessment, learners must be in direct sight of the supervisor at all times. Input from the supervisor such as clarification of requirements or reading the questions, is acceptable and must be noted on the Assessment Record Authentication Sheet. However, the supervisor must not provide answers to the assessment questions or lead the learner towards the answer(s).

Learners must be given a suitably quiet, undisturbed location in which to complete assessments.

The room used by learners can be used for assessment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide answers to the assessment questions.

Assessments can be scheduled across a maximum of three sessions. If an assessment is completed in more than one session, it is recommended that the first session be used for assessment of the non-calculator section (Section A) only, and the subsequent session(s) be used for the calculator section (Section B) only. Learners' materials must be collected at the end of each session. If a single section is completed in more than one session, learners' material relating to that section must be stored securely and handed back at the beginning of the next session. The assessment response must be collected and retained securely at the end of the assessment.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support unless it compromises the outcome of the assessment. Those providing assistance should refer to the access regulations given on our website.

Learners can have access to:

- notes made during the assessment.

Learners must not have access to:

- a prepared response.

Time

Centres should allow 20 minutes for the non-calculator section (Section A) and 60 minutes for the calculator section (Section B).

Calculator and non-calculator sections

If both sections are completed in one session:

- the non-calculator section (Section A) should be completed first
- centres must allow the full time for the non-calculator section (Section A) for all learners before collecting the paper in and distributing the calculator section (Section B) and calculators
- there is no set break between the non-calculator and calculator sections; learners must be kept under supervision at all times while Section A responses are collected in and Section B papers are distributed.

Calculators must be:

- of a size suitable for use on the desk
- either battery or solar powered
- free of lids, cases and covers that include printed instructions or formulas.

Calculators must not:

- be designed or adapted to offer any of these facilities:
 - language translators
 - symbolic algebra manipulation
 - symbolic differentiation or integration
 - communication with other machines or the internet
 - be borrowed from another learner during an examination for any reason*
- have retrievable information stored in them, this includes:
 - databanks;
 - dictionaries;
 - mathematical formulae;
 - text.

*Advice: a supervisor may give a learner a replacement calculator.

Assessment marking

Tutors/assessors mark the assessment using the mark scheme provided.

Pearson will conduct an annual review of the management of Functional Skills delivery and externally verify the assessment outcomes.

Pearson will sample the assessment outcomes through standards verification.

Authentication

Learners' work must be authenticated by the centre. The work presented for assessment must be completed by the individual learner. An Assessment Record and Authentication Sheet must be completed for each learner.

Evidence

Evidence of the learner's responses may be:

- written answers to the questions
- answers dictated to a scribe (who may be the supervisor)
- 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 Level 1.

Supervisors should be familiar with the content of the assessments before they administer the assessment.

Assessment of Functional Skills Mathematics at Entry Level 1

Learners should be offered the opportunity to attempt every question on each section. Supervisors must sign and date the record of each learner's responses to this assessment. Arrangements for special consideration should be in accordance with the procedures outlined by guidance on our website.

Marks must be awarded according to the mark scheme.

The total number of marks that can be awarded for this assessment is 20.

The pass mark for this assessment is **XX [to be added following standard setting activity]**.

Adaptation

These assessments 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. Physical objects could include, for example, card shapes or plastic money which matches the values of money used in a paper. A learner could then select the appropriate shape (if the question requires this) or choose the correct coins to make a value (if the question requires this).
- The content statement assessed through each item of the assessment must be the same as in the Pearson assessment, in order to ensure coverage of the Functional Skills subject content.
- Adapted assessments must replicate the activity and outcome of each assessment item. Therefore, while context could be adapted to suit learner needs, the mathematical content e.g. the amounts or units must remain as it is in the assessment.
- Wording of the questions in the assessments must be as similar as possible to the Pearson assessment.
- If the context of the assessment is amended it must be noted on the Assessment Record and Authentication Sheet.
- Learners should be familiar with context-specific vocabulary before the assessment.

Any proposed adaptations must be agreed in advance with the Pearson Standards Verifier.

Interpretation

Centres may interpret and paraphrase the questions, provided the supervisor does not assist the learner in reaching a solution. Supervisors cannot tell learners the meaning of any mathematical term included in the subject content as these terms are an integral part of the assessment and part of the skills the learner needs to demonstrate.

Assessment may take place through assessor mediation, and physical objects may be used. Supervisors may read the questions to the learner and note the learner's responses in the question paper.

Preparation for assessment

Supervisors should have read through the assessments before the assessment and should ensure that learners are prepared in terms of any vocabulary associated with the context of the assessments. For example, for these assessment materials:

restaurant, salad, group (of people), table, seat, change, customer, work, journey, bike, bus, car, walk, kitchen, sink, fridge, carrots, tomatoes, eggs, cakes, pan, hold(s), packs of flour, table, top, chicken, burger, pizza, fish, meals, menu, lamb, salad, food(s), curry

Where 'the correct symbol for money' is required, learners should show their answers in pounds or pence, with the correct symbol, e.g. £12 or 20p

Functional Skills Maths Entry 1

Assessment Record and Authentication Sheet

Please complete this sheet. Use a separate sheet for each learner.

Centre name:	Learner name:
Centre number:	Candidate number:

The learner must complete both sections of the assessment.
The completed assessment must be attached to this sheet.

Date(s) taken:		Start/finish times
Section A (Non-calculator) Marks: /5	Section B (Calculator) Marks: /15	
The pass mark is XX* . To pass at Entry Level 1 the learner must score at least XX* marks out of the available 20 across the two sections. [*to be added following standard setting activity]		Total mark achieved: /20
Please tick box if the learner has achieved Entry Level 1		<input type="checkbox"/>

Give details of any assistance provided to the learner during the assessment, including any additional time and reasons for splitting assessment over more than one session (if applicable).

Attach another page if you wish to make additional comments.

I confirm that this learner's work has been supervised according to the instructions provided, and that it is the learner's own work.

Supervisor name:

Supervisor signature and date:

I confirm that this is my own work.

Learner name:

Learner signature and date:

By signing the declaration, you agree to your work being used to support professional development, online support and training of both Centre Assessors and Pearson Standards Verifiers. If you have any concerns or queries please email us at functionalskills@pearson.com

Please tick if you do **not** want your work to be used by Pearson for training purposes.

☐

Sampling information (to complete if work is sampled)		
Internal Verifier name	Signature	Date
Pearson Standards Verifier name	Signature	Date

Pearson Edexcel Functional Skills – Entry 1

Section A – Non-calculator

Mathematics

Sample Assessment Materials
for first teaching September 2019

Time: 20 minutes



Candidate name

Candidate signature

Date

You must have a

- black or blue ink pen
- pencil
- ruler
- rubber.

Instructions

- Answer every question.
- You can write or draw to show your answers.
- You must **not** use a calculator.

Information

- The total number of marks for this section is 5.

Advice

- Read each question carefully.
- Check your work at the end.
- Ask if you do not understand any words.

Turn over ►

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1/1/1



S 6 5 0 3 2 A


Pearson

1 Lela works in a restaurant.

Lela needs to make 15 salads.

She makes 9 salads.

How many more salads does Lela need to make?

(2)

Show your working and your answer in the box below.

2 A group of 11 people come into the restaurant.

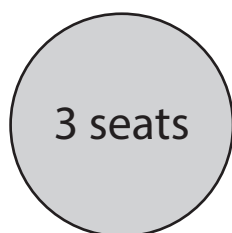
Lela chooses two tables with a total of 11 seats.

Which two tables does she choose?

(2)

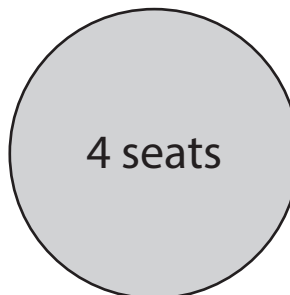
☐

Tick (✓) the correct tables.



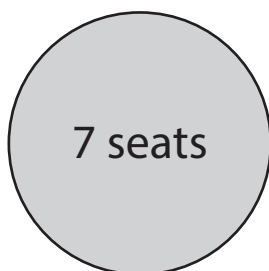
3 seats

()



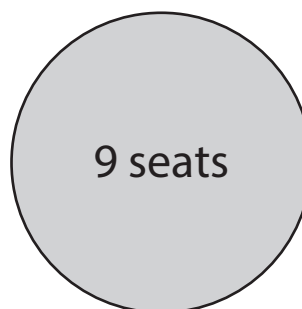
4 seats

()



7 seats

()



9 seats

()

Show your working in the box below.

3 Lela gives change to a customer.

She wants to work out 20 take away 11

How can Lela work out 20 take away 11?

(1)

☐

Tick (✓) the correct answer.

$$20 + 11$$

()

$$20 - 11$$

()

$$11 - 20$$

()

$$11 + 20$$

()

Pearson Edexcel Functional Skills – Entry 1

Section B – Calculator

Mathematics

**Sample Assessment Materials
for first teaching September 2019**

Time: 60 minutes



Candidate name

Candidate signature

Date

You must have a

- black or blue ink pen
- pencil
- ruler
- rubber
- calculator.

Instructions

- Answer every question.
- You can write or draw to show your answers.
- You may use a calculator.

Information

- The total number of marks for this section is 15.

Advice

- Read each question carefully.
- Check your work at the end.
- Ask if you do not understand any words.

Turn over ►

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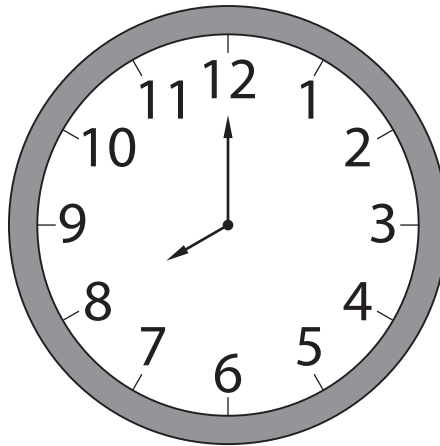
1/1/1




Pearson

1 Lela works in a restaurant.

The clock shows the time Lela starts work.



What is the time on the clock?

(1)

Show your answer in the box below.

_____ o'clock

2 Lela chooses how to get to work.

She sees this list of journey times.

bike 12 minutes

bus 7 minutes

car 8 minutes

walk 16 minutes

Lela wants to take the least number of minutes.

How will Lela get to work?

(1)

☐

Tick (✓) the correct answer.

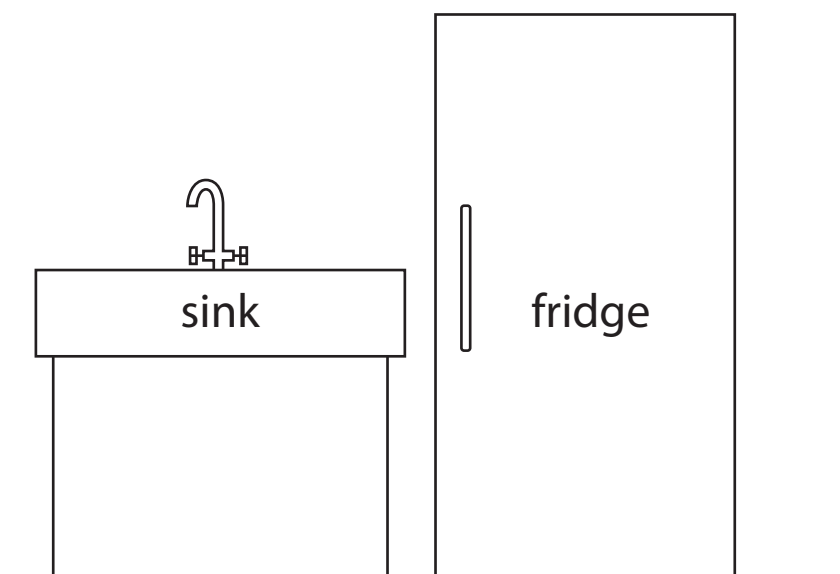
bike ()

bus ()

car ()

walk ()

3 This diagram shows part of the restaurant kitchen.



Where is the sink in the diagram?

(1)

☐

Tick (✓) the correct answer.

below the fridge ()

above the fridge ()

to the left of the fridge ()

to the right of the fridge ()

4 Lela has some carrots and some tomatoes.



How many carrots does Lela have?

(1)

Show your answer in the box below.

- 5** Lela needs 15 eggs to make cakes.
She has these eggs.



Does she have enough eggs to make the cakes?

Show why you think this.

(2)

☐

Show your answer in the box below.

_____ eggs

Tick (✓) the correct answer.

Yes () No ()

6 Lela needs a pan.

She chooses the pan that holds the most.

Which pan does Lela choose?

(1)

☐

Tick (✓) the correct answer.



holds 12 litres ()



holds 16 litres ()



holds 10 litres ()



holds 15 litres ()

7 Lela has these packs of flour in January.

She uses them in the order of the month on the label.

Which pack will she use first?

(1)

☐

Tick (✓) the correct pack.

June

()

March

()

September

()

April

()

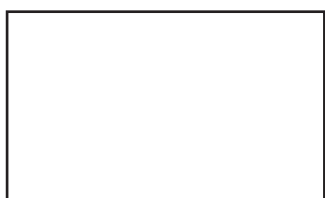
8 Lela needs a table with a square top.

Which table has a square top?

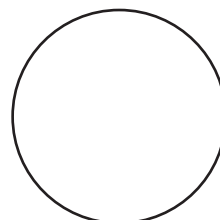
(1)

☐

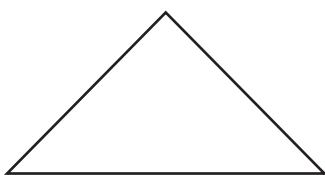
Tick (✓) the correct shape.



()



()



()



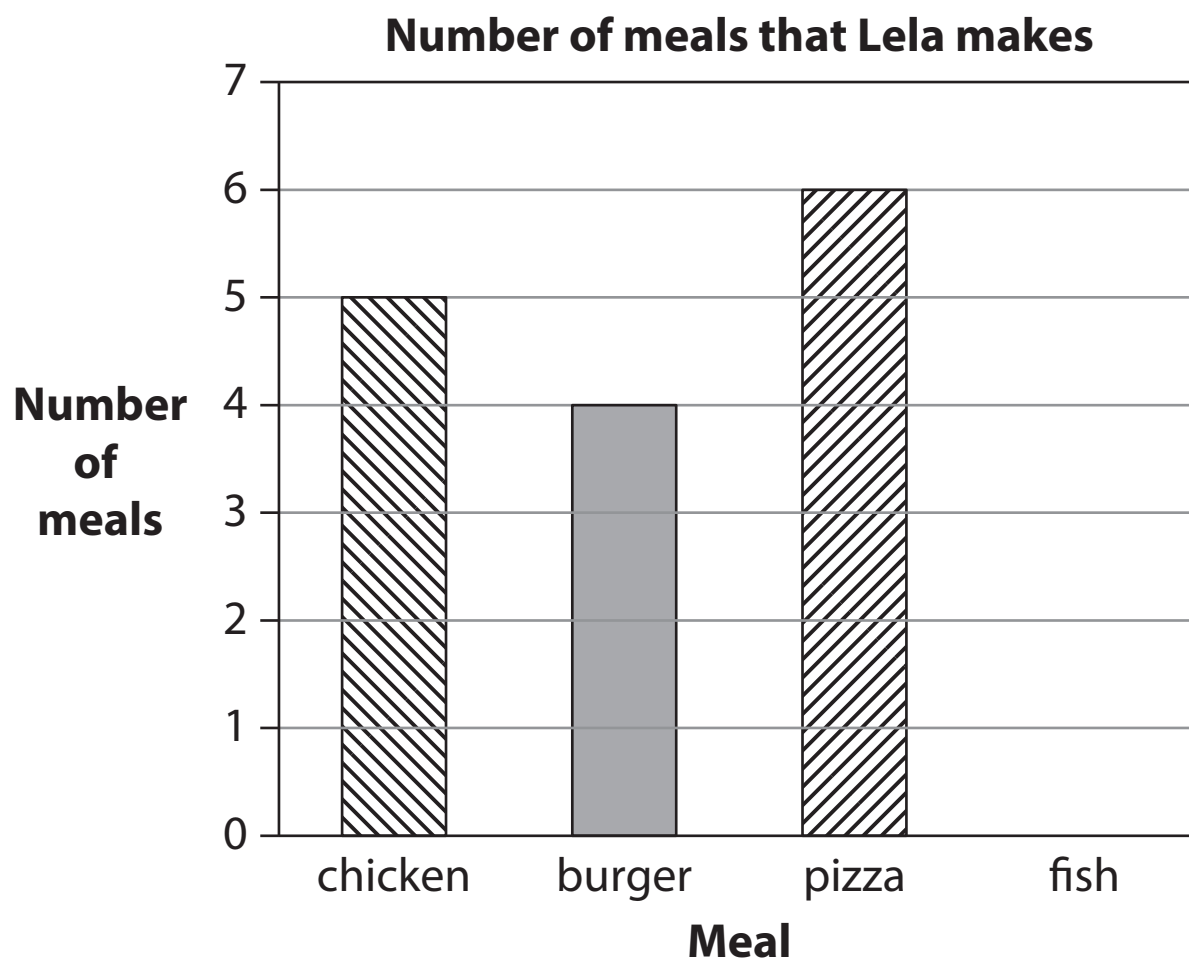
()

9 Lela draws a chart to show how many meals she makes.

Lela makes 3 fish meals.

Show the number of fish meals on the chart

(1)



10 A customer chooses a meal from the menu.

Menu	
lamb	£16
pizza	£13
fish	£17
burger	£15
salad	£11
chicken	£14

The customer has £12

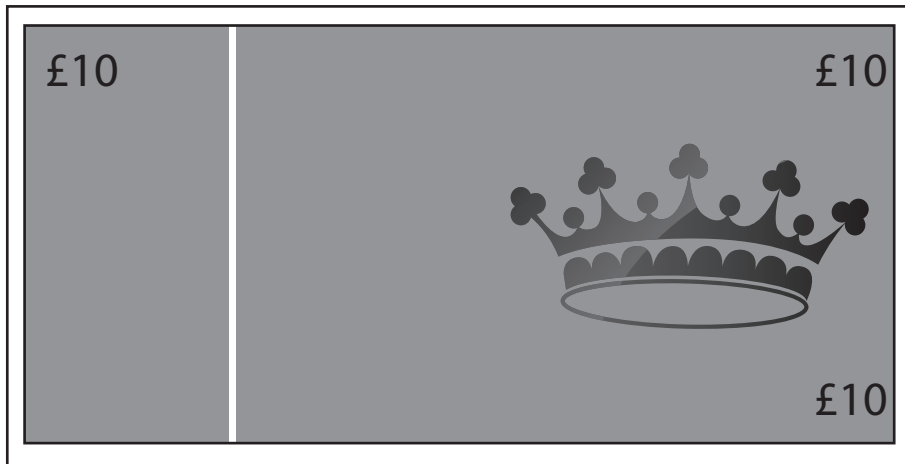
Which meal will the customer choose?

(1)

Show your answer in the box below.

11 A customer needs to pay £12

He gives Lela this money.



The customer will also give Lela one coin.

What coin will the customer give Lela?

Use the correct symbol for money.

(2)

Show your answer in the box below.

12 This is how Lela works out a total cost for food.

$$11 + 3 = 14$$

Lela can check her answer in a different way.

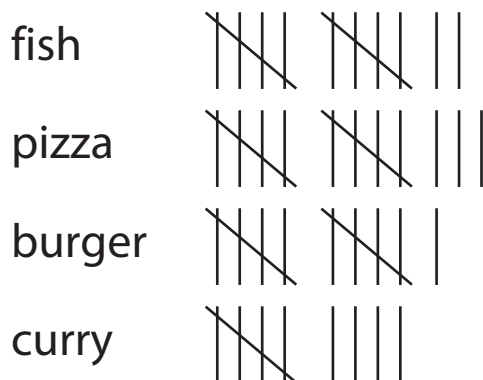
Show how Lela can check her answer.

(1)

☐

Show the check in the box below.

13 Lela makes a tally chart of the meals people choose.



How many more people choose pizza than curry?

(1)

Show your answer in the box below.

General guidance on the use of the mark scheme

1. Where the answer is a number, accept:

- figures
- words in any understandable spelling
- tallies where appropriate
- pictorial representations.

2. Where the mark scheme states 'indicates', accept any clear indication, for example:

- tick
- cross
- underline
- circling
- highlighting.

3. If the answer is clearly given, accept even if it is not in the answer box.

4. If the answer is in words, accept any understandable spelling.

5. Units can be ignored unless required explicitly by the mark scheme.

6. Information in brackets is optional, it is not required to award marks.

7. Mark crossed-out work, if it is legible and has not been replaced.

8. Where more than one response is indicated, award a mark only if all incorrect responses are crossed out.

9. 'Valid process' means any method that is complete and correct.

10. Where the mark scheme states '1 or' and '2' marks, see example below.

	Valid working, e.g. 350 + 150 (£)500	1 or 2	
--	--	---------------	--

Learner answer examples	Mark awarded	Explanation
500	2	No process shown, correct answer
350 + 150 = 500	2	Valid process and correct answer
350 + 100 = 500	2	Process not valid, correct answer
150 + 350	1	Valid process, no answer
350 + 150 = 600	1	Valid process, wrong answer
350 + 100 = 450	0	Process not valid, wrong answer

Mark scheme, Section A – Non-calculator

Question	Answer	Mark(s)	Content
1	Valid process to find the number of salads to make, e.g. $15 - 9$	1 or	E1.3
	6 (salads)	2	E1.3
2	Valid process to choose tables, e.g. $7 + 4$ OR $11 - 7$ OR $11 - 4$	1 or	E1.3
	Indicates correct combination of tables and no others, i.e. 7 (seats) AND 4 (seats)	2	E1.3
3	Indicates $20 - 11 = 9$ and no other	1	E1.4

Total marks for Section A: 5

Mark scheme, Section B – Calculator

Question	Answer	Mark(s)	Content
1	8 or eight Accept any common time format	1	E1.6
2	Indicates bus or 7 (minutes) and no other	1	E1.1
3	Indicates to the left of the fridge and no other	1	E1.10
4	6 (carrots)	1	E1.12
5	12 (eggs) No AND 12 (eggs) OR No AND 3 (eggs) Allow one mark out of two for correct decision based on incorrect value ONLY IF evidence of counting seen, e.g. No AND 9 AND tally/indication on diagram	1 or 2	E1.2 E1.2
6	Indicates (pan) B or 16 (litres) and no other	1	E1.8
7	Indicates March	1	E1.7
8	Indicates square and no other shape	1	E1.9
9	3 fish meals shown correctly on the chart Accept a clear point, line, column or blocks to show the correct value in the correct position on the chart (above the category label for fish)	1	E1.13
10	Indicates salad and no other	1	E1.11
11	(£)2(.00) Correct use of £ symbol with their value	1 1	E1.5 E1.5
12	Valid check using a different method, e.g. by reverse calculation 14 – 3 (= 11) OR 14 – 11 (= 3) Accept 3 + 11 Do not accept a repeat of the given calculation Accept approximation, e.g. 10 + 3 (= 13)	1	E1.3
13	4 (people)	1	E1.13

Total marks for Section B: 15

Total marks for assessment: 20

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