

Eurovision Maths Assignment

Name: _____ Date: _____

You must show all your working out even if you use a calculator.



1. An estimated one hundred and twenty five million people across the world watch the Eurovision Song Contest every year. Write this number in figures.
2. The table below shows the scores for some of the countries that entered in 2003

Turkey	167	Germany	53
Belgium	165	Ukraine	30
Russia	164	Croatia	29
Norway	123	Bosnia Herzegovina	27
Sweden	107	Greece	25
Austria	101	France	19
Poland	90	Israel	17
Spain	81	Cyprus	15
Iceland	81		
Romania	73		
Ireland	53		

How many more votes did Turkey get than Romania?

What was the difference between the score for Sweden and the score for Israel?

Draw in tallies for the bottom 3 entries, as follows:

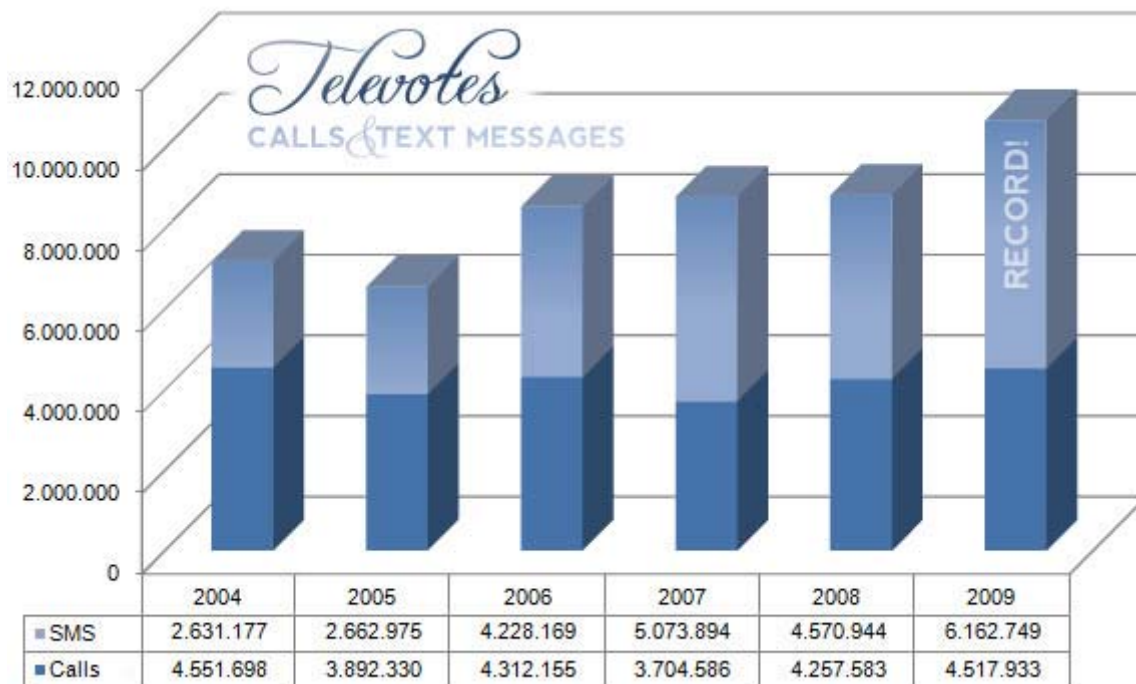
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3. What kind of graph is this?



4. The arena holds 90,000 people. Half of the tickets sold on the first day. How many were left over?

5. There were 39 entries in 2010. Each song has a maximum limit of 3 minutes. There also needs to be an interval of 15 minutes and the voting takes an hour. What is the minimum length of time needed for the show?

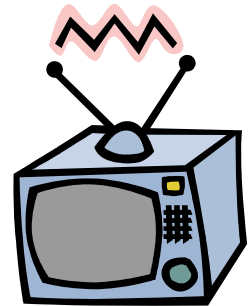
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6. You decide to go and watch the live final. The flight costs £150. The hotel costs £40 per night per person. You are staying two nights. Don't forget the cost of your ticket! It will be £180.95. How much will it cost in total?

7. 50% of the viewers at home decide to vote. What is this as a fraction?



8. You leave your hotel at 5.55pm and arrive at the arena at 6.35pm. How long did it take you to get there?

9. In 54 years, Norway has come last 10 times. Write this as a fraction and simplify.

10. It costs 15p to vote from a landline. You really like 5 of the entries and decide to vote for all of them, How much will it cost?

11. Each country gives points from 1-8 and then 10 points and 12 points. How many points does each country give?

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12. The show starts at the time shown on the clock. How would you write this in the 24 hour clock?

13. The Romanian song lasted for 167 seconds. Is this within the 3 minute time limit?

14. One third of the songs are sung in English. Write this as a fraction.

15. This year Israel is entering a song called "Symmetry" They want shapes with at least 2 lines of symmetry for their stage set. Name at least 3 shapes they could use.

16. Copy out the words **EUROVISION SONG CONTEST**. Mark the lines of symmetry on each letter and any right angles.

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17. Tickets are £180.95 but a ticket tout is selling them for £225. How much profit is he making?

18. The winning band need to give 124 autographs to VIPs. There are 4 in the band. How many autographs do they each give?

19. Souvenir guides cost £6 each. How much does it cost for 12?

20. If there is a 25% discount for the Souvenir guides with a voucher, how much would they cost?

Eurovision Maths Assignment

Functional Maths mapping



Functional Skills criteria – highlighting indicates main skills covered in this resource, Also covers many aspects of the **adult numeracy curriculum**.

Functional Mathematics

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Levels 2 and 3 (see highlighted areas of the table below). Some questions are at L 1. However, in Functional Maths it is the process skills that are assessed; these are key to successful Functional Maths learning and must always be developed and stressed during teaching (see next page). Note that exact coverage will vary with the student group and how the resource is used by the teacher. For coverage of L1-2 please use the L1-2 version of this resource – also available on skillsworkshop.org

Coverage and Range statements (indicative only)	
<p>Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.</p> <p><i>Highlighting indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.</i></p>	
Entry Level 3	
<ul style="list-style-type: none"> • add and subtract using three-digit numbers • solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 • round to the nearest 10 or 100 • understand and use simple fractions • understand, estimate, measure and compare length, capacity, weight and temperature • understand decimals to two decimal places in practical contexts 	<ul style="list-style-type: none"> • recognise and describe number patterns • complete simple calculations involving money and measures • recognise and name simple 2D and 3D shapes and their properties • use metric units in everyday situations • extract, use and compare information from lists, tables, simple charts and simple graphs
Entry Level 2	
<ul style="list-style-type: none"> • understand and use whole numbers with up to two significant figures • understand and use addition/subtraction in practical situations • use doubling and halving in practical situations • recognise and use familiar measures, including time and money 	<ul style="list-style-type: none"> • recognise sequences of numbers, including odd and even numbers • use simple scales and measure to the nearest labelled division • know properties of simple 2D and 3D shapes • extract information from simple lists

References: Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf>
 Further functional skills documents available at <http://www.ofqual.gov.uk/>

Ideas for developing maths process skills

Eurovision Maths Assignment

Functional Maths mapping

R = representing, A = analysing, I = interpreting



Encourage students to:

- highlight information they need, cross out unneeded information **R**
- show all their working out (note that calculators are permitted at all levels of FM assessment but learners should get into the habit of recording their calculations) **R**
- check all their calculations or procedures and show proof that they have done so **RA**
- draw conclusions **I**
- discuss and justify their choice of method and their answers **RAI**
- explain their answers and conclusions to others – verbally and in writing **I**
- investigate other options / situations (e.g. some question topics could be researched on the web) **RAI**
- create new questions about given information and try them out on other students **RAI**
- mark each other's work **RAI**

Process Skills (all levels)		
<p>Representing – selecting the mathematics and information to model a situation</p> <ul style="list-style-type: none"> • recognise that a situation has aspects that can be represented using mathematics • make an initial model of a situation using suitable forms of representation • decide on the methods, operations and tools, including ICT, to use in a situation • select the mathematical information to use 	<p>Analysing – processing and using mathematics</p> <ul style="list-style-type: none"> • use appropriate mathematical procedures • examine patterns and relationships • change values and assumptions or adjust relationships to see the effects on answers in models • find results and solutions 	<p>Interpreting – interpreting and communicating the results of the analysis</p> <ul style="list-style-type: none"> • interpret results and solutions • draw conclusions in light of situations • consider the appropriateness and accuracy of results and conclusions • choose appropriate language and forms of presentation to communicate results and solutions
Skill Standards (Entry Level 3)		
<ul style="list-style-type: none"> • understand practical problems in familiar contexts and situations • begin to develop own strategies for solving simple problems • select mathematics to obtain answers to simple given practical problems that are clear and routine 	<ul style="list-style-type: none"> • apply mathematics to obtain answers to simple given practical problems that are clear and routine • use simple checking procedures 	<ul style="list-style-type: none"> • interpret and communicate solutions to practical problems in familiar contexts and situations
Skill Standards (Entry Level 2)		
<ul style="list-style-type: none"> • understand simple practical problems in familiar contexts and situations • select basic mathematics to obtain answers 	<ul style="list-style-type: none"> • use basic mathematics to obtain answers to simple given practical problems that are clear and routine • generate results to a given level of accuracy • use given checking procedures 	<ul style="list-style-type: none"> • describe solutions to simple given practical problems in familiar contexts and situations