

Functional Skills Mark Scheme

Mathematics

Entry Level 2

Set 4



General Marking Guidance

- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place at the beginning, middle and end of the marking window to ensure this takes place.
- Marks should be applied on the learners' assessment paper along with all associated feedback. It is recommended that marking is carried out using a different coloured pen to that of the learner.
- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to learner performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.
- Where the mark scheme has responses in brackets – (£)5.00, the learner will gain the mark whether or not the information within the brackets is present or not as long as the answer is correct.
- Some answers allow follow through marks where the learner has found an incorrect answer in a previous part of the task. If this is the case, the marker must check that the learner's answers are correct and should apply the format of the mark scheme to the learner's response.
- Assessment papers and mark schemes must be kept secure at all times.
- Should any issues or irregular practice arise that may put at risk the security of assessment papers or mark schemes – these will be reported to Open Awards immediately.

This assessment covers the whole of the Functional Skills standards and a sample of the coverage and range.

Skill Standards	Coverage and Range	Task
<p>Representing 30-40% 1. Understand simple practical problems in familiar contexts and situations. 2. Select basic mathematics to obtain answers.</p> <p>Analysing 30-40% 3. Use basic mathematics to obtain answers to simple given practical problems that are clear and routine. 4. Generate results to a given level of accuracy. 5. Use given checking procedures.</p> <p>Interpreting 30-40% 6. Describe solutions to simple given practical problems in familiar contexts and situations.</p>	a) Understand and use whole numbers with up to two significant figures	1,2,3
	b) Understand and use addition/subtraction in practical situations	1,2,3
	c) Use doubling and halving in practical situations	1,2,3
	d) Recognise and use familiar measures, including time and money	1,2,3
	e) Recognise sequences of numbers, including odd and even numbers	1
	f) Use simple scales and measure to the nearest labelled division	2
	g) Know properties of simple 2D and 3D shapes	2
	h) Extract information from simple lists	1,3

Representing – 8 marks – 33.3%
Analysing – 8 marks – 33.35%
Interpreting – 8 marks – 33.3%

Conducting the Assessment and Support for Learner

- Learners can take the assessment when they, and the tutor, feel they are ready.
- At this level tutors may read the questions to the learners. The tutor may explain words and phrases if the learners do not understand them.
- Calculators are allowed.
- The assessment should take place under supervised conditions and conducted on a one to one basis or within a group.
- The assessment may be split up into shorter tasks to meet the needs of the learners, but the total time taken should not exceed one hour.
- Realia such as coins and notes may be used if required for the relevant questions.

Marking of the Assessment

Centres must mark in accordance with the Open Awards mark scheme below.

Contextualisation

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 and the same coverage and range statements as the exemplar document.

When a centre decides that it wants to devise a totally new assessment, this should be submitted to Open Awards no less than *20 working days* before the first planned date of assessment so that the assessment can be standardised in line with all other Functional Skills assessments.

Task 1 – 10 Marks

Question Number	Question	Evidence Required	Represent, Analyse or Interpret	Mark Allocated
1	Sascha is not feeling well. She visits the doctor. How many doctors work on Friday?	Identifies 2 (1)	R	1
2	Sascha usually sees Dr. Khan. How many hours is she available each week? Show how you know this.	Works out 3 hours per day i.e. Thursday, Friday (1) 2 days x 3 hours (1) Total 6 (1)	R A I	1 1 1
3	Sascha's appointment is at 9.25am. It takes 10 minutes to get to the doctor's practice. Sascha leaves at 9.20am Will Sascha get to the doctor on time? Show how you know this.	Uses addition to add 20 and 10 or counts on 10 from 20 (1) Recognises that will arrive at 9.30 (am) (1) Concludes that will not be on time (1) 2 marks for 9.30 without showing any working out	R A I	1 1 1
4	Sascha arrives at the doctor's practice. She looks for a car space. All the spaces with even numbers are full. Circle the spaces with odd numbers that Sascha can park in.	3 (1), 5 (1), 7 (1)	R I	1 2

Task 2 – 10 Marks

Question Number	Question	Evidence Required	Represent, Analyse or Interpret	Mark Allocated
5	The doctor is running 20 minutes behind schedule. Sascha's appointment time was 9.25am. What time will she see the doctor? Show how you know this.	Uses addition to add 25 and 20 or counts on 20 from 25 (1) Recognises that Sasha will see doctor at 9.45 (am) or quarter to ten (1) Only 1 for 9.45 without showing any working out.	A I	1 1
6	What is Sascha's weight?	50kg (1)	R	1
7	The doctor says that her healthy weight based on height and other measurements is 56kg. How many kilograms does Sascha need to gain to get to her healthy weight?	$56 - 50 = 6\text{kg}$ (1) Accept just 6.	A	1
8	The doctor gives Sascha a prescription and some tablets. It costs £8.40. Sascha pays with a £10 note. How much change will Sascha get back? Show how you know this.	Uses addition, subtraction or counting on (1) Correctly works out £1.60 change (1)	R A	1 1
9	The doctor tells Sascha to take two tablets per day (one in the morning and one in the evening) for 7 days. Does Sascha have enough tablets for 7 days? Show how you know this.	Has 10 tablets in packet (1) Uses addition, doubling, division or multiplication to recognises 14 tablets needed (1) No (1)	R A I	1 1 1
10	Sascha buys some throat lozenges. Using the pictures above, how many lozenges are in each packet?	4	I	1

Task 3 – 4 Marks

Question Number	Question	Evidence Required	Represent, Analyse or Interpret	Mark Allocated
11	There is a 1/2 Price Shelf with only a few items left. a) Enter the reduced prices for each item: b) Show how to check one of your results.	a) Soap 60p (1) Shampoo £1 (1) Moisturiser 75p (1) b) Uses addition or doubling to check result (1)	R A I	1 2 1

Total Marks Available	24	Pass Mark	15
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