

Functional Skills Mark Scheme

Mathematics

Entry Level 3

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 practical problems in familiar contexts and situations. 2. Begin to develop own strategies for solving simple problems. 3. Select mathematics to obtain answers to simple given practical problems that are clear and routine.</p> <p>Analysing 30-40% 4. Apply mathematics to obtain answers to simple given practical problems that are clear and routine 5. Use simple checking procedures.</p> <p>Interpreting 30-40% 6. Interpret and communicate solutions to practical problems in familiar contexts and situations</p>	a) Add and subtract using three-digit numbers.	1,3
	b) Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10	2
	c) Round to the nearest 10 or 100	3
	d) Understand and use simple fractions	1,2
	e) Understand, estimate, measure and compare length, capacity, weight and temperature	3
	f) Understand decimals to two decimal places in practical contexts	1
	g) Recognise and describe number patterns	3
	h) Complete simple calculations involving money and measures	1
	i) Recognise and name simple 2d and 3d shapes and their properties	2,3
	j) Use metric units in everyday situations.	3
	k) Extract, use and compare information from lists, tables, simple charts and simple graphs	1,3

Representing – 9.5 marks – 32%

Analysing – 10.5 marks – 35%

Interpreting – 10 marks – 33%

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. Dictionaries are allowed.
- 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 and a half hours.
- 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 – 11 Marks

Question	Process	Answer	Mark	Represent, Analyse or Interpret	Mark Allocated
1	Adds data	Adds the 3 pieces of data from the table	a	R	1
	Adds correct data	$2.4 + 0.8 + 2$ (written or indicated)	b	R	1
	Finds correct answer	5.2 (grams)	c	A	1
2	Finds correct answer	Proteins	d	I	1
3	Calculates one quarter	$8 \div 4$ OR $8 \times \frac{1}{4}$	e	R	1
	Finds one quarter	2 (g)	f	A	1
	Subtracts	OR $8 - 2$	f g	R/A	OR 2
	Finds correct answer	6 (g)	h	A	1
4	Calculates	$1.25 - 0.9$ OR $125 - 90$	i	R	1
	Finds correct answer	35 pence OR £0.35	j	A	1
	Checks answer	$90 + \text{answer j} = 125$ OR $0.90 + \text{answer j} = 1.25$	k	I	1

Task 2 – 11 Marks

Question	Process	Answer	Mark	Represent, Analyse or Interpret	Mark Allocated
5	Adds ingredients	$1 + \frac{1}{2} + 2 (=3 \frac{1}{2}, 3.5)$	a	R	1
	Doubles	sum of answer a x 2 OR $1 + \frac{1}{2} + 2 + 1 + \frac{1}{2} + 2$	b	R/A	1
	Compares	compares 8 with answer to b	c	A	1
	Concludes	Yes (the large bowl is big enough)	d	I	1
6	Calculates number of slices	3×8 OR $8 + 8 + 8$	e	R	1
	Finds number of slices	24	f	A	1
	Concludes	Yes (three cakes will be enough)	g	I	1
7	Find answer	Triangle (triangular)	h	I	1
8	Calculates number of packets	$40 \div 10$	i	R	1
	Finds correct answer	4	j	A	1
	Checks answer	$4 \times 10 = 40$) OR $10 + 10 + 10 + 10 = 40$	k	I	1

Task 3 – 8 Marks

Question	Process	Answer	Mark	Represent, Analyse or Interpret	Mark Allocated
9	Completes the chart	2600 or 2800 in any box on y axis OR	a	l	1
		2600 and 2800 in correct boxes on y axis	a b	l	2
		rectangular bar drawn in the space above 'Friday' OR	c	l	1
		rectangular bar drawn in the space above 'Friday' correctly representing 2700 calories, 11 vertical spaces. Allow follow through.	c d	l	2
10	Finds correct answer	1900	e	A	1
11	Calculates weight loss	$90 - 89.5 = 0.5$ OR $\frac{1}{2}$ kg	f	R	1
	Finds answer in grams	500 g (grams)	g	A	1
12	Finds correct answer	1.8 metres (1.80 m)	h	A	1

Total Marks Available	30	Pass Mark	19
------------------------------	----	------------------	----