## openawards

LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN MATHEMATICS

PRACTICE ASSESSMENT 2 (FSM209P)
MARK SCHEME

| Section A | Process <br> (Task description) | Total mark | Mark allocation | Comments | PS or US | Subject content |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Question 1 | Express one number as fraction of another | 1 | 1 mark: Correct answer shown, ie $\frac{1}{8}$ |  | US | 8 |
| Question 2 | Method to calculate Pressure | 2 | 1 mark: Method to calculate pressure, eg $8000 \div 25$ | May be implied | US | 15d |
|  | Correct pressure calculated |  | 1 mark: 320 |  | US | 15d |
| Question 3 | Put fractions in order of size | 1 | 1 mark: Correct order shown, ie $\begin{array}{lllll}\frac{3}{7} & \frac{5}{9} & \frac{7}{10} & \frac{4}{5} & \frac{7}{3}\end{array}$ | Accept largest to smallest Accept use of mixed number | US | 7a |
| Question 4 | Correct number of red or purple pens out of total number of pens <br> Probability expressed as a percentage | 2 | 1 mark: Probability of pen being red or purple, eg, $\frac{10}{16}$ or $\frac{5}{8}$, OR <br> "10 out of 16" | Accept 0.625 | US | 27c |
|  |  |  | 1 mark: Probability expressed as a percentage, ie = 62.5(\%) |  | US | 27c |
| Question 5 | Calculates scale from diagram | 3 | 1 mark: Correctly calculates scale, eg $(9 \div 18)=0.5 \mathrm{~m}$ per square OR $(6.5 \div 13)=0.5 \mathrm{~m}$ per square OR 50 cm per square $O R$ $1 \mathrm{~m}=2$ squares | May be seen on diagram | PS | 18b |
|  | Method to calculate one dimension <br> Correct diagram |  | 1 mark: Method to calculate at least one scale measurement, eg $3.9 \div 0.5=\text { ( } 7.8 \text { squares) OR }$ <br> $9 \div 0.5=$ ( 9 squares) OR <br> $0.75 \div 0.5=$ ( 1.5 squares) $O R$ <br> Any other valid method | May be seen on diagram | PS | 18b |
|  | drawn of workshop |  | 1 mark: Correctly draws workshop in appropriate position on plan, ie 9 squares by 7.8 squares at least 1.5 squares from | Allow tolerance $+/-1 \mathrm{~mm}$ Do not accept 8 squares for width | PS | 18b |


|  |  |  | edges. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Question 6 | Method to convert currency | 3 | 1 mark: Method to convert $£$ to $\$$ or $\$$ to $£$, eg $\begin{aligned} & 260 \div 0.80=(\$ 325) O R \\ & 310 \times 0.80=(£ 248) \end{aligned}$ | Award if (\$)325 OR <br> (£)248 seen | PS | 11b |
|  | Correct conversion in \$ or $£$ |  | 1 mark: Correct converted cost of either phone, ie (\$)325 OR (£)248 |  | PS | 11b |
|  | Correct decision with reason |  | 1 mark: Correct decision and reason, eg No because Rana's phone was equivalent to \$325 No, because the phone Rana's uncle found was $£ 12$ cheaper. <br> Any valid reason with supporting calculations |  | PS | 11b |
| Question 7 | Method to calculate call charges | 3 | 1 mark: Method to add all call charges, eg $\begin{aligned} & 0.195+0.074+0.126+0.030+0.210+0.814+0.123 \\ & =(1.572) \end{aligned}$ | Award if one error <br> Award if 0.29 or 1.57 seen Accept alternative method $\begin{aligned} & 1.862-0.195-0.074- \\ & 0.126-0.030-0.210- \\ & 0.814-0.123=(0.29) \end{aligned}$ | PS | 10a |
|  | Correct subtotal for call charges <br> Correct extra charge |  | 1 mark: Correctly adds all values, ie 1.572 | Award if 0.29 seen Accept 1.57 | PS | 10a |
|  |  |  | 1 mark: Correct extra charge), ie $(1.862-1.572)=0.29$ |  | PS | 10b |


| Section B | Process <br> (Task description) | Total mark | Mark allocation | Comments | PS or US | Subject content |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Question 8 | Method to express one amount as a percentage of another <br> Correct percentage of students who fail | 2 | 1 mark: Method to calculate percentage of students who fail, eg $\begin{aligned} & 19 \div 463 \times 100=(4.1 \%) \text { OR } \\ & 100 \div 463 \times 19=(4.1 \%) O R \end{aligned}$ <br> Other valid method | Award for correct method for percentage of students who pass, $444 \div 463 \times 100$ | US | 5b |
|  |  |  | 1 mark: Correct percentage calculated, ie 4.1(\%) | Accept 4\% | US | 5b |
| Question 9 | Puts decimals in order of size | 1 | 1 mark: Correct order shown, ie 2.112, 2.122, 2.962, 22.36, 22.8 | Accept largest to smallest | US | 9a |
| Question 10 | Method to calculate median property rental income <br> Correct median property rental income <br> Correct yearly income calculated | 5 | 1 mark: Method to calculate median, eg $10200+10500 \div 2=(10350) \mathrm{OR}$ Any other valid method |  | PS | 23a |
|  |  |  | 1 mark: Correct median calculated, ie (£)10350 |  | PS | 23a |
|  |  |  | 1 mark: Correct calculation of yearly income, ie $(795 \times 12)=9540$ | Accept if calculates monthly income rate from median, ie $10350 \div 12=$ 862.50 | PS | 15c |
|  | Method to calculate property rent as a \% below median |  | 1 mark: Method to calculate percentage difference, eg $(10350-9540)=810 \div 10350 \times 100=(7.826 \ldots)$ | Accept if calculates percentage difference based on monthly values, $\begin{aligned} & \text { eg } 67.5 \div 862.5 \times 100 \\ & =7.826 \ldots \text { ) } \end{aligned}$ <br> Allow FT for their median and yearly income | PS | 6 |
|  | Correct \% below median average calculated |  | 1 mark: Correct percentage below median calculated, ie 7.8(\%) | Accept 8\%, 7.826...\% | PS | 6 |
| Question 11 | Correct interest for 1 year of saving | 3 | 1 mark: Correct amount of interest for 1 year, ie $(0.024 \times 5000)=(£) 120$ | Award if 5242.88 seen May be implied | PS | 13a |



| Question 16 | Calculate frequency from given values <br> Calculate midpoint <br> Use correct method to calculate estimated total of grouped discrete data <br> Correct total <br> Use correct method for calculating the estimated mean number of races entered <br> Correct estimated mean calculated | 6 | 1 mark: Correct frequencies, ie 4, 6, 8, 1 |  | PS | 24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 mark: Correct midpoint, ie 2, 7, 12, 17, 22, 27 |  | PS | 24 |
|  |  |  | 1 mark: Method to find estimated total number of gym visits, ie $\begin{aligned} & (6 \times 2)+(5 \times 7)+(4 \times 12)+(6 \times 17)+(8 \times 22)+(1 \times \\ & 27)=(400) \end{aligned}$ | Allow FT using their answers to mark point 1 and 2 <br> Award if 400 seen | PS | 24 |
|  |  |  | 1 mark: Correct estimated total number of gym visits, ie 400 |  | PS | 24 |
|  |  |  | 1 mark: Correct method for calculating the estimated mean number of gym visits $400 \div 30=(13.33 \ldots)$ | Allow FT | PS | 24 |
|  |  |  | 1 mark: Correct estimated mean number of gym visits, ie 13 | Allow 13.33... <br> Must have calculations to back up answer | PS | 24 |
| Question 17 | Diameter to outside edge calculated | 6 | 1 mark: Calculates total diameter, ie $(1.22 \times 12+73)=87.64(\mathrm{~m})$ |  | PS | 16a |
|  | Method to calculate perimeter of track |  | 1 mark: Method to calculate distance around perimeter of track, eg $\begin{aligned} & 2 \times 84.39+3.142 \times 87.64=(444.14488) \\ & 168.78+275.36488=(444.14488) \end{aligned}$ | Allow FT for their diameter | PS | 16a |
|  | Correct perimeter calculated |  | 1 mark: Correct perimeter calculated, ie 444.14488(m) | Allow truncated answers | PS | 16a |
|  | Method to calculate number of laps needed to run 1200 m |  | 1 mark: Method to calculate number of laps, eg $1200 \div 444.14=(2.70 \ldots)$ OR <br> Any other method | Accept $444.14 \times 3=$ (1332.42) Allow FT for their perimeter | PS | 16a |



|  | bracelet <br> Correct number of beads per bracelet <br> Method to calculate number of bracelets per pack <br> Correct number of bracelets calculated |  | Any other valid method | May be implied by final answer |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 mark: Correct number of beads needed, ie 48 Accept 47. | May be implied by final answer | PS | 14a |
|  |  |  | 1 mark: Method to calculate number of bracelets, eg $800 \div 47=(17.021 \ldots)$ OR $800 \div 48=(16.666 \ldots)$ $800 \div 48=(16.666 \ldots)$ | Allow FT | PS | 14a |
|  |  |  | 1 mark: Correct number of bracelets, ie $(800 \div 47)=17$ bracelets OR $(800 \div 48)=16$ bracelets | Do not accept decimal answer | PS | 14a |
| Question 21 | Method to calculate 18\% discount | 4 | 1 mark: Method to calculate discount, eg $\begin{aligned} & 0.18 \times 59.99=(10.7982) O R \\ & 0.82 \times 59.99=(49.1918) O R \end{aligned}$ <br> Any other valid method | Award if 10.7982 OR 49.1918 seen Award alternative method based on cost per bead, $\begin{aligned} & 59.99 / 800=0.074 \ldots \\ & 0.074 \times 0.82= \\ & (£ 0.0614 \ldots) \end{aligned}$ | PS | 13b |
|  | Correct discount calculated <br> Correct cost per bead calculated <br> Correct cost to nearest whole pence |  | 1 mark: Correct cost including discount, ie $(59.99-10.7982)=(£) 49.19$ | Award if 0.06, 6p seen | PS | 13b |
|  |  |  | 1 mark: Correct cost per bead, ie $(49.19 \div 800)=0.0614875$ | Award for truncated answers | PS | 13b |
|  |  |  | 1 mark: (£)0.06 | Accept 6(p) <br> Money notation not required | PS | 9 b |
| Question 22 | Method to convert weight of parcel into kg/grams <br> Correct weight of parcel calculated | 3 | 1 mark: Method to convert lbs to kg or oz to grams eg $\begin{aligned} & 1 \div 2.2=(0.454 \ldots) O R \\ & 2 \times 28.35 \mathrm{~g}=(56.7 \mathrm{~g}) \mathrm{OR} \\ & 18 \times 28.35=(510.3 \mathrm{~g}) \end{aligned}$ | Award if $0.454,56.7$ or 455 g seen | PS | 14b |
|  |  |  | $\begin{aligned} & 1 \text { mark: Correct weight of parcel }(0.455 \times 1000+56.7) \\ & =511.7 \mathrm{~g} \end{aligned}$ | Accept 510.7, 506.7, 510.3 | PS | 14b |


| Correct postage cost <br> chosen | mark: Correct cost for postage <br> choice of 750 g parcel, second class, ie $£ 2.33$ | PS | 14b |
| :--- | :--- | :--- | :--- | :--- |

## Annotation notes:

| Annotation | Meaning |
| :--- | :--- |
| US | Underpinning skills |
| PS | Problem solving skills |
| FT | Follow through |
| $(\ldots)$ | Information that is not required for the mark point |


| Paper number | FSMO209 (Practice Set 2) |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Paper Section | Section A |  | Section B |  | Total \% |  |
| Total number of marks per task | 15 |  | 45 |  |  |  |
| Problem Solving (PS) maximum marks Underpinning skills (US) maximum marks | 96 |  | $\begin{gathered} 36 \\ 9 \end{gathered}$ |  | Total no of subelements mapped $=27$ |  |
| Tick the box to confirm that Section B contains at least three 5-8 mark questions: $\quad \checkmark \checkmark$ |  |  |  |  |  |  |
| Level 2 Subject Content | PS | US | PS | US |  |  |
| 1. Read and write order and compare positive and negative numbers of any size |  |  |  |  |  |  |
| 2. Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation |  |  | 1(Q12) |  | 1 |  |
| 3. Evaluate expressions and make substitutions in given formulae in words and symbols |  |  | 3(Q12) |  | 3 |  |
| 4. Identify the equivalence between fractions, decimals and percentages |  |  |  | 1(Q15) | 1 |  |
| 5a. Work out percentages of amounts |  |  |  | 1(Q19) | 1 |  |
| 5 b . Express one amount as a percentage of another |  |  |  | 2(Q8) | 2 |  |
| 6. Calculate percentage change (any size increase and decrease), and original value after percentage change |  |  | 2(Q10) |  | 2 |  |
| 7a. Order and compare amounts or quantities using proper and improper fractions and mixed numbers |  | 1(Q3) |  |  | 1 |  |
| 7b. Add amounts or quantities using proper and improper fractions and mixed numbers |  |  |  |  |  |  |
| 7c. Subtract amounts or quantities using proper and improper fractions and mixed numbers |  |  |  |  |  |  |
| 8. Express one number as a fraction of another |  | 1(Q1) |  |  | 1 |  |
| 9a. Order and compare decimals |  |  |  | 1(Q9) | 1 |  |
| 9b. Approximate decimals |  |  | 1(Q22) |  | 1 |  |
| 10a. Add decimals up to three decimal places | 2(Q7) |  |  |  | 2 |  |
| 10b. Subtract decimals up to three decimal places | 1(Q7) |  |  |  | 1 |  |
| 10c. Multiply decimals up to three decimal places |  |  |  | 1(Q14) | 1 |  |
| 10d. Divide decimals up to three decimal places |  |  |  |  |  |  |
| 11a. Calculate using ratios |  |  |  |  |  |  |
| 11b. Calculate using direct proportion | 3(Q6) |  |  |  | 3 |  |
| 11c. Calculate using inverse proportion |  |  |  |  |  |  |
| 12. Follow the order of precedence of operators, including |  |  |  |  |  |  |


| indices |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total: Number and number system | PS | US | PS | US | 21 |  |
| 13a. Calculate compound interest |  |  | 3(Q11) |  | 3 |  |
| 13b. Calculate percentage increases, decreases and discounts including tax and simple budgeting |  |  | 3(Q21) |  | 3 |  |
| 14a. Convert between metric and imperial units of length, using i) a conversion factor <br> ii) a conversion graph |  |  | 5(Q20) |  | 5 |  |
| 14b. Convert between metric and imperial units of weight using <br> i) a conversion factor <br> ii) a conversion graph |  |  | 3(Q22) |  | 3 |  |
| 14c. Convert between metric and imperial units of capacity using <br> i) a conversion factor <br> ii) a conversion graph |  |  |  |  |  |  |
| 15a. Calculate using compound measures including speed |  |  |  |  |  |  |
| 15b. Calculate using compound measures including density |  |  |  |  |  |  |
| 15c. Calculate using compound measures including rates of pay |  |  | 1(Q10) |  | 1 |  |
| 15d. Calculate using compound measures excluding rates of pay |  | 2(Q2) |  |  | 2 |  |
| 16a. Calculate perimeters including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) |  |  | 6(Q17) |  | 6 |  |
| 16b. Calculate areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) |  |  |  |  |  |  |
| 17a. Use formulae to find volumes of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) |  |  |  |  |  |  |
| 17b. Use formulae to find surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) |  |  |  |  |  |  |
| 18a. Calculate actual dimensions from scale drawings |  |  |  |  |  |  |
| 18b. Create a scale diagram given actual measurements | 3(Q5) |  |  |  | 3 |  |
| 19. Use coordinates in 2-D, positive and negative, to specify the positions of points |  |  |  |  |  |  |
| 20. Understand and use common 2-D representations of 3-D objects |  |  |  |  |  |  |
| 21. Draw 3-D shapes to include plans and elevations |  |  |  | 2(Q18) | 2 |  |
| 22. Calculate values of angles and/or coordinates with 2-D and 3-D shapes |  |  |  |  |  |  |

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| TotalCMeassixthehapeiammdfypreteof quantities |  |  | 2(Q10) |  | 28 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 23b. Calculate the mode of a set of quantities |  |  |  |  |  |  |
| 24. Estimate the mean of a grouped frequency distribution from discrete data |  |  | 6(Q16) |  | 6 |  |
| 25. Use the mean, median, mode and range to compare two sets of data |  |  |  |  |  |  |
| 26. Work out the probability of combined events, including using diagrams and two-way tables |  |  |  |  |  |  |
| 27a. Express probabilities as fractions |  |  |  |  |  |  |
| 27b. Express probabilities as decimals |  |  |  |  |  |  |
| 27c. Express probabilities as percentages |  | 2(Q4) |  |  | 2 |  |
| 28a. Draw scatter diagrams |  |  |  | 1(Q13) | 1 |  |
| 28b. Interpret scatter diagrams |  |  |  |  |  |  |
| 28c. Recognise positive and negative correlation |  |  |  |  |  |  |
| Total: Handling data |  |  |  |  | 11 |  |
| Total Mark PS/US Total \% | 9 | 6 | 36 | 9 | 60 | 100 |


| Problem solving and decision making requirements: <br> Indicate the question numbers where this is required | Section A | Section B |
| :--- | :---: | :---: |
| Read, understand, and use mathematical information and <br> mathematical terms | Q5, Q6, Q7 | Q10, Q11, Q12, Q16, Q17, Q20, Q21, Q22 |
| Address individual problems based on a combination of the <br> knowledge and/or skills from the mathematical content areas <br> (number and the number system; measures, shape and <br> space; information and data). Some problems draw upon a <br> combination of all three mathematical areas and require <br> learners to make connections between those content areas. |  | Q10, Q21 |
| Use mathematical information and terms in a problem | Q5, Q6, Q7 |  |
| Use knowledge and understanding to a required level of <br> accuracy | Q5, Q6, Q7 | Q10, Q11, Q12 Q16, Q17, Q20, Q21, Q22 |
| Identify suitable operations and calculations to generate <br> results | Q5, Q6, Q7 | Q10, Q11, Q12, Q16, Q17, Q20, Q21, Q22 |
| Analyse and interpret answers in the context of the original <br> problem | Q6 | Q11, Q12, Q16, Q17, Q20, Q21, Q22 |
| Check the sense and reasonableness of answers | Q5, Q6, Q7 | Q10, Q11, Q12, Q16, Q17, Q20, Q21, Q22 |
| Present and explain results clearly and accurately <br> demonstrating reasoning to support the process and show <br> consistency with the evidence presented. | Q6 |  |

