

Functional Skills Mark Scheme

Mathematics

Entry Level 3

FSME304



General Marking Guidance

- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place to ensure this is confirmed.
- 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 your Lead Quality Reviewer 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 given 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.

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 not permitted for Section A
- Calculators are allowed only for Section B
- 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 and forty five minutes.
- 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.

Pass Mark: 24 out of 36

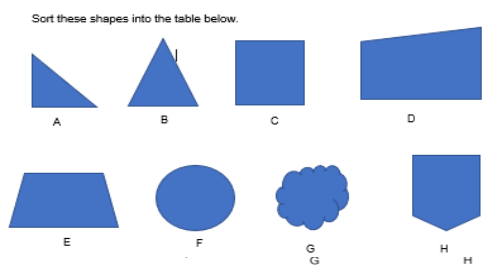
Part A – 9 Marks

Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content
1	Complete the calculation $\frac{6}{10} = \frac{\quad}{5}$	3 $\frac{3}{5}$ Accept if written as three fifths or 3 seen	1	US	7c
2	Work out $235 + 412 + 107$	754	1	US	2a
3	Complete the sequence of numbers below 0.8 1.1 1.4	(0.8 1.1 1.4) 1.7 2(.0) 2.3 All three correct numbers needed for the mark	1	US	9

4	<p>Alex finishes work at 5pm. He is going to see a film at the cinema. The film starts at 7:30pm.</p> <p>Alex takes:</p> <ul style="list-style-type: none"> • 30 minutes to get home • 20 minutes to get ready • 15 minutes to walk to Main Street Bus Stop • 8 minutes to walk from the station to the cinema <p>Which bus should Alex catch?</p> <p>Show your workings.</p>	<p>A correct method showing the earliest he can get to the bus stop is 6.05pm.</p> <p>(eg. (5pm) + 30mins + 20 mins + 15 mins = 6.05pm) (1 mark)</p> <p>19.15 + 8 = 19.23 OR 19.30 – 8 = 19.22 (1 mark)</p> <p>This may be implied by the correct selection of Bus 2.</p> <p>OR any other valid method.</p> <p>Correctly selecting Bus 2 with correct workings. (1 mark)</p> <p>Allow FT for incorrect addition of times.</p> <p>No marks awarded for selecting Bus 2 without workings shown.</p>	3	PS	12 (1) 13b (2)
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5	<p>Jack is writing a handbook to give out to 10 people at work.</p> <p>The handbook has 34 pages.</p> <p>Everybody needs a copy of the handbook, including Jack.</p> <p>How many pages in total will need to be printed?</p> <p>Show your workings.</p>	<p>Correctly identifying that 34 should be multiplied by 11 (1 mark)</p> <p>An appropriate method to calculate 11×34 (1 mark)</p> <p>374 (1 mark)</p> <p>Allow FT for not including Jack in the numbers e.g. an appropriate method to calculate $10 \times 34 = 340$ (1 mark)</p> <p>(3 marks max)</p>	3	PS	4
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Part B – 27 Marks

Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content																		
6	Write the number 511 in words	Five hundred and eleven	1	US	1a																		
7	<p>Sort these shapes into the table below</p>  <p style="font-size: small;">Sort these shapes into the table below.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%;">No Right Angles</th> <th style="width: 30%;">One (or more) Right Angle(s)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">No Symmetry</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">One (or more) line(s) of symmetry</td> <td></td> <td></td> </tr> </tbody> </table>		No Right Angles	One (or more) Right Angle(s)	No Symmetry			One (or more) line(s) of symmetry			<p>Correctly identifying the shapes with right angles (C, D, H) or Identifying the shapes with no right angles. (E, F, G) May be drawn on the shapes. (1 mark)</p> <p>Correctly identifying the shapes with symmetry (B, E, F, A, C, H) or Identifying the shapes with no symmetry (G and D) May be drawn on the shapes (1 mark)</p> <p>Fully correct table (1 mark) (implies the first two marks)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%;">No Right Angles</th> <th style="width: 30%;">One (or more) Right Angle(s)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">No Symmetry</td> <td style="text-align: center;">G</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">One (or more) line(s) of symmetry</td> <td style="text-align: center;">B, E, F</td> <td style="text-align: center;">A, C, H</td> </tr> </tbody> </table>		No Right Angles	One (or more) Right Angle(s)	No Symmetry	G	D	One (or more) line(s) of symmetry	B, E, F	A, C, H	3	PS	19a 19b 23a
	No Right Angles	One (or more) Right Angle(s)																					
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8	<p>Robert wants know how far he drives and keeps a record over 4 days.</p> <p>He thinks he has driven over 800km</p> <p>Round each number to the nearest hundred to check his calculation.</p> <p>Using your rounded totals, do you think he is correct?</p>	<p>200, 100, 100, 300 seen either in table or working (1 mark)</p> <p>(200+100+100+300) = 700 Allow FT for incorrect rounded distances (1 mark)</p> <p>No - 700 (km) seen (1 mark)</p> <p>No marks awarded for 'no' without calculation seen.</p>	3	PS	5								
9	<p>Lisa wants to be able to swim 50 laps of a swimming pool.</p> <p>She continues increasing the number of laps at the same rate.</p> <table border="1" data-bbox="248 788 714 863"> <tr> <td>Day 1</td> <td>Day 2</td> <td>Day 3</td> <td></td> </tr> <tr> <td>18</td> <td>22</td> <td>26</td> <td></td> </tr> </table> <p>How many days will it take her to reach her target?</p>	Day 1	Day 2	Day 3		18	22	26		<p>Correctly identifying the sequence as increasing by 4. (May be implied) or 30 34 38 42 46 50 (1 mark) (May be seen in table or working)</p> <p>9 days in total OR 6 more days (1 mark)</p>	2	PS	6
Day 1	Day 2	Day 3											
18	22	26											

10

This is a record of hours spent watching television over a month.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 st Sept 2	2 nd Sept 1	3 rd Sept 3	4 th Sept 0	5 th Sept 5	6 th Sept 3	7 th Sept 5
8 th Sept 3	9 th Sept 0	10 th Sept 4	11 th Sept 1	12 th Sept 2	13 th Sept 4	14 th Sept 4
15 th Sept 1	16 th Sept 1	17 th Sept 5	18 th Sept 2	19 th Sept 3	20 th Sept 5	21 st Sept 3
22 nd Sept 0	23 rd Sept 2	24 th Sept 1	25 th Sept 3	26 th Sept 1	27 th Sept 2	28 th Sept 5
29 th Sept 4	30 th Sept 2					

Use this information to complete the frequency table.

Hours watching television	Tally of total number of days	Frequency
0		3

Correct first column (1 mark)

Correct tally column (1 mark)




Correct frequency, including total (1 mark)

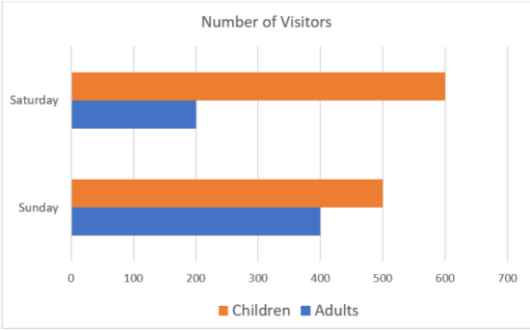
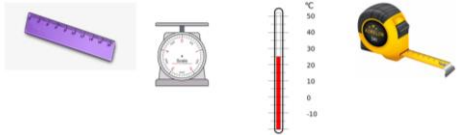
Number of Hours	Tally	Frequency
0		3
1	##	6
2	##	6
3	##	6
4		4
5	##	5
	Total	30

3

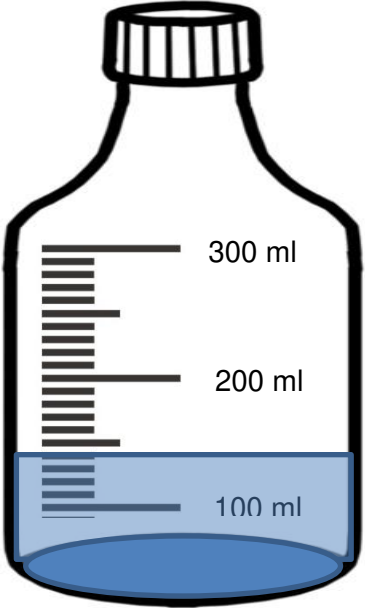
US

21b

Question Number	Question	Evidence Required (marks)	Maximum Mark	PS or US	Subject Content
11	<p>Sarah goes to a restaurant for a meal. She orders steak and chips and a lemonade.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="280 304 470 448"> <p>Food Menu</p> <p>Sandwich £2.75 Pizza and Chips £10.25 Steak and Chips £13.75</p> </div> <div data-bbox="548 304 710 448"> <p>Drinks Menu</p> <p>Coke £1.50 Lemonade £1.30 Orange Juice £2.50</p> </div> </div> <p>These are the notes she has in her purse.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; margin-top: 10px;">  </div> <p>She only uses one note to pay. How much change will she receive?</p>	<p>$(£)13.75 + (£)1.30 = (£)15.05$ (1 mark)</p> <p>$(£)20 - (£)15.05$ (1 mark) Allow FT for correctly subtracting <i>their</i> total from mark 1 £20</p> <p>£4.95 (1 mark) Final answer must show £ for mark to be awarded.</p>	3	PS	10a(2) 10b(1)

<p>12</p>	<p>A theme park keeps a record of how many people visit one weekend.</p>  <p>The manager thinks more people visited on Saturday.</p> <p>Is he correct? Show how you decide.</p>	<p>Interpreting the data on the graph e.g. calculations include 600 OR 200 OR 500 OR 400 (may be implied) (1 mark)</p> <p>(Saturday) = 800 visitors (Sunday) = 900 visitors (1 mark)</p> <p>Correct conclusion based on their totals (1 mark) FT their adult + children values. (Must attempt to add the number of adults and children together to get this mark, i.e. just comparing 600 and 500 does not earn the mark).</p>	<p>3</p>	<p>PS</p>	<p>22a</p>
<p>13</p>	<p>Before going to the theme park Claire needs to know how tall she is.</p> <p>Which instrument should she use to measure her height?</p> <p>Tick the correct answer.</p> 	<p>Tape Measure only ticked (1 mark)</p> <p>(Accept any indication of correct answer as long as it is clear)</p>	<p>1</p>	<p>PS</p>	<p>18</p>

<p>14</p>	<p>Below are the minimum height requirements in centimetres (cm) for three different rides at the theme park.</p> <p>Claire is 1.18m tall.</p> <p>Tick the ride she can go on</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="264 371 320 619"> <p>Rapids</p> </div> <div data-bbox="416 371 472 619"> <p>Log Flume</p> </div> <div data-bbox="555 371 611 619"> <p>Roller Coaster</p> </div> </div> <p>() () ()</p>	<p>Log Flume only ticked (1 mark)</p> <p>Accept any indication of correct answer as long as it is clear.</p>	<p>1</p>	<p>US</p>	<p>14a</p>
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15	<p>Claire drinks 2 bottles of water. Each bottle holds 300ml of water.</p> <p>Jessica's bottle holds 0.5 litres of water. She drinks 1 bottle.</p> <p>Claire thinks she drinks more water than Jessica. Is she correct?</p> <p>Show how you decide.</p>	<p>300 ml x 2 (1 mark)</p> <p>Correct conversion of millilitres to litres (600 ml = 0.6 litres) or litres to millilitres. (0.5 litres = 500 ml) (1 mark)</p> <p>Yes, she is correct with comparable figures seen. (1 mark)</p> <p>(3 marks max)</p>	3	(3) PS	17
16	<p>How much water is in this bottle?</p> 	140 ml (1 mark)	1	(1) US	14b

17	<p>The table shows what people did for lunch when they visited the theme park on Monday.</p> <table border="1" data-bbox="248 261 853 520"> <thead> <tr> <th>Lunch Option</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Theme Park Restaurant 1</td> <td>210</td> </tr> <tr> <td>Theme Park Restaurant 2</td> <td>180</td> </tr> <tr> <td>Brings a Picnic</td> <td></td> </tr> <tr> <td>Total Number of Visitors</td> <td>910</td> </tr> </tbody> </table> <p>The manager thinks that more people ate in a theme park restaurant than brought their own picnic.</p> <p>Is he correct?</p> <p>Show how you decide.</p>	Lunch Option	Number of People	Theme Park Restaurant 1	210	Theme Park Restaurant 2	180	Brings a Picnic		Total Number of Visitors	910	<p>$210 + 180 = 390$ (1 mark)</p> <p>$910 - 390 = 520$ (1 mark)</p> <p>FT their $210 + 180$</p> <p>May be in the table.</p> <p>No he is incorrect and correct figures seen or Correct conclusion based on their figure for picnic (1 mark)</p>	3	PS	2a(1) 2b(1) 1b(1)
Lunch Option	Number of People														
Theme Park Restaurant 1	210														
Theme Park Restaurant 2	180														
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