

Functional Skills Mark Scheme

Mathematics

Entry Level 3

FSME306



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’, or similar wording, 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 QASA 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 (ft) 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.

Instructions for marking of the assessment paper

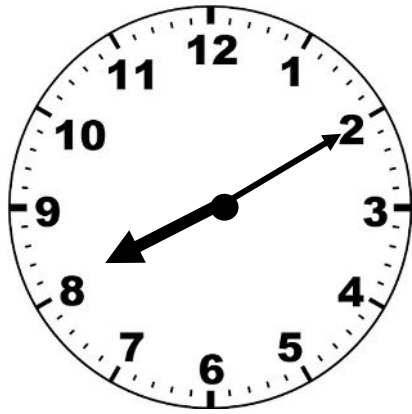
Markers must ensure they:

- mark in accordance with the Open Awards mark scheme below
- use a pen - not a pencil, to mark assessment papers
- clearly complete the back page of each assessment with marks awarded per question
- include the name and signature for marker and EV (where EV has taken place)

Pass mark: 24 out of 36

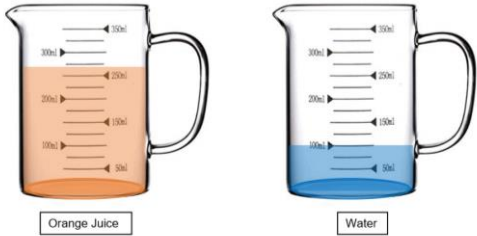
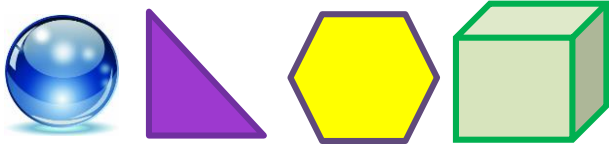
Part A – 9 Marks

Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content
1	Work out $684 - 423$	261	1	US	2b
2	Continue the sequence of numbers below. <div style="border: 1px solid black; display: inline-block; padding: 2px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">41</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">43</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">45</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: 30px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: 30px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: 30px; height: 20px;"></div> </div>	47 49 51 All three needed for the mark.	1	US	6
3	Complete the equivalent fraction. $\frac{6}{8} = \frac{\quad}{4}$	3	1	US	7b
4	Sarah has 186 DVDs to share equally onto 4 shelves. How many DVDs will be on each shelf? How many will be left over?	e.g $186 \div 4$ (1 mark) Accept any correct method. 46 (DVDs on each shelf) (1 mark) 2 (DVDs left over) (1 mark)	3	PS	3

5	<p>The clock shows the time Rob leaves home to go to work in the morning.</p>  <p>It takes him:</p> <ul style="list-style-type: none"> • 35 mins to drive to work. • 12 mins to walk to his office. <p>What time does Rob get to his office? Write your answer using am or pm.</p> <p>Show your workings.</p>	<p>8:10 (am) Correctly reading the time on the clock. May be seen as part of a calculation. (1 mark)</p> <p>35 mins + 12 mins = 47 mins or 8:10 + 35(mins) + 12(mins) (1 mark)</p> <p>8:57am Accept 3 mins to 9am or equivalent (OE). (1 mark)</p> <p>(Allow 3 marks if 8:57am seen)</p>	3	PS	<p>13a (1) 12 (2)</p>
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Part B – 27 Marks

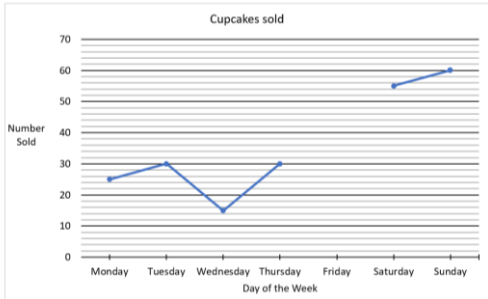
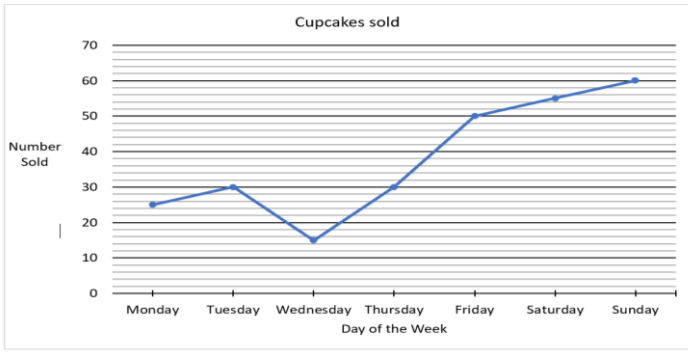
Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content								
6	<p>Amy does some shopping.</p> <p>Here is her receipt.</p> <div><div>Receipt</div><table><tr><td>Milk</td><td>£1.10</td></tr><tr><td>Bread</td><td>75p</td></tr><tr><td>Chicken</td><td>£5.99</td></tr><tr><td>Apples</td><td>60p</td></tr></table></div> <p>How much did she spend in total? Use the correct symbol for money.</p> <p>Show your workings.</p>	Milk	£1.10	Bread	75p	Chicken	£5.99	Apples	60p	<p>£1.10 + 75p + £5.99 + 60p (1 mark)</p> <p>May be implied by an answer of 844 or 8.44.</p> <p>8.44 or 844</p> <p>Or equivalent (OE) correct answer without the correct money notation. (1 mark)</p> <p>£8.44 or 844p (1 mark)</p> <p>(Allow the 3 marks if £8.44 or 844p seen)</p>	3	PS	10a (2) 10b (1)
Milk	£1.10												
Bread	75p												
Chicken	£5.99												
Apples	60p												

7	<p>Alice measures Orange Juice and Water to the nearest divisions in the jugs.</p> <p>Alice thinks she has 200ml more orange juice than water.</p> <p>Is she correct?</p> <div data-bbox="291 347 766 584">  </div> <p>Show how you decide.</p>	<p>275ml and 100ml seen (1 mark)</p> <p>No, she only has 175ml more (1 mark)</p> <p>Accept similar wording.</p> <p>(Allow 2 marks if no and 175ml seen)</p>	2	PS	14b
8	<p>Tick all the shapes that have right angles.</p> <div data-bbox="244 762 851 906">  </div>	<p>Triangle and cube ticked only (2 marks)</p> <p>OR</p> <p>Triangle or cube ticked with no more than one incorrect answer (1 mark)</p> <p>Accept mark other than a tick as long as intention is clear.</p>	2	US	19b

9	<p>Lisa is making some bread. She needs 1.25kg of flour.</p> <p>She has 1kg 350g of flour.</p> <p>Does she have enough?</p>	<p>1kg 250g (OE) seen or 1.35kg (OE) seen (1 mark)</p> <p>Yes, with comparable figures seen. (1 mark)</p>	2	PS	16						
10	<p>Complete the sequence of numbers below.</p> <table border="1"> <tr> <td>10.5</td><td>12</td><td>13.5</td><td>15</td><td></td><td></td></tr> </table>	10.5	12	13.5	15			<p>16.5 and 18 Both required for the mark.</p>	1	US	9
10.5	12	13.5	15								

Question Number	Question	Evidence Required (marks)	Maximum Mark	PS or US	Subject Content
11	<p>Lucy shares a cake equally between herself and two friends.</p> <p>What fraction of the cake does each person get?</p>	$\frac{1}{3}$ accept one third or a third	1	PS	7a
12	<p>Sarah is at the station.</p> <p>She wants to go to the Pet Shop.</p> <p>Which direction should she walk?</p>	South West or SW	1	PS	20b

13	Complete the frequency.		Tallies added correctly (1 mark)	2	US	21b																
	Food	Tally	Frequency				Total equal to 10 (1 mark)															
	Pizza	II					Follow through (FT) 'their' frequencies															
	Fish and Chips	III					Example															
	Burgers	IIII					<table><tr><th>Food</th><th>Tally</th><th>Frequency</th></tr><tr><td>Pizza</td><td>II</td><td>2</td></tr><tr><td>Fish and Chips</td><td>III</td><td>3</td></tr><tr><td>Burgers</td><td>IIII</td><td>5</td></tr><tr><td colspan="2">Total</td><td>10</td></tr></table>	Food	Tally	Frequency	Pizza	II	2	Fish and Chips	III	3	Burgers	IIII	5	Total		10
	Food	Tally	Frequency																			
Pizza	II	2																				
Fish and Chips	III	3																				
Burgers	IIII	5																				
Total		10																				
	Total																					

Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content
14	<p>Lisa sells cupcakes. She keeps a record of how many she sells.</p> <p>On Friday, she sold 20 more cupcakes than she sold on Thursday.</p> <p>Record the number of cupcakes sold on Friday on the graph.</p> 	<p>Point correctly plotted at 50 for Friday (1 mark)</p> <p>Ruled line drawn connecting Thursday, Friday and Saturday. FT their Friday point (1 mark)</p>  <p>Do not accept straight line drawn between Thursday and Saturday</p>	2	PS	22b
15	<p>Claire walks 1.75km and Amy walks 1km and 850 metres.</p> <p>Amy thinks she has walked the furthest.</p> <p>Is she correct?</p> <p>Show how you decide.</p>	<p>1km and 750 metres or 1.85km Seen (1 mark)</p> <p>Yes, with comparable figures seen. (1 mark)</p>	2	PS	15

16	<p>Alex keeps a record of how far he drives each week.</p> <ul style="list-style-type: none"> Week 1 185 miles Week 2 367 miles Week 3 103 miles Week 4 224 miles <p>He thinks he has driven more than 900 miles.</p> <p>Is he correct?</p> <p>Show your workings.</p>	<p>$185 + 367 + 103 + 224$ (1 mark)</p> <p>$(185 + 367 + 103 + 224) = 879$ (1 mark)</p> <p>No because 879 is less than 900 (1 mark)</p> <p>Accept similar wording</p>	3	PS	1b (1) 2a (2)
17	<p>Charlie runs 11km every day for three weeks.</p> <p>How far does he run in total?</p>	<p>11×21 (1 mark)</p> <p>May be implied by sight of correct answer.</p> <p>231 (km) (1 mark)</p> <p>FT $11 \times$ 'their' 21 (Their 21 must come from their number of days in 3 weeks).</p>	2	PS	4
18	<p>David has £882. He pays his rent and bills.</p> <ul style="list-style-type: none"> Rent £425 Bills £165 <p>He gets £116 for his birthday.</p> <p>How much money does he have now?</p> <p>Show your workings.</p>	<p>$882 + 116 = (998)$ or $425 + 165 = (590)$ (1 mark)</p> <p>$882 - 590 = (292)$ or $998 - 590 = (408)$ (1 mark)</p> <p>$(292 + 116) = (£) 408$ (1 mark)</p> <p>Correct answer achieves full marks.</p>	3	PS	2a (2) 2b (1)

19	<div>Complete the bar chart below</div> <div>Week 1 40 hours</div> <div>Week 2 35 hours</div> <div>Week 3 38 hours</div> <div>Week 4 25 hours</div> <div>.</div> <div><div>Hours Worked Each Week</div><div><table><caption>Hours Worked Each Week</caption><tr><th>Week</th><th>Hours</th></tr><tr><td>Week 1</td><td>40</td></tr><tr><td>Week 2</td><td>35</td></tr><tr><td>Week 3</td><td>38</td></tr><tr><td>Week 4</td><td>25</td></tr></table></div></div>	Week	Hours	Week 1	40	Week 2	35	Week 3	38	Week 4	25	Bar drawn at 38 hours for week 3	1	US	23b
Week	Hours														
Week 1	40														
Week 2	35														
Week 3	38														
Week 4	25														