



# **NCFE Entry Level 2 Functional Skills Qualification in Mathematics**

## **(603/5053/2)**

Mark scheme: Paper 12

### **Marking guidelines**

The following mark scheme gives:

- the total marks available for each question
- the subject content referencing
- example processes/methods and evidence of the types of responses expected for each mark.

#### *General guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits.
- Be prepared to award zero marks if the learner's response has no relevant material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Internal Quality Assurer (IQA).

To support the valid, reliable and consistent marking of learner evidence, the following abbreviations are applied throughout the mark scheme:

<b>Annotation</b>	<b>Explanation and use</b>
<b>FT</b>	Follow through marks are applied when there are earlier mistakes in the method.
<b>OE</b>	Or equivalent marks are available for the justification of the answer being presented in a different form to the mark scheme ie 0.5 or $\frac{1}{2}$ .
<b>CAO</b>	Correct answer only.
<b>Their</b>	'Their' refers to the learners' own values.
<b>Seen</b>	Seen refers to the requirement to see the stated value in the learner's response or working out.
<b>Imp</b>	Implied refers to the learner's response implying correct working out used but not seen.
<b>Brackets</b>	Indicates units are not required on final answers or for answers seen within working.
<b>BOD</b>	Benefit of doubt where learner handwriting may be difficult to interpret but previous working may indicate correct final answer.
<b>Shaded</b>	Indicates requirements for full marks to be awarded.

Section A Activity 1	Marks	UPS/PS	Process and Answer	Additional or Alternative Evidence (with guidance)	SC
1 (a)	1	UPS	C indicated only	Accept mark other than tick	M13b
1 (b)	2	PS	153 (people)	Working must be seen for full marks	
	1		86 + 67	OE method	N5a
	1		153 (people)	CAO	N5a
1 (c)	1	PS	$\frac{1}{4}$	OE eg written or equivalent fraction	N10
1 (d)	1	PS	Button for coffee with milk indicated only	Accept mark other than tick	H24
1 (e)	1	UPS	Cake on top tier indicated only	Accept mark other than tick	M21
1 (f)	2	PS	£63 (.00)	Award full marks if correct answer seen	
	1		9 × 7	OE method	M12
	1		£63 (.00)	CAO - must include correct monetary notation	M12
<b>Total marks</b>	<b>8</b>				

<b>Section B Activity 2</b>	<b>Marks</b>	<b>UPS/PS</b>	<b>Process and Answer</b>	<b>Additional or Alternative Evidence (with guidance)</b>	<b>SC</b>
<b>2 (a)</b>	<b>1</b>	<b>UPS</b>	<b>29 (cars)</b>	<b>CAO</b>	<b>N1</b>
<b>2 (b)</b>	<b>3</b>	<b>PS</b>	<b>2 (metres)</b>	<b>Award full marks if correct answer seen</b>	
	1		50 ÷ 4	OE method	N8
	1		12 (.5) (pieces)	Imp if correct answer seen	N8
	1		2 (metres)	Allow correct remainder from their 50 ÷ 4 if seen	N8
<b>2 (c)</b>	<b>1</b>	<b>UPS</b>	<b>Hexagon</b>	<b>Accept spelling error as long as meaning is clear</b>	<b>M19a</b>
<b>2 (d)</b>	<b>2</b>	<b>PS</b>	<b>140 for Saturday and 80 for Sunday</b>	<b>Accept any indication of plotting each value correctly</b>	
	1		140 for Saturday or 80 for Sunday		H25
<b>2 (e)</b>	<b>1</b>	<b>PS</b>	<b>2 (days)</b>	<b>Accept 2 correct days named</b>  <b>Accept written or indicated on chart</b>	<b>H23</b>
<b>Total marks</b>	<b>8</b>				

<b>Section B Activity 3</b>	<b>Marks</b>	<b>UPS/PS</b>	<b>Process and Answer</b>	<b>Additional or Alternative Evidence (with guidance)</b>	<b>SC</b>
<b>3 (a)</b>	<b>1</b>	<b>PS</b>	<b>50 and 74 indicated only</b>	<b>Accept mark other than tick</b>	<b>N3</b>
<b>3 (b)</b>	<b>1</b>	<b>PS</b>	<b>Deanna</b>	<b>OE 20 metres Accept Deanna indicated on table</b>	<b>M14</b>
<b>3 (c)</b>	<b>3</b>	<b>PS</b>	<b>No and (only) 40</b>	<b>Decision without reason is 0 marks OE decision and valid numerical reason eg No and he needs 15</b>	
	1		35 + 5	OE method	N5a
	1		...(only) 40	OE valid numerical reason eg ...he needs 15	N5a
	1		No and (only) 40	OE eg No and he needs 15	N2b
<b>3 (d)</b>	<b>1</b>	<b>UPS</b>	<b>Teddy only</b>	<b>Accept teddy indicated on image</b>	<b>M21</b>
<b>3 (e)</b>	<b>1</b>	<b>PS</b>	<b>C indicated only</b>	<b>Accept mark other than tick</b>	<b>M15</b>
<b>3 (f)</b>	<b>1</b>	<b>PS</b>	<b>Jack and Emily only</b>	<b>Accept Jack and Emily indicated on image</b>	<b>M18</b>
<b>Total marks</b>	<b>8</b>				

<b>Section B Activity 4</b>	<b>Marks</b>	<b>UPS/PS</b>	<b>Process and Answer</b>	<b>Additional or Alternative Evidence (with guidance)</b>	<b>SC</b>
<b>4 (a)</b>	<b>1</b>	<b>PS</b>	<b>C indicated only</b>	<b>Accept mark other than tick</b>	<b>M13c</b>
<b>4 (b)</b>	<b>1</b>	<b>UPS</b>	<b>146</b>	<b>CAO</b>	<b>N2a</b>
<b>4 (c)</b>	<b>1</b>	<b>PS</b>	<b>Best behaved dog only</b>	<b>Accept best behaved dog indicated on table</b>	<b>H22</b>
<b>4 (d)</b>	<b>3</b>	<b>PS</b>	<b>No and 50 (minutes)</b>	<b>Decision without reason is 0 marks OE decision and valid numerical reason eg No and 4 classes</b>	
	1		10 × 5	OE method	N6
	1		...50 (minutes)	OE valid numerical reason eg ... 4 classes	N6
	1		No and 50 (minutes)	OE eg No and 4 classes	N2b
<b>4 (e)</b>	<b>1</b>	<b>UPS</b>	<b>D indicated only</b>	<b>Accept mark other than tick</b>	<b>N4a</b>
<b>4 (f)</b>	<b>1</b>	<b>UPS</b>	<b>B indicated only</b>	<b>Accept mark other than tick</b>	<b>M17</b>
<b>Total marks</b>	<b>8</b>				