Functional Skills Mark Scheme

Mathematics
Entry Level 3
FSME365

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)

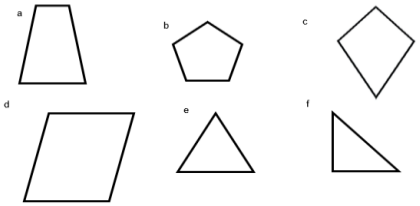
Pass Mark: 24 out of 36

Part A – 9 Marks

Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content
1	934 – 307 =	627	1	US	2b
2	75 x 7 =	525	1	US	4
3	282 + 135 + 578 =	995	1	US	2a
4	Eva and her three friends have £150. They share the money equally in whole pounds. They will give any money left to charity. How much should they give to charity? Show your workings.	Identifying that (£150 should be shared between 4) (1 mark) Correct division 150/4 = (37) (1 mark) (may be implied) Correctly stating that (£) 2 (will be given to charity) (1 mark) (Allow 3 marks if 2 seen as final answer)	3	PS	3
5	Maria will save £3.50 every month. How much will she save after a year? Show your workings.	(£) 3.50 x 12 (1 mark) (£) 42 (1 mark) (allow follow through (f/t) based on incorrect total of months being multiplied)	2	PS	10a

6	Joe has planned this route for a treasure hunt. Joe needs to give a compass direction to follow from checkpoint 2 back to the start. Which compass direction should he give?	North-west(erly) or NW	1	PS	20b

Part B – 27 Marks

Question Number	Question	Evidence Required (marks)	Maximum Marks	PS or US	Subject Content
7	Tick **inside** the shapes which have **more** than 1 line of symmetry? 	Shapes b and e correctly identified (Accept mark other than a tick as long as intention is clear, inside the shape)	1	US	19b
8	Write the number 813 in words.	Eight hundred and thirteen (Accept any spelling as long as meaning is clear)	1	US	1a
9	Tick the fraction that is equivalent to one third.	Correctly indicated **c**	1	US	7a
10	What is the next number in this sequence? 1.12, 1.06, 1, __	0.94	1	US	9

<table>
<tr>
<td>11</td>
<td>Josh and Ranvir have organised a family activity day.

<table>
<tr><th>Task</th><th>Time Taken</th></tr>
<tr><td>Setting up activities</td><td>45 minutes</td></tr>
<tr><td>Doing the activities</td><td>3 hours</td></tr>
<tr><td>Tidying up the activities</td><td>30 minutes</td></tr>
</table>

They need to have completed the tidying up by 5pm.
What time should they start setting up activities?</td>
<td>4 hours and 15 minutes (4 and1/4 hours)
(may be implied)
(1 mark)

5pm – (minus) their 4 hours and 15 minutes
(may be implied)
Allow follow through (f/t) for any finish time before 5pm as long as there is only a 4 hours and 15 minutes window used
(1 mark)

Start time (e.g.,12.45pm/quarter to one/1245)
(Accept mixed time notation e.g. 1245pm/12.45/ ¼ to 1)
Allow follow through (f/t) for their start time as long as there is only a 4 hour and 15 minutes window used. Finish time must be 5pm or before
(1 mark)</td>
<td>3</td>
<td>PS</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Write these numbers in order starting with the biggest.</td>
<td>3, 2.3, 2.29, 2.25

(Accept d, b, c, a)</td>
<td>1</td>
<td>US</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>How much is £18.79 to the nearest 10p?</td>
<td>(£)18.80</td>
<td>1</td>
<td>US</td>
<td>11</td>
</tr>
</table>

14	Jack runs a choir which has 60 members. Only 16 singers can perform on stage. Jack thinks that fewer than a quarter of the choir members can perform on stage. Is he correct? Show how you decide.	60 divide by 4 (to find one quarter) (1 mark) (may be implied) e.g Jack is not correct because a quarter of 60 is 15 (accept similar wording or correct reason) (1 mark)	2	PS	7b
15	Tom has planned a dog walking route. The route must be more than 1.5km. The route is measured at 1 kilometre and 55 metres. Is the route long enough for Tom? Show how you decide.	Correctly identifying that 1.5 km is 1 km and 500 metres (may be implied) (1 mark) An explanation that this route is too short because 1 kilometre and 55 metres is less than 1.5km (1 mark) (No marks should be given for saying the route is not long enough, but with no explanation)	2	PS	16
16	Samia is making a poster to advertise a special offer in her shop. The lettering for the word offer must be between 18 and 19mm Is the lettering the right size? Show how you decide.	Recognition that 18mm is 1.8cm (implied) (1 mark) Indication that the letters are not big enough because they are only 15mm tall/between 14 and 16mm (accept similar wording that demonstrates an accurate reading of the scale) (1 mark)	2	PS	15

<table>
<tr>
<td>17a</td>
<td>A group of friends are planning an activity.

Tanya writes everyone's first choices in this list:

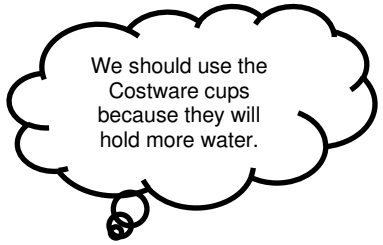
bowling, bowling, go-karting, paintballing, bowling, cinema, cinema, go-karting, cinema, bowling, go-karting, cinema, cinema, go-karting, paintballing, bowling, bowling, cinema, go-karting, cinema, bowling, bowling, paintballing, bowling, cinema

Draw and complete a table to record the results.</td>
<td>A table drawn with appropriately labelled headings (1 mark)

Four correct frequencies (2 marks)

or 3 correct frequencies (1 mark only)

e.g
<table>
<tr><td></td><td>Tally</td><td>Frequency</td></tr>
<tr><td>Bowling</td><td>𝍸 IIII</td><td>9</td></tr>
<tr><td>Cinema</td><td>𝍸 III</td><td>8</td></tr>
<tr><td>Go-karting</td><td>𝍸</td><td>5</td></tr>
<tr><td>Paintballing</td><td>III</td><td>3</td></tr>
</table>
</td>
<td>3</td>
<td>PS</td>
<td>21a</td>
</tr>
<tr>
<td>17b</td>
<td>Using the results from your table, which activity is most popular?</td>
<td>Bowling
(Accept follow through (f/t) answer based on their frequency table)</td>
<td>1</td>
<td>PS</td>
<td>22a</td>
</tr>
<tr>
<td>18</td>
<td>Ed has two sizes of cups he can use.
<table>
<tr><th>Cup Brand</th><th>Capacity</th></tr>
<tr><td>Starbuy</td><td>0.2L</td></tr>
<tr><td>Costware</td><td>0.19L</td></tr>
</table>
This is what Ed thinks:

Is he correct?
Show how you decide.</td>
<td>Identifies that 0.2L is more than 0.19L (1 mark)

e.g. Ed is not correct because the Starbuy cups will hold more water
(accept similar wording or correct reason) (1 mark)</td>
<td>2</td>
<td>PS</td>
<td>17</td>
</tr>
</table>

<table>
<tr>
<td>19</td>
<td>The table shows the amounts made by different charities:

<table>
<tr><th>Charity</th><th>Amount raised</th></tr>
<tr><td>Oxfam</td><td>£42</td></tr>
<tr><td>NSPCC</td><td>£15</td></tr>
<tr><td>Cancer Research UK</td><td>£55</td></tr>
<tr><td>RSPCA</td><td>£18</td></tr>
</table>

Create a graph or chart to show this information</td>
<td>Select appropriate chart e.g. bar chart or pictogram (1 mark)
And
Appropriate scale selected and clearly indicated on vertical axis or key (for pictogram) (1 mark)
And
Appropriate labelling of key elements of graph or chart (use of either key or labels to indicate what the bars represent (e.g. names of charities) (1 mark)
And
At least 3 amounts plotted accurately and correspond to numbers in table (1 mark)</td>
<td>4</td>
<td>PS</td>
<td>23b</td>
</tr>
<tr>
<td>20</td>
<td>Leo is reading a book with 103 pages. He plans to read the same number of pages each night.

He keeps a record of the page he reaches each night:

<table>
<tr><td>Tues</td><td>Wed</td><td>Thurs</td></tr>
<tr><td>36</td><td>54</td><td>72</td></tr>
</table>

He thinks he will finish reading the book on Saturday.
Is he correct?
Show how you decide.</td>
<td>Recognising that the sequence is going up by 18 (may be implied by 90 and 108 seen)
(1 mark)

e.g. he will have finished the book by Saturday because he will have reached the 103rd page by then (or similar explanation)
(1 mark)</td>
<td>2</td>
<td>PS</td>
<td>6</td>
</tr>
</table>