

General Marking Guidance Mathematics

- 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 apply the mark scheme consistently across all papers marked.
- 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 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 must be sought from the Principal Examiner.
- 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 found 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 Guidelines

This assessment covers the whole of the Functional Skills standards and a sample of the coverage and range.

Functional Skills Standard / Performance	Functional Skills Coverage and Range	
Representing 30-40%	Understand and use positive and negative numbers of any size in practical contexts	✓
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations.	Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places	✓
Identify the situation or problems and identify the mathematical methods needed to solve them.	Understand, use and calculate ratio and proportion, including problems involving scale	✓
Choose from a range of mathematics to find solutions.	Understand and use equivalences between fractions, decimals and percentages	✓
Analysing 30-40%	Understand and use simple formulae and equations involving one- or two-step operations	✓
Apply a range of mathematics to find solutions.	Recognize and use 2D representations of 3D objects	✓
Use appropriate checking procedures and evaluate their effectiveness at each stage.	Find area, perimeter and volume of common shapes	✓
Interpreting 30-40%	Use, convert and calculate using metric and, where appropriate, imperial measures	✓
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations.	Collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate	✓
Draw conclusions and provide mathematical justifications	Use and interpret statistical measures, tables and diagrams for discrete and continuous data, using information and communication technology (ICT) where appropriate	✓
	Use statistical methods to investigate situations	✓
	Use probability to assess the likelihood of an outcome	✓

Functional Skills Mathematics
Level 1 - Field Trip
Sample Paper
Mark Scheme



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Task 1	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q1	1	Six (6)		A	j
	Total Marks 1			A=1	
Q2a	1	40 x 6 = 240 OR 0.29 x 8 = (£)2.32	No need for unit	R	b
	1	40 x 6 = 240 AND 0.29 x 8 = (£)2.32	No need for unit	R	g
	1	Stuck-on-us by 8p	Correct money notation	I	b
Q2b	1	55mm = 5.5cm OR 75mm = 7.5cm		R	h
	1	5.5 x 7.5		R	b, g
	1	41.25 (cm ²)	Unit not needed	I	i
Q2c	1	55 + 75 + 55 + 75 OR 5.5 + 7.5 + 5.5 + 7.5	Accept any correct method	R	i
	1	260mm OR 26cm	Must have unit	I	i
	Total Marks 8			R=5, I=3	

Functional Skills Mathematics
Level 1 - Field Trip
Sample Paper
Mark Scheme



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Task 1	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q3	1	Evidence of use of 1/3 related to weight		R	b
	1	13kg	Final answer must have units	R	c
	Total Marks 2			R=2	
Q4a	1	25°C	Must have units	I	a
Q4b	1	-23°C	Must have units	I	a
	Total Marks 2			I=2	
Q5	1	Change 15p into pounds 0.15	Seen anywhere calculation	A	g
	1	15 x 20 = 300p OR 0.15 x 20 = £3		R	g, b
	1	£15 + £3		A	f
	1	£18	Units required	I	f
	Total Marks 4			R=1, A=2, I=1	

Task 1	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q6a	1	The 0552 from Bristol Temple Meads	Accept indication on table	R	k
Q6b	1	0542		R	g, k
	Total Marks 2			R=2	

Functional Skills Mathematics
Level 1 - Field Trip
Sample Paper
Mark Scheme



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Task 2	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q1a	1	Bar chart or line graph All labelled (axes, labels, title)		A	l
	1	Correct scale		l	l
	Total Marks 2			A=1, l=1	
Q2a	1	Attempt to add all values Total = 32.80		l	d, m
	1	Divide "their total" by 10		l	b, m
	1	3.28	FT from previous	l	m
	1	€3.28	Must show units	l	m
Q2b	1	'comments may include: whether the cappuccino is more or less expensive than average'		l	k
Q2c	1	2/5 or 40%		A	e
Q2d	1	Identify 3.50 and 3.15		R	a
	1	(€)0.35	Units not needed	A	g
	Total Marks 8			l=5 R=1 A=2	

Task 2	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q3	1	4/10	Or equivalent	l	n
	Total Marks 1			l=1	

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 Sample Paper
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Task 3	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q1	1	At least two different correct combinations		A	K
	1	Cauli Salm Chick Cauli Salm Meatballs Cauli Salm Pizza Cauli Chick Meatballs Cauli Chick Pizza Cauli Meatballs Pizza Salm Chick Meatballs Salm Chick Pizza Salm Meatballs Pizza	Must have all 9 but can use clear abbreviation.	A	L
	1	Pizza, Meatballs and chicken – too expensive		A	I
	Total Marks 3				A=3
Q2a	1 or	Starts to work with values		R	d,b
	2	$8.21 \times 2 + 10.25 + 13.30 \times 2 + 14.50 = \text{€}67.77$	Units must be seen	R	g
Q2b	1	$67.77 \div 3$		R	b
	1	(€)22.59		R	g
Total Marks 4				R = 4	

Functional Skills Mathematics
 Level 1 - Field Trip
 Sample Paper
 Mark Scheme



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Task 4	Mark Available	Acceptable Response	Comment	RAI	Coverage and range
Q1a	1	Indication of the need to multiply by 3		A	e
	1	$800 \times 3 = 2400$ (g)	Do not allow Kg	A	b, e
Q1b	1	Recognition that 1litre is 1000ml	Or $500 \times 2 = 1L$	A	h
	1	6		A	e
	Total Marks 4			A=4	
Q2	1	$\frac{1}{4}$ leaves 75% remaining		R	c
	1	$75\% / 2 = 37.5$		R	c
	1	37.5% frozen		R	c
	1	Check calculation		A	
	Total Marks 4			R=3, A=1	
Total Marks	45 Marks	Pass Mark 31		R=18 A=14 I=13	