

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**FUNCTIONAL SKILLS ASSESSMENT PILOT**

**LEVEL 1 FUNCTIONAL SKILLS MATHEMATICS**

**TASK AND ANSWER BOOKLET**

This assessment may be taken within these dates:

**TASK AND ANSWER BOOKLET 2010**

**TIME: 1 HOUR 30 MINUTES**

**INSTRUCTIONS**

Fill in all the boxes below. Make sure your personal details are entered correctly. Use BLOCK LETTERS.

Centre name

Centre number

Your OCR candidate number

Your surname or family name

Your first forename (if any)

Your second forename (if any)

Date of birth

**YOU NEED**

- This task and answer booklet
- The Resource booklet for this test
- A pen with black ink
- A calculator
- A ruler

**YOU HAVE 1 HOUR AND 30 MINUTES TO COMPLETE THE 3 TASKS.**

- Read the tasks inside this booklet carefully before starting the tasks
- Write your answers in this booklet
- **For each task, clearly show how your working leads to your answer**
- When you have finished, hand this booklet to the supervisor

<b>FOR EXAMINER USE ONLY</b>		
Task No.	Mark	Total
1a	/1	
1b	/2	
1c	/3	
1d	/6	
1e	/6	
Checking	/2	/20
2a	/7	
2b	/3	
2c	/8	
Checking	/2	/20
3a	/4	
3b	/3	
3c	/11	
Checking	/2	/20
<b>Total</b>	<b>/60</b>	

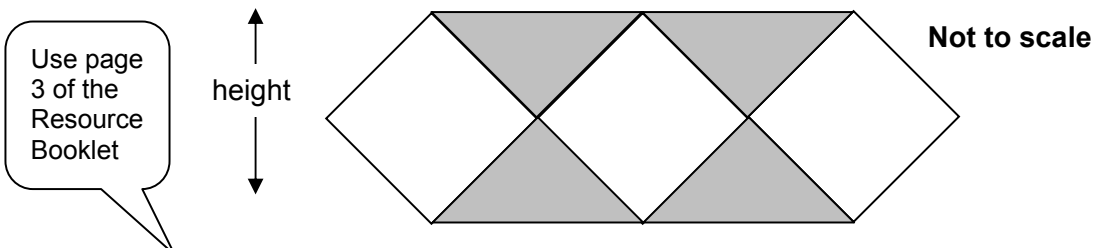
QCA Accreditation Number – 500/8910/9

**This document consists of 10 printed pages**

**Task 1 Tiles**

**You must clearly show how your working leads to each answer**  
**2 marks are available in each task when you show you have checked your work**

Sam is going to tile his bathroom.  
 Sam plans to make this border using white **and** coloured square tiles.  
 Each tile is the same size, but some tiles must be cut to make the border.



Use page 3 of the Resource Booklet

(a) What is the height of Sam's border?

15

Examiner use only  
0  
**(1 mark)**

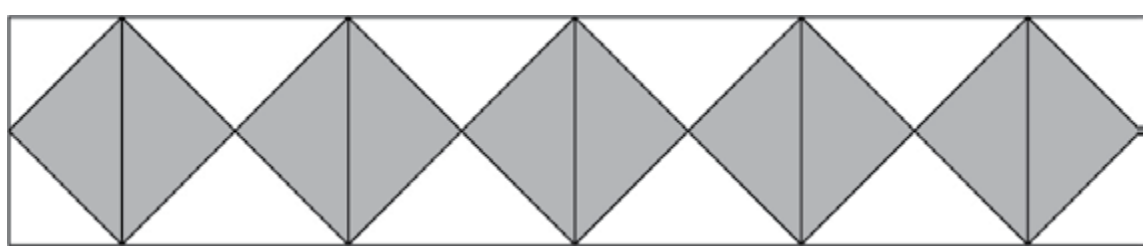
(b) How many tiles are needed to make the part of the border shown above?

3 white

Examiner use only  
1  
**(2 marks)**

(c) Sam wants to draw a different **symmetrical** pattern using both types of tile for his border.

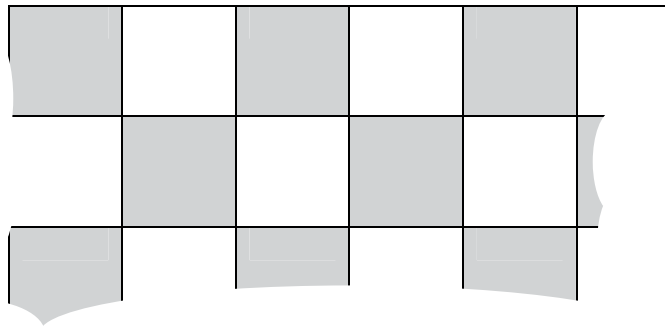
Use this diagram to create a pattern for Sam.  
 Explain how many of each type of tile your pattern uses.



My pattern uses 5 blue tiles

Examiner use only  
2  
**(3 marks)**

Sam decides to tile the wall above his bath like this.



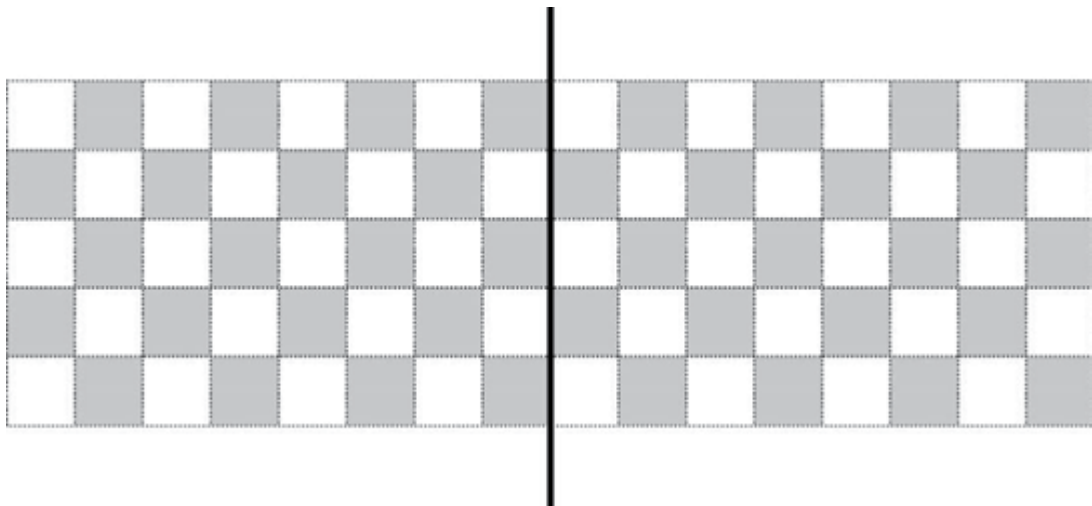
The wall is 2m long. He wants 5 rows of tiles above the bath. Sam finds these instructions.

Use page 3 of the Resource Booklet

**Tiling Instructions**

- Mark the middle of the wall with a vertical line
- Stick horizontal rows of tiles on either side of the line
- Cut the tiles at the end to fit

(d) How many of each type of tile will Sam need to buy?  
He does not need to use spacers yet.  
Use this grid to help.



Examiner use only

3



**(6 marks)**

There is 1 metre either side of the line so I can count 6 tiles on each side.  
From my picture I know I will have 30 white and 30 blue tiles

- (e) Sam thinks that he can fit a complete row of tiles without cutting any of them.  
Is Sam correct?  
Explain how you reached your answer.



From the picture on page 4 I can count 12 complete tiles and 12 spacers along each row

$12 \text{ lots of } 15 + 12 \text{ lots of } 0.4 = 180 + 4.8 = 184.8$  so it will fit.

(6 marks)

Examiner  
use only

2

Examiner  
use only

1

**TASK 1 CHECKING (2 marks)**



## Task 2 A Day Out

You must clearly show how your working leads to each answer  
2 marks are available in each task when you show you have checked your work

Jean and her family live in Ormskirk.  
Jean is going to take her two children  
to a wildlife park near Chester for the day.  
She decides that she will drive them  
there, and back, in her car.



Use page 4 of  
the Resource  
Booklet

- (a) (i) How many miles is it from Ormskirk to Wigan?

10

Examiner  
use only

1

(1 mark)

- (ii) What type of road will Jean be driving on from Ormskirk to Wigan?

Main road

Examiner  
use only

1

(1 mark)

- (iii) What speed would Jean expect to be driving at on this road?

50 mph

Examiner  
use only

1

(1 mark)

- (iv) How many minutes would Jean expect to take to travel from Ormskirk to Wigan?

$18 \div 50 \times 60 = 21.6 \text{ mins}$

Examiner  
use only

1

(3 marks)

Use pages  
4 and 5 of  
the  
Resource  
Booklet

- (v) Explain why Jean cannot be certain to take the time you have worked out to travel from Ormskirk to Wigan.

She may be stuck in traffic

Examiner  
use only

1

(1 mark)

Use page 4 of the Resource Booklet

- (b) During the day out, how many miles will Jean drive on motorways?

$$18 + 16 = 34$$

Examiner use only

1

(3 marks)

Use pages 4 and 5 of the Resource Booklet

Jean has looked up the journey from Ormskirk to Chester on a map but she will have to find the wildlife park when she gets to Chester.

- (c) When should Jean and her two children leave home so they can pay off peak prices?

$$\text{From Ormskirk to Wigan} = 10 \div 50 \times 60 = 12$$

$$\text{From Wigan to Warrington} = 18 \div 65 \times 60 = 16.6$$

$$\text{From Warrington to Runcorn} = 16 \div 65 \times 60 = 14.7$$

$$\text{From Runcorn to Chester} = 5 \div 50 \times 60 = 6$$

$$\text{Total time} = 12 + 16.6 + 14.7 + 6 = 49.3 \text{ mins}$$

Add 10 minutes to find the zoo makes 59.3 minutes. Assume 1 hour so she must leave at half past 9.

Examiner use only

5

(5 marks)

- (d) Jan is delayed and arrives at 10.45, how much more money will Jean have to pay?

$$\text{Jean saves } £14.50 - £12.95 = £2.55$$

Examiner use only

1

(3 marks)

Examiner use only

1

**TASK 2 CHECKING (2 marks)**

### Task 3 Bread

**You must clearly show how your working leads to each answer**  
**2 marks are available in each task when you show you have checked your work**

George has a bread shop.



(a) He is working out what he needs.

(i) How much flour does George need to make one large loaf?

*750 g*

**(1 mark)**

Examiner  
use only

1



Use page  
6 of the  
Resource  
Booklet

(ii) George plans to make 80 large loaves.  
How much butter does he need?

*80 x 25g = 2000g = 2kg*

**(2 marks)**

Examiner  
use only

2



(iii) George has enough flour to make 80 large loaves.  
He thinks he can only make 40 small loaves.  
What mistake has he made?

*He has said  $40 \times 2 = 80$ .*

**(1 mark)**

Examiner  
use only

1



(b) George has an order for 400 bread rolls.  
Which bag(s) of strong flour should he use to make these rolls?

*400 rolls =  $\frac{400}{18} = 22.22 = 23$*

*He needs to buy 15 + 5 + 1.5 + 1.5 bags*

**(3 marks)**

Examiner  
use only

3



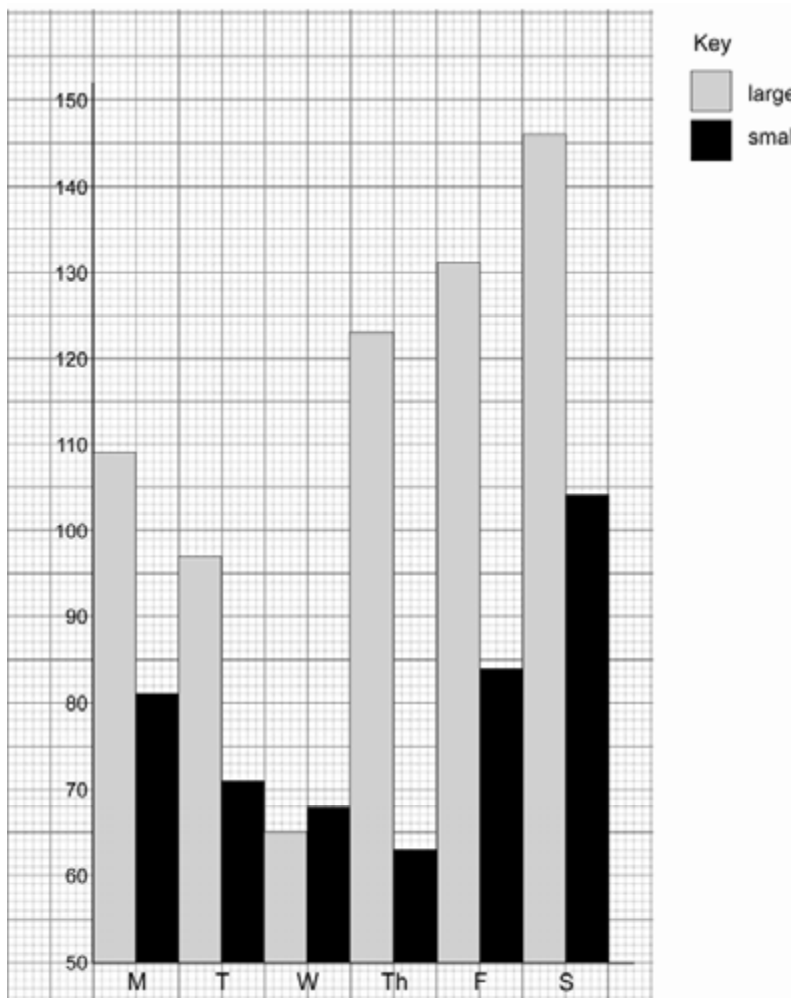
- (c) George bakes large loaves in trays of 10.  
 He bakes small loaves in trays of 20.  
 Here is the record of the number of loaves he sells each day for one week.  
 He does not open the shop on Sunday.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Number of large loaves sold</b>	109	87	65	123	131	146
<b>Number of small loaves sold</b>	81	71	68	62	84	104

- (i) George wants to use a graph to compare how many of each type of loaf he sold each day.

Draw a graph that George could use.

Graph



Examiner  
use only

4



(5 marks)



(ii) What conclusions can you draw from the shape of your graph?

*He sells more large loaves*

Examiner  
use only

0

(2 marks)



(iii) Recommend the numbers of loaves George should bake each day.  
Explain your answer.

*Large loaves: Monday - 110; Tuesday - 90; Wednesday - 65;  
Thursday - 120; Friday - 130; Saturday - 150  
Small loaves: Monday - 80; Tuesday - 70; Wednesday - 70;  
Thursday - 60; Friday - 80; Saturday - 100*

Examiner  
use only

2

(4 marks)



Examiner  
use only

1

**TASK 3 CHECKING (2 marks)**



**END OF TEST**

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
FUNCTIONAL SKILLS ASSESSMENT PILOT  
LEVEL 1 FUNCTIONAL SKILLS MATHEMATICS**

**SAMPLE ASSESSMENT MATERIAL 2010**

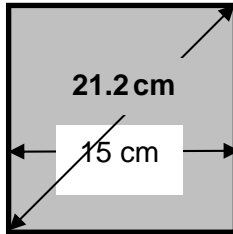
**RESOURCE BOOKLET**

This booklet contains information needed to answer the tasks for the OCR Functional Skills Mathematics sample assessment 2010.

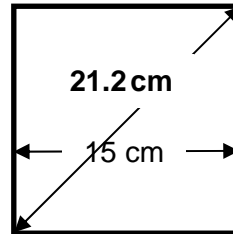
## Task 1 Tiles

These are the types of tiles that Sam plans to use to tile his bathroom.  
All the tiles are square.

Coloured tiles



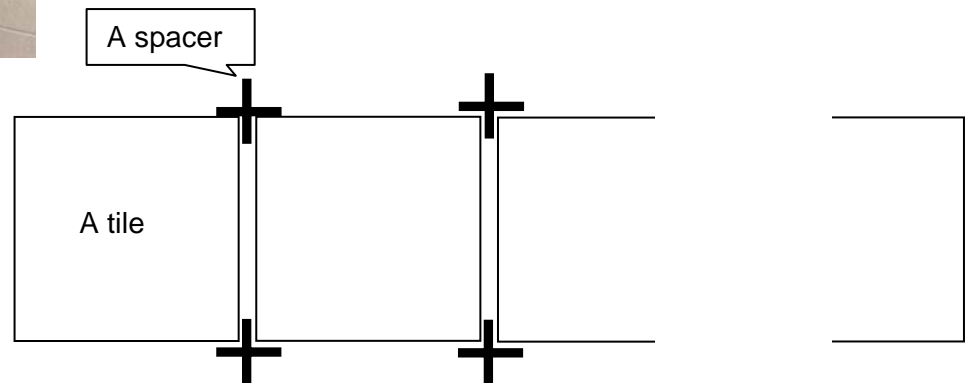
White tiles



### Information for Tiles

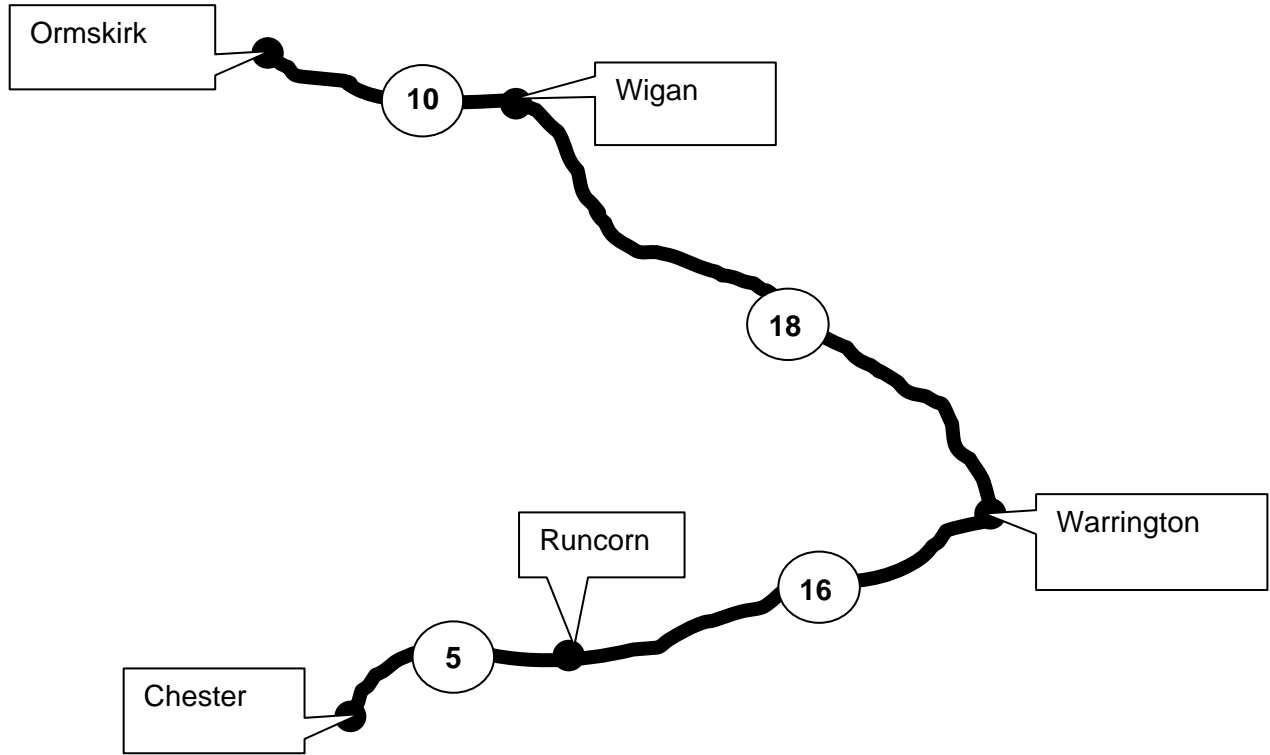


When you stick tiles to the wall, spacers are put between them to make sure each tile is the same distance from the next.  
Spacers fix the gap between tiles at 4mm.



**Task 2 A Day Out**

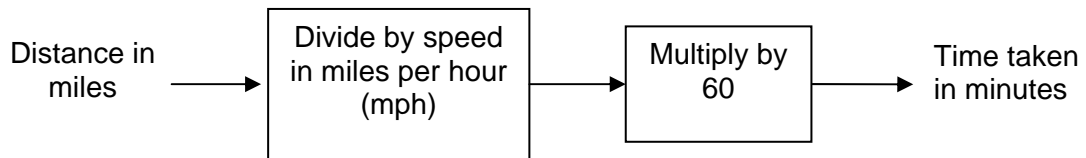
This is a map of the road from Ormskirk to Chester.  
 Between any two towns is a number in a circle.  
 This is the distance, in miles, between the towns.



The journey is along different roads where Jean can expect to travel at these speeds.

<b>Journey</b>	<b>Type of road</b>		<b>Expected speed in mph</b>
Ormskirk to Wigan	Main road	A570	50
Wigan to Warrington	Motorway	M6	65
Warrington to Runcorn	Motorway	M53	65
Runcorn to Chester	Main road	A56	50


**This function machine is used to work out how many minutes a car takes to travel a distance when it travels at a steady speed.**



Here is some information about entry costs for the wildlife park.

<b>Entry costs</b>			
<b>Off peak prices are charged before 10:30</b>			
<b>Adult</b>		<b>Child</b>	
Off peak	£12.95	Off peak	£9.95
Full price	£14.50	Full price	£11.45

### Task 3 – Bread

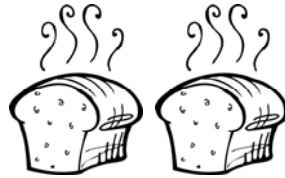
Ingredients to make one large loaf		1 large loaf
750 g	strong flour	
25 g	butter	
2	teaspoons salt	
12 g	yeast	
525 ml	warm water	

The same amounts can also be used to make these different shapes of bread.

18 bread rolls

or

2 small loaves



George buys strong flour in bags of different sizes.



**OCR FUNCTIONAL SKILLS  
QUALIFICATION IN MATHS AT LEVEL 1**

**Specimen Mark Scheme**

The maximum mark for this paper is [60].

**OCR Level 1 Functional Skills Maths  
Mark Scheme Referencing**

Our ref	Coverage and Range
N1	Understand and use whole numbers and understand negative numbers in practical contexts
N2	Add, subtract, multiply and divide whole numbers using a range of strategies
N3	Understand and use equivalences between common fractions, decimals and percentages
N4	Add and subtract decimals up to two decimal places
N5	Solve simple problems involving ratio, where one number is a multiple of the other
N6	Use simple formulae expressed in words for one-or-two-step operations
G1	Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature
G2	Convert units of measure in the same system
G3	Work out areas and perimeters in practical situations
G4	Construct geometric diagrams, models and shapes
S1	Extract and interpret information from tables, diagrams, charts and graphs
S2	Collect and record discrete data and organise and represent information in different ways
S3	Find mean and range
S4	Use data to assess the likelihood of an outcome

**Process Skills/Skill Standards**

R = Representing

A = Analysing

I = Interpreting

<b>Representing</b>	<b>Our Ref</b>
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine.	R1
Identify and obtain necessary information to tackle the problem	R2
Select mathematics in an organised way to find solutions	R3
<b>Analysing</b>	
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes.	A1
Use appropriate checking procedures at each stage.	A2
<b>Interpreting</b>	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.	I1



### Task 1 Tiles

Part	Process	Award	On evidence of	Notes	Skill Standards R A I
a*	Find height of Sam's border (S1) Represent	1	1 21.2 (cm)	If units given with 21.2 then must be cm. Accept 212 mm	R1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>		
No mark awarded. Misread the dimension in the Resource Book			There are actually 2 errors here: (i) the candidate has mistaken which dimension to use – clearly a need for practice in recognising shapes and dimensions which are effectively rotated (ii) failure to give dimensions. Candidates need to remember to quote units of measurement whether length or time or .....		

Part	Process	Award	On evidence of	Notes	Skill Standards R A I
b*	Find number of whole number of tiles to make border (N1,S1) Represent and Interpret	2	2 3 white and 2 coloured or 5 tiles or 7 tiles with justification OR 1 3 white tiles or 7 tiles or 2 coloured tiles		R2 I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>		
Only 1 mark awarded. Lost 1 mark – only quotes number of complete tiles seen.			Needs to appreciate the actual nature of a tile pattern – involving half-tiles.		

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
c	Draw a symmetrical pattern (G4)  Represent, Analyse and Interpret	3	<p>OR</p> <p>2 Any symmetrical pattern using both types of tile</p> <p>1 Symmetrical pattern very poorly constructed or with one error. Tile type must be clearly identified.</p> <p>AND</p> <p>1 Correct count of <i>their</i> number of tiles of each type from <i>any</i> pattern</p>	<p>Condone some poor shading or lines that stray if intention is clear.</p> <p>Eg shading straying across many lines or rough freehand lines.</p>	R1	A1	I1
<p><b>Commentary on mark given</b></p> <p>Only 2 marks awarded. Lost 1 mark - only quotes number of complete tiles seen.</p>			<p><b>Advice on how the candidate could improve</b></p> <p>Needs to appreciate the actual nature of a tile pattern - involving half-tiles.</p>				

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
d	Find number of each type of tile needed to complete tiling (N2, G1, G2, G4)  Represent, Analyse and Interpret	6	1 Use of central point in tiling pattern 1 Find number of tiles in one row 1 Recognise equal numbers of tile types needed 1 Find number of tiles in five rows 1 Allow one of each tile type to complete row 1 Estimate total number of tiles with justification Allow full follow through at each stage	May be seen as shading on their diagram $100$ (or $200$ ) $\div$ $15$ or shading on diagram or repeated addition of $15$ May subsume previous two marks May include cutting tiles in half May include cutting tiles in half	R3 R2	A1	I1 I1 I1

Commentary on mark given	Advice on how the candidate could improve
3 marks out of 6 awarded. 1 mark for central point (line). 1 mark for number of complete tiles in one row 1 mark for number of tiles in 5 rows.	Candidate has: (i) not recognised the equal numbers of tiles required – only counted the number required and (ii) not made any allowance for the part tiles at each end of each row. It would seem that the significance of the 2m length of the wall wasn't really appreciated although to some extent it must have been to only choose to fit 6 tiles on each side. There is a need for more work in visualisation of simple 2D patterns and in recognising the need to link the dimensions of the tiles to the overall length of the wall.

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
e	<p><b>Test to see whether Sam can tile across a wall without cutting tiles (N1,N2, G1,G2,G4)</b></p> <p>Represent, Analyse and Interpret</p>	6	<p>1 Find length of whole tiles (ft (d))</p> <p>1 Convert 2 metres to 200 cm</p> <p>1 Find wall length NOT covered by tiles</p> <p>1 Find width of single gap</p> <p>1 Correct explanation based on <i>their</i> evidence ABOUT gaps</p> <p>1 Correct units when giving answers</p> <p>Allow full follow through at all stages</p>	<p>Or tile + gap = 15.4cm oe</p> <p>Or 200 ÷ their 15.4 oe</p> <p>Or find length of tiles ± 1</p>	R2	A1 A1 A1	I1 I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Gains 2 marks out of 6. The marks are lost through (a) the failure to quote any units, (b) no consideration of the space at each end of the rows which would necessitate cutting tiles.			Failure to include units is a common mistake – the candidate needs more practice with questions involving units. See comments above. There is also the problem of “spatial awareness” – a failure to appreciate that the wall is 2m long and thus there will be a need to cut tiles to fit into this length.				

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
	<b>Checking</b>  Analyse	<b>2</b>	<b>2</b> Clear evidence of a checking procedure being applied <b>1</b> Any recognition that answers are appropriate/expected or inappropriate/not expected or no obvious errors <b>0</b> Obvious incorrect answers or no evidence of checking or considering appropriateness of answer				
	<b>Total</b>	<b>20</b>		<b>Total</b>	<b>6</b>	<b>7</b>	<b>7</b>
<b>Commentary on mark given</b>		<b>Advice on how the candidate could improve</b>					
Gains 1 mark out of the possible 2 marks.		There are no obvious errors. Nevertheless candidates ought to be encouraged to ask if an answer is sensible and also encouraged to check answers – either by estimation or perhaps repeating a calculation or at least performing the reverse calculation. Checking answers/being able to check answers are sensible etc is part of being functional.					

**Expected solution and evidence**

- (d) Number of tiles in half row  $100 \div 15 = 6.666$   
 Pattern of tiles Row 1(Left) B, W, B, W, B, W B, W, B, W, B, W (Right) Total = 6 black, 6 white.  
 Row 2 (Left) W, B, W, B, W, B W, B, W, B, W, B (Right) Total = 6 black, 6 white.

Number of black tiles = 6 x 5 rows = 30 tiles  
 Number of white tiles = 6 x 5 rows = 30 tiles

Black tiles 33 to 35  
 White tiles 35 to 35

Estimate number of B and W as 5 of each so no cuts and no danger of splitting tiles OR 3 of each and cutting in half

- (e) Filling gaps  
 Number of gaps per row = 13  
 Total length for gaps = 13 x 4 mm = 52 mm or 5.2 cm  
 Length of tiles = 12 x 15 = 180 cm, leaving 20 cm to fill  
 Requires 1 part tile at each end to complete pattern.

Or 12 tiles x 15 = 180  
 Leaves 20 cm  
 One gap = 200 mm ÷ 13 = 15.4 mm gaps so too large

Or Tile + gap = 15.4 cm  
 $200 (-0.4) \div 15.4 = 12.98$  (12.96) tiles so whole numbers are not possible unless gaps widen.

**Task 2 A Day Out**

<b>Part</b>	<b>Process</b>	<b>Award</b>	<b>On evidence of</b>	<b>Notes</b>	<b>Skill Standards</b> R A I
a(i)*	Distance from Ormskirk to Wigan (S1) Represent	1	1 10		R2
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>		
Full marks					

<b>Part</b>	<b>Process</b>	<b>Award</b>	<b>On evidence of</b>	<b>Notes</b>	<b>Skill Standards</b> R A I
a(ii)*	Type of road (S1) Represent	1	1 Main Road or A road		R2
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>		
Full marks					

<b>Part</b>	<b>Process</b>	<b>Award</b>	<b>On evidence of</b>	<b>Notes</b>	<b>Skill Standards</b> R A I
a(iii)*	Expected speed (S1) Represent	1	1 50 (mph)		R2
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>		
Full marks					

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
a (iv)	Expected time (N2,N6,G1)  Represent, Analyse and Interpret	3	Award full marks for a correct answer seen  1 Clear attempt to use flow chart or $s = \frac{d}{t}$  1 10 ÷ 50 x 60 or 12 without units  1 12 minutes	May be seen in stages  cao	R1	A1	I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Gains only 1 mark out of 3. This mark is for an attempted use of the flow chart			The candidate has misread the diagram and used the wrong distance.  This is probably a careless mistake rather than some mathematical misunderstanding.				

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
a(v)	Reason for different time  Interpret	1	1 Because the speed is shown as "expected" so it could be different.	Condone, Clear road so faster, no hold ups, road works, accident, weather			I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Full marks for an appropriate answer.							

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
b*	Find the number of miles on motorways (N1,N2,S1)  Represent, Analyse and Interpret	3	Award full marks for a correct answer seen 1 18 and 16 or 34 seen  1 (A wrong distance) x 2  1 68	Condoned km	R2	A1	I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Only gains the first mark out of the 3 possible for writing down 18 + 16			The question refers to the day out so the assumption, which has been missed here, is that the return journey must be included. The message is "read the question"!				

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
c (i)	Find time to leave home to get off peak rate (N2,N4,G1,S1)  Represent, Analyse and Interpret	5	1 Attempted use of flow chart with appropriate figures or attempted use of $s = \frac{d}{t}$  1 One correct time calculation  1 Correct sum of at least two of <i>their</i> times  1 Evidence of "counting back" from 1030 using <i>their total</i> journey time to achieve a start time 1 0940 or 0941	Figures must be those found in the map or information table  Using any figures (isw, eg 16.6 min = 16min 60 sec)  Any two correctly added  Correct answer only	R2	A1 A1	I1 I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Gains full marks			The candidate has actually done more than required by adding a little extra time to answer the part of the question "have to find the wildlife park". Removing this additional 10 minutes gives an answer within the range indicated in the mark scheme.				



Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
d	Find extra cost if they arrive late (N2,N4,G1,S1)  Analyse and Interpret	3	1 Extra cost for one adult OR total Full Price cost  1 Extra cost for <b>both</b> children OR total Off Peak cost  1 £4.55	Correct answer only		A1	I1 I1
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Only gains the first mark			Candidate has failed to include the children in the calculation. Again a problem of comprehension.				

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
	Checking  Analyse	2	2 Clear evidence of a checking procedure being applied 1 Any recognition that answers are appropriate/expected or inappropriate/not expected or no obvious errors 0 Obvious incorrect answers or no evidence of checking or considering appropriateness of answer			A2 A2	
<b>Total</b>		<b>20</b>	<b>Total</b>		<b>6</b>	<b>7</b>	<b>7</b>
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>				
Gains 1 mark out of the possible 2 marks.			There are no obvious errors. Nevertheless candidates ought to be encouraged to ask if an answer is sensible and also encouraged to check answers - either by estimation or perhaps repeating a calculation or at least performing the reverse calculation. Checking answers/being able to check answers are sensible etc is part of being functional.				



**Task 3 Bread**

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
a(i)*	Amount of flour to make one large loaf (S1)  Represent	1	1 750(g)		R2		
Commentary on mark given			Advice on how the candidate could improve				
Full marks given							

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
a(ii)*	Amount of butter for 80 large loaves (N5,S1)  Represent and Analyse	2	1 Award full marks for a correct answer seen 2000 or 2 without units (or wrong units) or 25 x 80 attempted  1 2000 g or 2 kg		R2	A1	
Commentary on mark given			Advice on how the candidate could improve				
Full marks given							

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
a(iii)	Check error in calculation (N5,S1) Interpret	1	1 He has divided by 2 and not multiplied by 2 oe				I1

Commentary on mark given	Advice on how the candidate could improve
Full marks given but.....	The candidate would gain credit because of the assumption that he should have said $80 \times 2$ but it is unclear - "benefit of doubt". Candidates find it difficult to spot errors/flaws in calculations - either their own or someone else's and need practice in this area.

Part	Process	Award	On evidence of	Notes	Skill Standards		
					R	A	I
b	Use flour for 400 bread rolls (N2,N5,S1)  Represent, Analyse and Interpret	3	<p>1 25kg bag without supporting evidence or <math>400 \div 18</math> attempted or 16 or 17 seen</p> <p>1 Combination of bags supplying more than <i>their</i> 16.7 <b>but not 25</b> kg bag without supporting evidence. or <i>Their</i> 22 (.2222..) x 750</p> <p>1 Combination of bags supplying more than <i>their</i> 16.7 kg with supporting evidence.</p>	<p>May be repeated addition of 18</p> <p>Implied by figs 16 667</p> <p>15 + 5 , 15 + 1.5 + 1.5, 5 + 5 + 5 + 1.5 + 1.5 etc</p>	R3	A1	I1

Commentary on mark given	Advice on how the candidate could improve
Gains only the first mark	The candidate has calculated the correct ratio ( $400/18$ ) but failed to multiply by the amount of flour for 18 rolls (700g). The candidate needs to appreciate that it is the ratio or fraction of something and not a simple answer to that calculation. Ratio problems are quite common at both level 1 and level 2 and practice is needed.



Part	Process	Award	On evidence of	Notes	Skill Standards																																																		
					R	A	I																																																
c (iii)	Recommend amounts of bread to make daily (S1)	4	<p><b>2</b> Large loaves Four of</p> <table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> <td>S</td> </tr> <tr> <td>110</td> <td>90</td> <td>60 or 70</td> <td>120</td> <td>130</td> <td>150</td> </tr> </table> <p>With at least one justification</p> <p><b>OR</b></p> <p><b>1</b> Four of</p> <table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> <td>S</td> </tr> <tr> <td>110</td> <td>90</td> <td>60 or 70</td> <td>120</td> <td>130</td> <td>150</td> </tr> </table> <p>Without justification</p> <p><b>AND</b></p> <p><b>2</b> Small loaves Four of</p> <table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> <td>S</td> </tr> <tr> <td>80</td> <td>60 or 80</td> <td>60 or 80</td> <td>60</td> <td>80</td> <td>100</td> </tr> </table> <p>With at least one justification</p> <p><b>OR</b></p> <p><b>1</b> Small loaves Four of</p> <table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> <td>S</td> </tr> <tr> <td>80</td> <td>60 or 80</td> <td>60 or 80</td> <td>60</td> <td>80</td> <td>100</td> </tr> </table> <p>Without justification</p>	M	T	W	T	F	S	110	90	60 or 70	120	130	150	M	T	W	T	F	S	110	90	60 or 70	120	130	150	M	T	W	T	F	S	80	60 or 80	60 or 80	60	80	100	M	T	W	T	F	S	80	60 or 80	60 or 80	60	80	100	<p>Reason for rounding up or down, minimising waste...</p> <p>Accept numbers different to these if justified eg, always rounds down to avoid waste</p> <p>If no rounding to 10 or 20 then maximum of 1 mark (probably the case where they copy the table)</p> <p>If only TOTAL recommended for a loaf type in a week then maximum 1 mark. Large 660 or 670 (Given total 661) Small 440 or 460 (Given total 470)</p>	<b>R2</b>	<b>A1</b>	<b>I1</b> <b>I1</b>
M	T	W	T	F	S																																																		
110	90	60 or 70	120	130	150																																																		
M	T	W	T	F	S																																																		
110	90	60 or 70	120	130	150																																																		
M	T	W	T	F	S																																																		
80	60 or 80	60 or 80	60	80	100																																																		
M	T	W	T	F	S																																																		
80	60 or 80	60 or 80	60	80	100																																																		
<b>Commentary on mark given</b>			<b>Advice on how the candidate could improve</b>																																																				
Gains 2 marks only because there is no justification			Providing reasons or justification for answers is an essential skill that needs to be developed and encouraged. Here, had the candidate simply made the comment "I rounded the numbers up", more credit would have been gained.																																																				

Part	Process	Award	On evidence of	Notes	Skill Standards			
					R	A	I	
	<b>Checking</b>   Analyse	<b>2</b>	<b>2</b> Clear evidence of a checking procedure being applied <b>1</b> Any recognition that answers are appropriate/expected or inappropriate/not expected or no obvious errors <b>0</b> Obvious incorrect answers or no evidence of checking or considering appropriateness of answer			<b>A2</b>	<b>A2</b>	
<b>Total</b>		<b>20</b>	Total		<b>7</b>	<b>6</b>	<b>7</b>	
<b>Commentary on mark given</b>				<b>Advice on how the candidate could improve</b>				
<i>Gains 1 mark out of the possible 2 marks.</i>				<i>There are no obvious errors. Nevertheless candidates ought to be encouraged to ask if an answer is sensible and also encouraged to check answers - either by estimation or perhaps repeating a calculation or at least performing the reverse calculation. Checking answers/being able to check answers are sensible etc is part of being functional.</i>				