

## OCR FUNCTIONAL SKILLS MATHEMATICS LEVEL 1 AND LEVEL 2 GUIDANCE FOR CANDIDATES AND CENTRES

The following guidance has been compiled over the last year by assessors as they have marked Functional Skills mathematics examinations. Some points contain specific advice Centres should give to candidates and some advice is specific to the Centre itself.

### Candidates should:

- check that they have answered questions **fully** and have responded to **trigger words** such as
  - “Show how you decide”
  - “Justify your decision with some evidence” or
  - “Make sure you include any assumptions you make”
- candidates **should not** answer simply ‘Yes’ or ‘No’ to such questions. They should practice responding to questions that require them to make and explain decisions and support these with evidence
- reflect on and check their working at appropriate points and make sure this is clear and evident in their writing. (As far as possible any quantities used in these tasks are those encountered in real-life so life experiences can quite legitimately be used to reflect and comment on answers.)
- remember that there are **up to 2 marks** available in **each task** for checking their work. It is in the candidate’s interest to practice using checking procedures and to use them as a matter of habit. **Only clear checks are rewarded.** When a check is used, it is helpful to identify this for the examiner
- carry out checks using methods such as
  - a reverse calculation. Eg using a multiplication to check a division or a subtraction to check an addition.
  - using estimated quantities. Eg  $152 \times \text{£}9.80$  (correct answer  $\text{£}1489.60$ ) could be checked by working out  $150 \times \text{£}10$  ( $=\text{£}1500$ ) and confirming that the answers are close.
  - reflecting clearly and sensibly on answers. As far as possible, quantities used in tasks are those encountered in real life. If a candidate calculates that the capacity of a can of soft drink is 300 litres, can this be correct?
- recognise that a large fraction of the credit is awarded for method/process rather than the correct answer and that credit can only be given if there is clear unambiguous written evidence of this. Where a significant number of marks are available, the Candidate should use calculations and data to support their reasoning
- ensure that all relevant working is keyed-in for CBT tests. (Just a wrong answer gains no credit whereas partial credit may be available for working shown.)
- **not** show essential working on resource documents
- be secure with common units including length and area units
- always check that they have attached the correct units to any answer

- be aware that writing money incorrectly will not be condoned - using forms such as £12.90p and £1.7 will not be given full credit
- use a calculator and should have practised using one effectively before taking the test
- practice annotating and ordering their working
- practice reading and interpreting questions and selecting necessary information from sources such as tables

**Centres should:**

- ensure that candidates have access to calculators
- **not** return resource documents inside exam papers (scripts) if these have been detached
- **not** post bundles of completed scripts in paper envelopes unless these are securely bound as they tend to rip in the post and some may be lost
- ensure that scripts are **not** sent in individual plastic poly pockets or envelopes
- package and send candidate scripts to the examiner either (a) in the order that the names appear on Interchange or (b) for small centres, in alphabetical order
- ensure that each script shows the candidate's name and other details on the front page
- ensure that the package of scripts contains an accurate **attendance register**. (Centres should ensure that their **attendance register is completed** as quickly as possible on Interchange so that examiners can submit their marks.)
- write the **number of scripts** on the front of the package

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