OCR Entry Level 3 Functional Skills Mathematics

SAMPLE ASSESSMENT MATERIAL

These materials should not be used for live assessment. OCR live assessment materials should be downloaded from OCR’s secure portal.

The entry code for this qualification is:
OCR Entry Level 3 Functional Skills Mathematics 08847
Ofqual Qualification Number 603/4901/3

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.
Guidance for Centres

1 General

1.1 OCR’s Functional Skills Entry Level tasks are available to download free of charge from our secure portal. You will need to be approved to offer OCR’s Entry Level Functional Skills mathematics qualifications (08845, 08846, 08847) in order to gain access to the assessment materials. **The materials contained in this booklet are for practice purposes only.**

1.2 These assessments have been designed to meet the full requirements of OCR Entry Level 3 Functional Skills Mathematics qualification.

1.3 For the purpose of the assessment, tutors are expected to act as supervisors.

2 Before carrying out the assessment

2.1 Candidates should have taken part in a planned learning programme that covers the underpinning knowledge and skills of the qualification. As part of this learning programme, candidates should have been given the opportunity to practice similar tasks before completing the assessment tasks.

2.2 A **Mark scheme/Assessment Record Form** has been provided for tutors to record the candidate’s achievements. This form should be photocopied for each candidate.

3 When completing the assessment

3.1 All assessment evidence for live tasks must be produced under controlled assessment conditions. Further guidance is provided within the **Task Taking** section of the OCR Functional Skills Entry Level mathematics Specification.

3.2 Assessment tasks should be carried out within the time indicated in the tutor guidance at each level.

3.3 Each candidate must produce individual and authentic evidence for each assessment task within the assessment. We provide space for the candidate to write their responses on the assessment material (calculator task and non-calculator task).

3.4 Centre staff should provide support and guidance of a general nature to ensure the candidates understand what is expected of them during the assessment. For example candidates should be advised to read the front cover instructions and task(s) carefully, candidates should also be advised how long they have to complete the assessment. It is not acceptable for centre staff to provide model answers or to work through answers in detail.

If a learner asks for clarification relating to the meaning of a mathematical term, this cannot be provided as it is expected that learners will have been taught this information as part of their teaching and learning.
4 After completing the assessment

4.1 When marking candidates’ work, centres must check that all the subject content criteria have been achieved as detailed in the Mark scheme/Assessment Record Form. For further information about assessment please refer to the Quality assuring assessment section of the OCR Functional Skills Entry Level mathematics Specification.

4.2 Once work has been marked, if the candidate has not met the standard and wished to re-take an assessment, centre staff are permitted to give feedback to support and guide the candidate to meet the required standard for the new assessment task. This support and guidance should focus on checking the candidate understands what is expected of them. For example, centre staff can identify what area of work could be improved but not detail how to improve it. Centre staff can remind learners about what they were taught but not how to apply it to improve the work.

4.3 Assessors’ decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the Quality assurance assessment section of the OCR Functional Skills Entry Level mathematics Specification.

5 Presentation of work

5.1 The Mark Scheme/Assessment Record Form can be used as a contents page as the questions are in the same order as the form.

5.2 A Centre Authentication Form (CCS160) must be completed for each claim submitted to the OCR External Moderator. The completed form must be retained by the centre and be available on request to either OCR or the JCQ centre inspection service. A submission can be made for an individual candidate, whole cohort or a smaller group of candidates as and when they have completed their assessments for a particular Entry level.

6 Acceptable evidence

6.1 For guidance on generation and collection of evidence please refer to the External moderation section of the OCR Functional Skills Entry Level mathematics Specification.

7 Retaking the assessment

7.1 Candidates must attempt the live assessments within the time specified and under controlled assessment conditions. If they do not meet the minimum overall pass requirements for the assessment, they can retake a different assessment. Centres must provide the candidates with a new task on each occasion. Centres must ensure the learners have had sufficient additional teaching and learning time following a failed assessment and before a new attempt. The Administration area of the OCR website contains guidance on how you must manage the retaking of the tasks and can be found in the ‘assessment’ section.

Please refer to the Re-sits section of the OCR Functional Skills Entry Level mathematics Specification.
Notes for Tutors

Introduction to the Tasks

The assessment tasks have been designed so that the subject content statements are addressed.

The assessment tasks have been designed to allow candidates to demonstrate their skills during normal class time under controlled assessment conditions. However, the assessment can be completed in two sessions under controlled assessment conditions, but must not take longer than the time specified in the tutor guidance. In order to ensure the security and integrity of the assessment, an individual task e.g. calculator task must not be split across sessions.

For the purpose of the assessment, tutors are expected to act as supervisors. Tutors can assess the same candidate at different times.

Controls for Task Marking

When marking the assessment tasks, tutors should use the mark scheme criteria in the *Mark Scheme/Assessment Record Form*.

Tutors/assessors must be confident that the work they mark is the candidate’s own. Tutors must employ sufficient checks whilst tasks are being completed to ensure candidates are producing their own evidence, as outlined in the *Task Marking section* of the OCR Functional Skills Entry Level mathematics Specification.

Scope of Assessment Modification

The assessment addresses the subject content and therefore only some modification is permitted to ensure that the assessments remain fair and reliable. Centres are only permitted to change the context for example, if the context referred to ‘seats in a cafe’ it could be changed to ‘seats on a bus’ or the names of people in a question could be changed. Centres should ensure that there is no change to the:

- subject content assessed - this means that additional assessment requirements must not be added in or removed when modifying
- subject level of demand assessed - the requirements as included in the *Mark Scheme/Assessment Record Form* must not be changed. Where the context is changed the answers may need to reflect this change, but the subject content and number of marks allocated must not be changed
- total allocated time of the assessment.

If centres wish to adapt the context in line with guidance provided above, it must still be set within a real-life context and must have a clear purpose.

OCR has ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the *OCR Accessibility Principles* notably this includes:

- using language and layout in assessment materials that does not present barriers to candidates
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to candidates.
Tutor Guidance

The assessment comprises of two tasks, the calculator task and the non-calculator task. The calculator task should be taken first, which will allow for the collection of the calculator and the completed calculator task before the non-calculator task begins.

Candidates will not be able to return to the calculator task once they begin the non-calculator task. Candidates are required to complete the assessment under supervised conditions in a total time of 1 hour 25 minutes. The time allocated to the assessment must be split as detailed in the table below:

<table>
<thead>
<tr>
<th>Calculator task</th>
<th>Non-calculator task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time allowed 1 hour</td>
<td>• Time allowed 25 minutes</td>
</tr>
<tr>
<td>• Candidates are allowed to use a calculator for this task</td>
<td>• Candidates must NOT use a calculator for this task</td>
</tr>
</tbody>
</table>

The assessment may be split over two sessions (calculator task session and non-calculator task session) but must not exceed the maximum allocated time for each task.

If a learner has access-related needs, for further guidance on splitting of tasks, extra time and other arrangements please see the Arrangements for learners with access-related needs section of the OCR Functional Skills Entry Level mathematics Specification.

Please be aware when splitting a task that the earlier questions are less demanding than the later questions and you may wish to bear this in mind when splitting.

With the exception of any preparation required in order to complete the assessment, the whole of this task is to be conducted under controlled assessment conditions as outlined in the Controlled Assessment section of the OCR Functional Skills Entry Level mathematics Specification.
**Assessment instructions and information**

The information and instructions provided on the front cover of the assessments may slightly differ depending on the type of task (calculator task and non-calculator task) the candidate is completing.

In addition to the detail provided on the front covers, you must ensure that the following is adhered to:

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Additional information</th>
</tr>
</thead>
</table>
| **Calculator** | Learners are expected to use for the calculator task **only** a basic calculator that includes the following functions:  
  - Four operations (+, -, ×, ÷)  
  - Memory facility  
  Calculators are subject to the rules detailed below:  
  **Calculators must be:**  
  - of a size suitable for use on the desk;  
  - either battery or solar powered;  
  - free of lids, cases and covers which have printed instructions or formulas;  
  **Calculators must not:**  
  - be designed or adapted to offer any of these facilities:  
    - language translators;  
    - symbolic algebra manipulation;  
    - symbolic differentiation or integration;  
    - link with other devices or the internet;  
  - be borrowed from another candidate during an examination for any reason;  
  - have retrievable information stored in them - this includes:  
    - databanks;  
    - dictionaries;  
    - mathematical formulas;  
    - text  
  **The candidate is responsible for the following:**  
  - the calculator’s power supply;  
  - the calculator’s working condition.  
  - Clearing anything stored in the calculator  

<table>
<thead>
<tr>
<th>Geometric instruments</th>
<th>Learners may use a ruler, a 180° or 360° protractor, set square and a pair of compasses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show your working for each question. Marks can be awarded for working</td>
<td>Learners need to be aware that a wrong answer can gain credit if working is shown. On the calculator activity they should show the steps/operation that they input into the calculator.</td>
</tr>
</tbody>
</table>

For further information please refer to the **Assessment instructions and information** section of the OCR Functional Skills Entry Level mathematics Specification.

**Marking guidance**
Tutors should use the mark scheme criteria in the *Mark Scheme/Assessment Record Form*.

Key points when marking:
- If the correct answer (detailed in the ‘Answer’ column) is clearly given then full marks should be awarded.
- Figures or expressions that are being followed through from a previous question item will appear after the word *their* in the mark scheme for clarity, e.g. \(180 \times (\text{their} \ ‘37’ + 16)\), or \(300 - \sqrt{\text{their} \ ‘5^2 + 7^2’}\). Answers to part questions which are being followed through are indicated by e.g. \(3 \times \text{their} (a)\).
- For questions with follow through available you must ensure that you refer back to the relevant previous answer.
- Units presented in brackets for example (minutes) are not part of the mark as these have been given on the answer line.

**Submission Checklist**

A centre must submit for each candidate:
- A *Mark Scheme/Assessment Record Form* with appropriate feedback for each candidate
- Marked and assessed evidence for each task (calculator and non-calculator).

A centre must retain for each submission:
- A *Centre Authentication Form* (CCS160) must be completed for each claim submitted to the OCR External Moderator.
- A copy of all candidates’ work, for a minimum of 12 months or until candidates’ result are issued from OCR.
Assessment Content Coverage

In this assessment the candidate is required to:

- Compare numbers
- Write numbers
- Calculate addition, subtraction, multiplication, division
- Rounding to the nearest 10
- Continue a linear sequence
- Understand simple fractions
- Calculate with money using decimal using correct notation
- Measure time
- Compare measure to the nearest labelled or unlabelled division
- Compare length, weight
- Sort 2-D and 3-D shapes
- Extract information from a chart
- Interpret from a bar chart
- Represent information in a table
OCR Entry Level 3 Functional Skills Mathematics Mark Scheme/Assessment Record

Use this Mark Scheme/Assessment Record to record the candidate's achievements. This record should be submitted to OCR as evidence of achievement for the candidate, together with supporting evidence.

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Centre number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name</td>
<td></td>
</tr>
<tr>
<td>Assessor name(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct response</th>
<th>Mark available</th>
<th>Mark awarded</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answer</td>
<td>Guidance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Calculator task**

1. All correct entries
   - 1 mark: monkeys tally = //\ //\ //\ and seals frequency = 27
   - 1 mark: total with their 27 (correct total =91)
   - 2
   - Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts. (E3D23)

2a. 758, 875, 908, 956, 965
   - 1 mark: lowest and highest identified or all correct but in opposite order
   - 2
   - Count, read, write and compare numbers up to 100. (E3N1)

2b. Nine hundred and sixty five
   - Accept correct wording for their highest number from 2a
     Do not penalise spelling if meaning is clear
   - 1
   - Count, read, write and compare numbers up to 100. (E3N1)
<table>
<thead>
<tr>
<th>Question</th>
<th>Correct response</th>
<th>Mark available</th>
<th>Mark awarded</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a</strong></td>
<td>(\frac{3}{4})</td>
<td>1 mark: answer with denominator of 4</td>
<td>2</td>
<td>Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms. (E3N7)</td>
</tr>
<tr>
<td><strong>3b</strong></td>
<td>717</td>
<td>1 mark: 956 - 239</td>
<td>2</td>
<td>Add and subtract using three-digit whole numbers. (E3N2)</td>
</tr>
<tr>
<td><strong>4a</strong></td>
<td>159(kg)</td>
<td>1 mark: 954 ÷ 6 seen or implied correct answer to their calculation</td>
<td>2</td>
<td>Divide three-digit whole numbers by single and two-digit whole numbers and express remainders. (E3N3)</td>
</tr>
<tr>
<td><strong>4b</strong></td>
<td>160(kg)</td>
<td>1 mark: correctly rounding their answer to 2a</td>
<td>1</td>
<td>Approximate by rounding numbers less than 1000 to the nearest 10 or 100. (E3N5)</td>
</tr>
<tr>
<td><strong>5a</strong></td>
<td>12.5(ml)</td>
<td>1 mark: 172.5 – 160.0 or counting on from 160.0 to 172.5 seen or observed</td>
<td>2</td>
<td>Recognise and continue sequences that involve decimals. (E3N9)</td>
</tr>
<tr>
<td><strong>5b</strong></td>
<td>210.0(ml)</td>
<td>Accept correct answer to 197.5 + their 12.5</td>
<td>1</td>
<td>Recognise continue sequences that involve decimals. (E3N9)</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>C</td>
<td>1 mark: conversion of bird B or any appropriate method</td>
<td>2</td>
<td>Compare measures of weight including grams and kilograms. (E3M16)</td>
</tr>
<tr>
<td>Question</td>
<td>Correct response</td>
<td>Guidance</td>
<td>Mark available</td>
<td>Mark awarded</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
<td>----------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday AND Friday</td>
<td>1 mark: Wednesday 1 mark: Friday</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8a</td>
<td>(£)86</td>
<td>1 mark: 27.75 + 27.75 = 55.50 1 mark: 15.25 + 15.25 = 30.50 or other acceptable/correct method 1 mark: correct answer to their 55.50 + their 30.50</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
| 8b       | £11.01 | 1 mark: their 86 – 74.99 1 mark: correct answer to their calculation AND correct monetary notation (£xx.xx) | 2 | | Calculate with money using decimal notation. (E3M10a)  
Express money correctly in writing in pounds and pence. (E3M10b) |
| 9        | 3 hours 15 minutes | 1 mark: counting on from 13:45 or back from 5 pm seen or observed | 2 | | Read, measure and record time using am and pm. (E3M12)  
Read time from analogue and 24 hour digital clocks in hours and minutes. (E3M13) |
<p>| 10       | Amaya | 1 mark: identifying the ride height as 1.3 m on scale or identifying both 1.4 and 1.2 on scale | 2 | | Compare metric measures of length, including millimetres, centimetres, metres and kilometres. (E3M15) |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Correct response</th>
<th>Mark available</th>
<th>Mark awarded</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>No and</strong> Thursday would be 20 or No and Tuesday would be 44</td>
<td>1 mark: identifying Tuesday = 40 and Thursday = 22 or No and Tuesday would be 2 × their Thursday</td>
<td>2</td>
<td>Extract information from lists, tables, diagrams and charts and create frequency tables. (E3D21) Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs. (E3D22)</td>
</tr>
<tr>
<td><strong>Non-calculator task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2\textsuperscript{nd} and 4\textsuperscript{th} shape identified only</td>
<td>1</td>
<td></td>
<td>Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles and angles, including in rectangles and triangles. (E3M19)</td>
</tr>
<tr>
<td>2</td>
<td>702 m/metres</td>
<td>1 mark: 223 + 128 + 223 + 128 or other acceptable/correct method 1 mark: correct answer to their calculation 1 mark: correct units</td>
<td>3</td>
<td>Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division. (E3M14)</td>
</tr>
<tr>
<td>3</td>
<td>56(m) 70(m) 84(m)</td>
<td>1 mark: recognising difference as 14</td>
<td>2</td>
<td>Recognise and continue linear sequences of numbers up to 100. (E3N6)</td>
</tr>
<tr>
<td>4</td>
<td>119</td>
<td>1 mark: 70 or 49 seen</td>
<td>2</td>
<td>Multiply two-digit whole numbers by single-digit and two-digit whole numbers. (E3N4)</td>
</tr>
<tr>
<td>Question</td>
<td>Correct response</td>
<td>Mark available</td>
<td>Mark awarded</td>
<td>Subject Content</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>64 (visitors)</td>
<td>1 mark: values of 40 and 24</td>
<td>2</td>
<td>Extract information from lists, tables, diagrams and charts and create frequency tables. (E3D21)</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

The pass mark for this assessment is 24

**Assessor feedback** (Provide feedback on how each assessment activity was achieved by the learner.)

Candidate signature

Assessor signature | Date
OCR Entry Level 3 Functional Skills Mathematics

Task: Calculator

Duration: 1 hour

Marks: 30 marks

Assessment Task: The Zoo

Name..............................................................................................................

Instructions

• Answer all questions in this task.
  - Your tutor may read the questions to you.
  - Ask your tutor if you do not understand any words.
• Show your working for each question. Marks are awarded for correct working.
• Complete this task before the non-calculator task.

A calculator may be used for this task

You can use:

• A calculator
• Pencil for diagrams
• A pen with black ink
• Geometric Instruments
• A rubber
The Zoo

1. Visitors at a zoo were asked which type of animal was their favourite. The results are shown in the table below.

   Complete the table.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Tally</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Cats</td>
<td>/// /// /// /// ///</td>
<td>25</td>
</tr>
<tr>
<td>Birds</td>
<td>/// /// /// ///</td>
<td>20</td>
</tr>
<tr>
<td>Fish</td>
<td>/// //</td>
<td>7</td>
</tr>
<tr>
<td>Monkeys</td>
<td>____________________</td>
<td>12</td>
</tr>
<tr>
<td>Seals</td>
<td>/// /// /// /// /// //</td>
<td>...........</td>
</tr>
</tbody>
</table>

   TOTAL: ...........

[2]

2. On five days the numbers of people visiting the zoo were 965, 956, 875, 758 and 908.

   (a) Put the numbers in order from lowest to highest.

   .................. .................. .................. .................. ..................

   [2]

(b) Write the highest number in words.

........................................................................................................................................ [1]
3 (a) On one day \(\frac{1}{4}\) of the visitors were children.

What fraction of the visitors were not children?

\[
\begin{array}{c}
\text{…………………………………} \\
\text{[2]} \\
\end{array}
\]

(b) The total number of visitors on that day was 956. 239 of these were children and the rest were adults.

How many visitors were adults?

\[
\begin{array}{c}
\text{…………………………………adults} \\
\text{[2]} \\
\end{array}
\]
The zoo has 6 elephants.

954 kg of food is shared equally between the 6 elephants.

(a) How much does each elephant get?

[2]

(b) Round your answer to part (a) to the nearest 10 kg.

[1]
5 The amount of milk a baby monkey needs each week increases in a pattern. The table below shows the first 4 weeks.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Milk (ml)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>160.0</td>
</tr>
<tr>
<td>Week 2</td>
<td>172.5</td>
</tr>
<tr>
<td>Week 3</td>
<td>185.0</td>
</tr>
<tr>
<td>Week 4</td>
<td>197.5</td>
</tr>
</tbody>
</table>

(a) How much does the amount of milk needed increase by each week?

………………………………… ml

[2]

(b) How much milk will a baby monkey need in week 5?

………………………………… ml

[1]
The zoo keeper has weighed three birds. The weights are shown below.

<table>
<thead>
<tr>
<th>Bird</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.35 kg</td>
</tr>
<tr>
<td>B</td>
<td>2090 g</td>
</tr>
<tr>
<td>C</td>
<td>2.9 kg</td>
</tr>
</tbody>
</table>

Which is the heaviest bird?

Show how you decide

Bird.................................. [2]
Beth and Alex want to take their two children to the zoo. They look at the weather forecast for next week.

<table>
<thead>
<tr>
<th>Weather</th>
<th>16°C</th>
<th>14°C</th>
<th>15°C</th>
<th>16°C</th>
<th>14°C</th>
<th>13°C</th>
<th>18°C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
<tr>
<td>Key</td>
<td>Sunny</td>
<td>Light cloud</td>
<td>Light rain</td>
<td>Heavy rain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

They want to go on a day when it is not raining and the temperature is below 16°C.

7  Tick (✓) all the days they could go to the zoo.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday
The zoo ticket costs are shown below.

![Ticket Prices]

8  (a) How much does it cost to buy 2 adult tickets and 2 child tickets in total?

£.................................

[3]

(b) Beth found a family ticket offer. The family ticket is for 2 adults and 2 children.
It costs £74.99.

How much money will they save if they buy a family ticket?

........................................

[2]
9  The time is 13:45. The zoo closes at 5 pm.

How much time is left before the zoo closes?

[2]

10  The children want to go on a ride at the zoo. They have to be over a certain height.

James is 1.2 m tall and Amaya is 1.4 m tall.

Who can go on the ride?

[2]
This chart shows the number of children that go on the ride in one week.

Number of children each day

<table>
<thead>
<tr>
<th>Day</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>20</td>
</tr>
<tr>
<td>Tuesday</td>
<td>40</td>
</tr>
<tr>
<td>Wednesday</td>
<td>50</td>
</tr>
<tr>
<td>Thursday</td>
<td>20</td>
</tr>
<tr>
<td>Friday</td>
<td>60</td>
</tr>
<tr>
<td>Saturday</td>
<td>40</td>
</tr>
<tr>
<td>Sunday</td>
<td>50</td>
</tr>
</tbody>
</table>

Beth says “Half as many children went on the ride on Thursday as on Tuesday”.

Is Beth correct?

Give a reason for your answer.

…………………………because……………………………………………………………

…………………………………………………………………………………………..

…………………because……………………………………………………………

…………………………………………………………………………………………..

[2]

End of Calculator task
OCR Entry Level 3 Functional Skills Mathematics

Task: Non - calculator
Duration: 25 minutes
Marks: 10 marks

Name........................................................................................................................................

Instructions

- Answer all questions in this task.
  - Your tutor may read the questions to you.
  - Ask your tutor if you do not understand any words.

- Show your working for each question. Marks are awarded for correct working.

- Complete the calculator task before starting this task.

You can use:

- Pencil for diagrams
- A pen with black ink
- Geometric Instruments
- A rubber
1  Tick (✔) all the shapes that have one or more right angles.

2  Jo runs once around a rectangular track. The rectangle is 223 metres long and 128 metres wide.

How far does Jo run?
3 Traffic cones are placed at regular intervals.

The first three traffic cones are placed at 14 m, 28 m, and 42 m away from the starting point.

How far from the starting point will the next three traffic cones be?

\[ \text{.............m  .............m  .............m} \]

4 Calculate 17 \times 7.

\[ \text{........................} \]

\[ [2] \]
This chart shows the number of visitors to a swimming pool in one week.

How many people visited the swimming pool at the weekend?

End of Non-calculator task