

## **Functional Skills**

### **Maths**

**Level 2 - 09866**

## **Moderators' report 2019 series**

## **About this Examiners' report**

This report on the 2019 series assessments aims to highlight

- areas where students were more successful,
- main areas where students may need additional support and some reflection,
- points of advice for future examinations.

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

The report also includes links and brief information on

- a reminder of our **post-results services** including **reviews of results**,
- link to **grade boundaries**,
- **further support that you can expect from OCR.**

## **Reviews of results**

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#).

## **Further support from OCR**

Resources and support are available for this qualification from <https://www.ocr.org.uk/qualifications/functional-skills/maths-level-2-09866>.

Students starting their Functional Skills qualifications on or after 1 September 2019 must be entered for the reformed qualifications. Resources, support and professional development (CPD) are available for the reformed Functional Skills Mathematics (Level 1) qualification from <https://www.ocr.org.uk/qualifications/functional-skills/mathematics/#level-2>.

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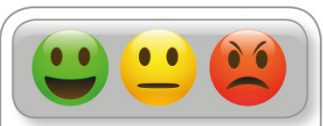
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## We value your feedback

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## Overview

This assessment is on-demand for both the Paper Based Test (PBT 09866 01) and the Computer Based Test (CBT 09866 02). Because of this on-demand format of the assessment it is not possible for security reasons to report in detail on specific tasks.

Judging by the general quality of work and the low incidence of questions not attempted, there is every reason to be confident that the great majority of candidates had been appropriately prepared and entered. There were very occasionally instances of wrongly entered candidates however, evidenced by very low scores even though most items had been attempted. Single digit paper scores were thankfully a rare event. Instances of problems resulting from insufficient time allowance were virtually non-existent.

The actual assessment tasks (three per assessment) have not presented candidates with any significant literacy challenge. For Level 2 the scenarios employed should involve some situations that are not familiar; this is a condition for assessment specification imposed by the regulator.

Although there has been a marked improvement in the quality of work layout over the last few years, there were still instances of work being presented in a less than logical or incoherent manner. While assessors do their utmost to review working, it can sometimes be difficult to follow working to award partial credit. Questions involving finding the best deal from several choices and costings for several processes are particularly prone to poor logical layout.

In common with the previous two years, candidates taking the CBT were confident in this mode of assessment and experienced no problems entering their work and in most cases were able to make use of some of typographical devices such as subscripts and boldening so as to clarify the flow of their working. Whilst it is encouraging to note that most candidates enter their working in real-time as they progress through the task, a significant minority transpose working done on paper; there is nothing inherently wrong with this, but in the occasional case it has resulted in insufficient evidence seen to be able to award partial credit as required. Very occasionally incorrect answers were seen without working, thereby precluding any credit.

To summarise, the following general areas were responsible for losing credit:

- Failing to respond in full to command phrases such as:
  - ‘State any assumptions you may make’,
  - ‘Which is the quicker route?’,
  - ‘Is it true that...’,
  - ‘Show how you decide that...’.
- Inadequate evidence of considering the reasonableness of answers, or checking them using appropriate methods (checking by inverse operation may not always be the most appropriate method to employ).
- Omitting units of the final answer (lack of units during a calculation is condoned, but not for the final answer, where omission of units is certainly not showing functionality).

## General comments

Content areas where most candidates showed overall confidence are below.

- Performing basic money calculations, usually including correct notation (responses such as £4.67p or £5.5 are not usually condoned).
- Applying word formulae.
- Interpreting and using elementary probabilities.
- Extracting and using information from different types of tables in various formats.
- Interpreting negative numbers in various contexts.

Content areas where a significant number of candidates appeared less confident are below.

- Calculating with time (there is a tendency to confuse time notation and decimal notation).
- Conversion between different metric measures (particularly ml ↔ litres and mm ↔ metres).
- Working with rates informally (for example, candidate often calculate mass per unit price, yet compare their calculations as if they have calculated price per unit mass).
- Recalling and using common units of time (months/weeks/days in a year or months/weeks in a quarter).

Candidates may find the following attributes or activities useful.

- Making a habit of looking at answers and considering their reasonableness (wherever possible, quantities and situations used in OCR tasks are a true reflection of real life).
- Completing past/practice papers, then marking and discussing each other's responses. (There are several sets of papers with mark schemes on the [OCR website](#).)

## Sector update

The Specification and Assessment for Functional Skills has been reformed for candidates registered from 1 September 2019, with changes to content and assessment.

Centres will still be able to enter candidates registered before 1 September 2019 for the legacy specification up to 30 June 2020, but will need to be preparing new candidates for the reformed qualification. Please see the [Subject Information Update](#) for more information.

It is recommended that centres look at the new Specification, Sample Papers and support on the OCR website at <https://www.ocr.org.uk/qualifications/functional-skills/mathematics/#level-2>.

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