You will need
• a pen with black or blue ink
• a pencil
• a rubber
• a ruler.

You may use a dictionary.

You must not use a calculator.

Instructions
• Read each question carefully.
• Answer all the questions.

Candidate’s declaration:
I confirm that this assessment is my own work.

Candidate’s signature ________________________________

Date ______________________________
Non-calculator paper

There are 8 marks available.

You must not use a calculator.
Q1
Work out $12 + 4 = \ldots$ 1 mark

Q2
Work out $20 - 13 = \ldots$ 1 mark

Q3
8 $\Box$ 7 = 15

Write the correct symbol to finish the calculation. 1 mark

Q4
Tick all the shapes with four sides. 1 mark
Q5  7kg is …………………… 10kg.

Choose the correct words to finish the sentence.

A. the same as  
B. lighter than  
C. heavier than  
D. more than  

1 mark

Q6  

Ticket machine

Your train fare is £2

Use the correct money. No change given.

What would you put in the machine? Tick your choice.

1 mark
Q7 These are four train tickets.

£15  £4  £16  £12

Tick the **most expensive** train ticket.

1 mark

Q8 A customer has different options for a bus journey.

£11  £9  £20  £17

Put the tickets in price order starting with the **cheapest**.

…………  ……………  ……………  ……………

1 mark

Total marks: 8

End of non-calculator paper.
This page is intentionally blank
You will need
- a calculator
- a pen with black or blue ink
- a pencil
- a rubber
- a ruler.

You may use a dictionary.

Instructions
- Read each question carefully.
- Answer all the questions.

Candidate’s declaration:
I confirm that this assessment is my own work.

Candidate’s signature ______________________________

Date ________________________
Calculator paper

There are 24 marks available.

You may use a calculator.
Q1
How many months are there in one year?

1 mark

Q2
This shape has six sides all the same size.

What is the name of this shape?

1 mark

Q3
Tick all the 10p coins.

1 mark
A man wants to catch the next bus from the bus station. This is the bus timetable.

<table>
<thead>
<tr>
<th>Number 7 bus times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus station 2 o’clock</td>
</tr>
<tr>
<td>Bus station 4 o’clock</td>
</tr>
<tr>
<td>Bus station 6 o’clock</td>
</tr>
<tr>
<td>Bus station 8 o’clock</td>
</tr>
</tbody>
</table>

The man checks the time on his clock.

a What is the time of the next bus the man can catch?

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

Show how you got your answer.

2 marks
This map shows the bus station.

![Bus station diagram]

b) Use the map to finish this sentence.

The bus station is .................. the Pound shop.  

1 mark

There are four bus stops at the bus station.

![Bus stop signs]

For bus numbers:
- A. Bus stop A
- B. Bus stop B
- C. Bus stop C
- D. Bus stop D

Which bus stop does bus number *seven* go from?

A. Bus stop A  
B. Bus stop B  
C. Bus stop C  
D. Bus stop D

1 mark
A supervisor counts the number of people waiting at each bus stop.

This chart shows the number of people at each bus stop.

<table>
<thead>
<tr>
<th>Bus stop A</th>
<th>Bus stop B</th>
<th>Bus stop C</th>
<th>Bus stop D</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="People" /></td>
<td><img src="image2" alt="People" /></td>
<td><img src="image3" alt="People" /></td>
<td><img src="image4" alt="People" /></td>
</tr>
</tbody>
</table>

How many more people did the supervisor count at **bus stop A** than at **bus stop D**?

\[ \text{1 mark} \]
Q5  A woman parks her car in a car park at the airport.

The car park has four zones.

<table>
<thead>
<tr>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
</tr>
</thead>
</table>

She sends her husband a text message.

```
Hi
The car is in the zone with a triangle.
```

a Which zone did the woman park in? 1 mark

Zone…………………………
This list is in the lift.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>offices</td>
<td>are on Level 5</td>
</tr>
<tr>
<td>flight arrivals</td>
<td>are on Level 4</td>
</tr>
<tr>
<td>check in</td>
<td>is on Level 3</td>
</tr>
<tr>
<td>car park</td>
<td>is on Level 2</td>
</tr>
<tr>
<td>shops</td>
<td>are on Level 1</td>
</tr>
<tr>
<td>toilets</td>
<td>are on Level 0</td>
</tr>
</tbody>
</table>

b What level is the car park on?

.................................................................  1 mark

The woman is in the car park.
She wants to go to **check in**.

The lift has two buttons.

- left / right

- down / up

c Tick the correct words to finish the sentence.

The woman needs to press the button on the **left / right**
because she wants to go **down / up**.  2 marks
Q6

How many black cars are in the garage?

The garage has these cars.

a What does the salesman tell the manager?
The manager wants a chart to show the numbers of white, grey and black cars.

**b** Draw in the bar for **black** cars.  

**c** Explain what your chart shows about the numbers of cars.

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

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

1 mark
Here are four cars.

Car A  Car B  Car C  Car D

A customer wants to buy the **smallest** car to fit in his garage.

Which car should he buy?

A. Car A  B. Car B  C. Car C  D. Car D

1 mark
Q7 A car park has 16 parking spaces.

3 of the parking spaces are for drivers with a blue badge.
The rest are for drivers without a blue badge.

a How many parking spaces are for drivers without a blue badge?

......................................................................................................................... 1 mark

The car park has 16 parking spaces.
7 cars are in the car park.

b How many more cars can park in the car park?

......................................................................................................................... 1 mark

A man pays to park his car for 20 minutes.
He spends 15 minutes shopping.

c How many minutes parking does he have left?

Show your calculation.

......................................................................................................................... 1 mark
Q8  A man buys a train ticket on Monday.

He can use the ticket for 3 days starting from the day he buys it.

a  On which three days can he use the ticket?

......Monday.....  ....................  ....................  2 marks

The ticket costs £6

The man pays with this note.

![Image of a £10 note]

b  How much change will he get? **Put units on your answer.**

Show your working out

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  

  

Change ________________  3 marks

Total marks: 24

End of calculator paper.
Mark scheme and assessment record

TRAVEL
Assessor notes for marking

The assessor must mark the assessment according to the mark scheme.

- Apply the mark scheme methodically.
- Initially apply the unshaded section for each question.
- If this is not achieved, work down the shaded rows until you find the appropriate mark.
- If none of the shaded sections are met then award 0 for that part of the mark scheme.

Marks should always be awarded for correct answers whether numbers are written as words or figures, unless otherwise stated by the question paper or mark scheme.

Assessors must not penalise incorrect spelling.

Units, numbers or words shown in brackets on the mark scheme are not required for the awarding of mark/s on the candidate’s paper.

The candidate’s marks from each paper must be added together to get the final mark. The pass mark for the assessment is 17.

The assessment record must be completed for each candidate.

**Entry 1 Travel - mark scheme and assessment record**

**Candidate name:**

<table>
<thead>
<tr>
<th>Non-calculator paper</th>
<th>SCS</th>
<th>Marks</th>
<th>Candidate Mark</th>
<th>Assessor feedback/comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 16</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 7</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Suitable check</td>
<td>3</td>
<td>(check)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>eg evidence of counting on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eg 7 + 8 = 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eg 15 – 8 = 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 all 6 shapes with four sides indicated and only those indicated</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 B ‘lighter than’ filled in or indicated</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 £2 coin or x2 £1 coins indicated</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 £16 ticket indicated</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 all four prices/numbers in correct order</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ie (£) 9 11 17 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total marks available for non-calculator paper</strong></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculator paper</th>
<th>SCS</th>
<th>Marks</th>
<th>Candidate Mark</th>
<th>Assessor feedback/comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 12</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 cube</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 all 4 10p coins indicated only</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Functional Skills (4748) – Entry 1 Mathematics - Sample Assessment – Travel
| Question | Description | Marks
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>4 (o'clock/pm) accept 4am and reference to clock showing 3 (o’clock/pm)</td>
<td>6, 11</td>
</tr>
<tr>
<td></td>
<td>4 (o’clock/pm) accept 4am with no comment</td>
<td>(1)</td>
</tr>
<tr>
<td>4b</td>
<td>a correct description of the relationship eg opposite, accept across the road from or similar</td>
<td>10</td>
</tr>
<tr>
<td>4c</td>
<td>C or Bus stop C</td>
<td>11</td>
</tr>
<tr>
<td>4d</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>5a</td>
<td>(Zone) 3</td>
<td>9</td>
</tr>
<tr>
<td>5b</td>
<td>(Level) 2</td>
<td>11</td>
</tr>
<tr>
<td>5c</td>
<td>‘left’ and ‘up’ indicated</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1 mark for each correct answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘left’ OR ‘up’ indicated</td>
<td>(1)</td>
</tr>
<tr>
<td>6a</td>
<td>7 (black cars)</td>
<td>1</td>
</tr>
<tr>
<td>6b</td>
<td>bar drawn ± ¼ square or squares shaded to indicate 7</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>or bar drawn for their number of black cars from 6a</td>
<td></td>
</tr>
<tr>
<td>6c</td>
<td>valid simple explanation about the completed chart</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>eg there is the more black cars then grey cars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>eg there are fewest white cars</td>
<td></td>
</tr>
<tr>
<td>6d</td>
<td>(Car) D</td>
<td>8</td>
</tr>
<tr>
<td>7a</td>
<td>13 (spaces)</td>
<td>3</td>
</tr>
<tr>
<td>7b</td>
<td>9 (cars)</td>
<td>3</td>
</tr>
<tr>
<td>7c</td>
<td>5 (minutes)</td>
<td>3</td>
</tr>
<tr>
<td>8a</td>
<td>Tuesday and Wednesday (do not penalise spelling) Accept common abbreviations eg Tues, Wed</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Tuesday only (do not penalise spelling) Accept common abbreviations eg Tue</td>
<td>(1)</td>
</tr>
<tr>
<td>8b</td>
<td>£4 with units or four pounds</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OR 4 without units or with incorrect units</td>
<td>3,5</td>
</tr>
<tr>
<td></td>
<td>OR correct method for finding change from £10</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>OR (£)10 for value of note used</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>Total marks available for calculator paper</strong></td>
<td><strong>24</strong></td>
<td><strong>Total marks available for calculator paper</strong></td>
</tr>
<tr>
<td><strong>Candidate mark for non-calculator paper</strong></td>
<td><strong>/ 8</strong></td>
<td><strong>Candidate mark for calculator paper</strong></td>
</tr>
<tr>
<td><strong>Candidate total mark</strong></td>
<td><strong>/ 32</strong></td>
<td><strong>Total marks available: 32</strong></td>
</tr>
</tbody>
</table>

**PRINT Assessor name:** [Signature]: [Date]:

**PRINT IQA’s Name:** (if sampled) [Signature]: [Date]:

**Please indicate as applicable:**

- [ ] Candidate has achieved
- [ ] Candidate has not achieved