

Examiners' Report

October 2016

Pearson Edexcel Functional Skills
Mathematics Level 1 (FSM02)

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Publications Code FSM02_01_1610_ER

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General comments

The majority of learners attempted all questions; there were few blank responses seen. Plenty of working out was seen but this was not always clearly organised. Learners should be encouraged to work methodically down the page, annotating where necessary to make their method of solution clear.

Learners responded well to the variety of context within this paper and most answers given were reasonable although there were a few instances when careful consideration of the final answer should have raised questions of reasonableness. Areas that need particular work are problems using functional approaches to area and volumes.

Section A

Question 1a

The majority of learners were successful in finding a correct percentage. Some learners however, failed to follow the instructions within the question and found the percentage of an incorrect figure. Not all learners checked their working.

Question 1b

Learners had differing success in answering this question. Many found the correct answer from the correct figures but some used figures from the table rather than what was required from the question (i.e. 10 or more mats rather than the 11 possible at the first price).

Question 1c

The majority of learners worked with the function boxes well but lost the mark for money notation. Learners should be encouraged to think about what the answer they give represents and give their answers appropriately.

Question 2a

Learners tackled this time question very well. A minority lost one mark for including the set up time at the end of the lesson.

Question 2b

Almost all learners tried to solve this by finding area. Learners need to understand the functional side of these questions. They could be encouraged to practice with actual items to help understand the concept.

Section B

Question 3a

Learners showed their ability to find and work with a percentage of an amount here. Learners should be encouraged to read the question to ensure they are finding the right thing.

More learners carried out the check here than the first one in the paper.

Question 3b

Many learners scored full marks for this question and used the diagram well.

Some scored all marks for their decision and an accurate arc on the paper.

Some learners found the first (and, more often than not, the second) mark but then didn't know which unit they had worked out (km or cm). Again, encouraging learners to note what they are finding will help them give the correct units.

Question 4a

Again, very few worked correctly with functional methods to find how many boxes fit inside another. Most learners worked out the volumes for both and compared. This only scored the first two marks because it should have led to further investigation. Practical activities could be used to help reinforce these concepts.

Question 4b

The majority of learners answered this correctly. A few tried to find price per kilo or combine the weight of the two separate parcels and arrived at the wrong price. These types of table are very functional and learners do need to understand how they work for day to day activities.

Question 5

The majority substituted given values correctly into the formula but many lost marks for incorrect rounding. They either rounded to the nearest whole number or truncated the answer getting the wrong final figure.

Section C

Question 6a

Candidates are still losing graph marks for not labelling fully. They should be encouraged to label the Y axis in particular and again give units whenever the label does not make it clear e.g. 'Sales' needs to be clear if it is a monetary or unitary value.

Question 6b

Checking a fraction of an amount was attempted very well by most candidates. Rounding was done correctly for this question.

Question 7

When attempted, learners calculated percentage and fraction of amounts well but failed to develop the solution further, usually as a result of not reading the question fully and missing the car mats off the final total price. Therefore, very few gained full marks.

Question 8a and 8b

Learners gained marks for headings but not the efficiency mark. Learners need to know that if more than one tick is needed to input information then the table is not considered to be efficient.

No learners gave a comment on effectiveness of their data table.

Learners need to practice '3 way tables' and filling them with data to work with the concept of efficiency.

Ofqual



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