



**Pearson**

**Edexcel Functional Skills Qualification in  
Entry Level 1 Mathematics**

**Principal Examiner Feedback**

**Sample assessment materials (SAMs)**

First teaching September 2019

**Edexcel, BTEC and LCCI qualifications**

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## **Introduction**

The Entry Level 1 paper included a variety of questions based on the context of working in a restaurant. All learners engaged with all the questions and there were very few blank responses. The sample size was small.

## **General Comments**

The majority of learners presented their calculations clearly although there were instances where learners were penalised for not giving a clear, complete answer.

Overall the questions within Section A – Non-Calculator paper were well answered. Learners found question 3 the most challenging in selecting the correct method to use to subtract numbers. Learners should practice adding and subtracting numbers up to 20 and be encouraged to present all their calculations clearly and correctly.

Within Section B – Calculator paper learners engaged with most questions although there were some errors and blank responses.

Learners should be encouraged to read the information carefully in order to select the correct process and practise extracting the required information from within the context of the question. They should continue to be encouraged to present all of their calculations in a clear and organised way and ensure they state their answer clearly. It should be noted where learners are required to show a yes/no decision they must explain the reason for their decision by showing a valid process in their workings to obtain maximum marks.

Areas that learners should particularly improve on include adding and subtracting numbers up to 20, recognise coins and notes involving numbers up to 20, reading tally charts and drawing simple block diagrams.

## **Section A - Non-calculator**

### **Question 1**

The opening question was well answered and required learners to subtract numbers from numbers up to 20. Learners should be encouraged to present all their calculations clearly.

### **Question 2**

All learners demonstrated an ability to add numbers correctly. They were able to select a correct combination of tables to seat 11 people. Not all learners showed their workings.

### **Question 3**

Not all learners selected the correct method to work out 20 take away 11. Learners should be encouraged to always present their workings when completing calculations in order to practice and become familiar with valid processes to use.

## **Section B – Calculator**

### **Question 1**

It was pleasing to see all learners were able to read a 12 hour digital clock in hours and show their answer clearly.

### **Question 2**

All learners were able to read and compare numbers up to 20 within the context of selecting how to get to work within the least number of minutes. Answers were clearly stated.

### **Question 3**

The majority of learners were able to use positional vocabulary to describe position and clearly provide an answer. One learner did not attempt the question.

### **Question 4**

Most learners were able to sort and classify objects using a single criterion and provide a clear answer. One learner did not attempt the question.

### **Question 5**

All learners were able to use whole numbers to count up to 20 items within the context of the question. It was pleasing to see they were all able to make a simple decision based on their results and show their answer clearly. It should be noted where learners are required to show a yes/no decision they must explain the reason for their decision by showing a valid process in their workings to obtain maximum marks.

### **Question 6**

All learners were able to make comparisons in words relating to capacity and indicate their answer clearly.

### **Question 7**

The majority of learners were able to sequence the months of the year and use the information within the context of the question. One learner did not attempt the question.

### **Question 8**

The question required learners to identify and recognise common 2-D shapes. All learners clearly identified the correct shape.

### **Question 9**

Learners were required to read and draw a simple block diagram. Most learners were able to read the scale correctly and draw an accurate block to represent the number of fish meals. It was pleasing to see learners used a ruler and clearly indicated the correct value. However one learner did not fully engage with the question and although a correct value was indicated it was not in the correct position on the chart. Learners need to practice drawing simple charts and diagrams to become confident in handling information and data.

### **Question 10**

All learners engaged with the question and were able to read numerical information from lists within the context of the question.

### **Question 11**

This question required learners to recognise coins and notes and write them with their correct symbols (£ & p). It was pleasing to see many learners had selected the correct coin and used the correct £ symbol. A learner had difficulty in engaging with the question and did not identify the coin required. Learners should be encouraged to always include a £ sign when writing an answer to a calculation involving money.

### **Question 12**

Few learners were able to engage with this question to show a check using a different calculation. A repeat of the given calculation and an incorrect rounding was seen. Learners should practice using different methods to check their answers.

### **Question 13**

This question required learners to read tally charts within the context of the question. Learners had difficulty engaging with the question and many did not give a correct answer. A learner identified the correct number of tallies for people who chose pizza and curry but did not find the difference between the two amounts. Other learners gave an incorrect number of people. Learners need to practice reading and drawing tally charts within different contexts so they become familiar with using the information appropriately.

Pass mark for FS Entry Level 1 Maths SAMs

Maximum mark	<b>20</b>
Pass mark	<b>15</b>