Pearson

Edexcel Functional Skills Qualification in Entry Level 2 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 2 paper included a variety of questions based on the contexts of travelling to work, buying and using a car. Most learners engaged with all questions and there were only a few blank responses.

General Comments

The majority of learners presented their calculations clearly although there were a few instances where figures had not been written clearly and answers were difficult to read. There were also instances where learners were penalised for giving two answers.

Overall the questions within Section A – Non-Calculator paper were well answered. Learners found question 4 the most challenging and many had difficulty in dividing and expressing remainders within a context. Learners should continue to be encouraged to present all their calculations clearly.

Within Section B – Calculator paper the majority of learners engaged with the questions and there were a mixture of 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 that if a decision is to be made, they state this clearly.

Areas that learners should particularly improve on include dividing two digit whole numbers and expressing remainders within a context, using rounded numbers to check results, reading scales to the nearest labelled division and extracting information from lists and tables.

Section A - Non-calculator

Question 1

The opening question was answered well and required learners to recognise and interpret +, −, x, ÷ and = appropriately. The majority of learners selected the missing symbol correctly.

Question 2

The majority of learners demonstrated an ability to subtract two-digit numbers correctly and make a decision. Some learners were able to identify the correct figures to subtract but made errors in the calculation.   Others made a decision but did not show workings.

Question 3

It was pleasing to see that many learners were able to multiply whole numbers in the range 0x0 to 12x12 (times tables). Few learners either made errors in calculation or did not attempt to answer the question.

Question 4

This question required learners to divide two-digit whole numbers by single-digit whole numbers and express remainders. There were a number of learners who found this question difficult and were confused with what process to use. A number of learners subtracted 9 from 42 and gave the number of full boxes as 9.

Section B – Calculator

Question 1

Few learners were unable to engage with this question to extract the correct information from a table. Many selected incorrectly the longest length of car within the table and did not relate the length of car to the length of driveway. A few learners selected the shortest length of car within the table. Learners should be encouraged to read the question carefully to ensure the context of the question is fully understood.

Question 2

Many learners had misread the scale and had used incorrect figures in their calculation to make numerical comparisons from bar charts.

Question 3

The majority had correctly recognised a simple fraction i.e. quarter within the question context. However, some had stated an incorrect fraction, or had not given their answer as a fraction and a few had not provided an answer.

Question 4

Overall learners were able to sort and classify objects using two criteria within the context of the question. However some had only considered one criterion when selecting their answer.

Question 5

This question involved calculating money in whole pounds of multiple items and write with the correct symbol (£). It was pleasing to see many learners had selected the correct process within the context of the question and obtained the correct answer. Not all had written a £ sign. Some learners had used an incorrect process and obtained an incorrect answer but had used a £ symbol. Learners should be encouraged to always include a £ sign when writing an answer to a calculation involving money.

Question 6a

The majority of learners were able to approximate by rounding.

Question 6b

Some learners were unable to use the rounded number (in part 6a) to check results.

Question 7

This question involved extracting information from lists. Some learners had misread the question and selected an amount nearest to the amount available to spend i.e. £25. Learners should be reminded to carefully read the question and the items on the list before selecting their answer.

Question 8

The majority of learners were able to recognise and correctly name a 3-D shape of a cylinder. There were a few incorrect or omitted answers.

Question 9

It was pleasing to see that most learners could read simple scales to the nearest labelled division. However many had difficulty in using the identified amount within the context of the question. Some were able to use the correct units of measures, relating to capacity, when stating their answer.

Question 10

Many fully correct answers were seen for reading and comparing positive temperatures. Most learners had shown a valid process to indicate how they had calculated their answer.

Question 11

The majority of learners were able to take information from one format (table) and represent the information in a bar chart. Learners should be encouraged to use a ruler and clearly indicate the correct value.

Question 12

The question involved counting reliably up to 100 within a context of available car parking spaces. Many learners indicated the incorrect number or did not indicate whether there were enough parking spaces or not. Some learners did not attempt the question.

Question 13

This question was very well answered and the majority of learners were able to recognise and sequence odd numbers up 100.

Question 14

Many correct responses were seen for reading and recording time in common date format. However some learners had difficulty in applying it to the context of the question and chose an incorrect date.

Question 15

The majority of learners correctly used appropriate positional vocabulary to describe position. However some learners incorrectly indicated the position of the garage and identified a location on the right (E1 positional vocabulary).

Pass mark for FS Entry Level 2 Maths SAMs

Maximum mark	**28**
Pass mark	**21**