![Pearson Edexcel logo]

Pearson

Edexcel Functional Skills Qualification in Entry Level 3 Mathematics

Principal Examiner Feedback

Sample assessment materials (SAMs)

First teaching September 2019

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contact us.

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Introduction

The Entry 3 paper included a variety of questions based of the scenario of moving to a new flat. It was pleasing to see that the majority of learners engaged with the questions and there were few blank responses.

General Comments

Overall the questions within Section A – Non calculator paper were answered reasonably well. Learners found Question 2 demanding and many used an incorrect process or made errors in their calculation. Also some learners did not show sufficient workings when comparing capacities within Question 4.

There were a number of questions within Section B – Calculator paper that learners found challenging and incorrect processes and decisions were seen.

Learners should be encouraged to read the information carefully and ensure they select the correct process when answering contextualised questions. They should practise extracting the required information from the context of the question and focus on what the demand asks for when making a final decision. Learners 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 three digit numbers and express remainders, using rounded numbers to check results ordering and comparing numbers within a context, using correct £ and money notation , comparing measures, reading scales to the nearest unlabelled division, organising representing and interpreting information in tables and bar charts.

Section A - Non-calculator

Question 1

The majority of learners answered this question correctly and showed a valid process to add three digit whole numbers. Some learners had shown a valid process but had made errors in the calculation.

Question 2

This question required learners to divide a three digit whole numbers by a double digit whole number and express remainders. Whilst some learners were able to show a valid process and find the correct number of full shelves and remainder there were a number of learners who used an invalid process or made errors in their calculation. Some learners also found difficulty in expressing the remainder within the context of the question.

Question 3

Most learners were able to show a valid process to multiply two digit whole numbers by a double digit whole number but a number of learners made errors in their calculation. Some learners indicated the correct process but did not provide an answer.

Question 4

This problem solving question required learners to compare measures of capacity including millilitres and litres and make a decision within the context of the question. Many learners engaged with the question and compared measures of capacity and provided a correct decision within the context of the question. However some learners did not show consistent units within their answer or correctly compared capacities but gave an incorrect decision. There were a few learners who either did not show a correct process or did not attempt the question.

Section B – Calculator

Question 1

There was a mixed response to this question that required learners to count, read, write, order and compare numbers up to 1000 within a context. Some learners were unable to consider both requirements when comparing the information given in order to select the correct option.

Question 2

The majority of learners were able to select the equivalent form for 1/5. However some learners were unable to identify the correct equivalent form fraction.

Question 3

This question involved reading time from a 24 hour clock in hours and minutes and proved to be correctly answered by the majority of learners. A few learners incorrectly selected 05:40 indicating they had confused the 24 hour and 12 hour clock.

Question 4

Extracting information from tables was tackled well by most learners with many gaining a mark. Some learners confused 'largest van she can' with 'large van' and incorrectly selected a large van. Others did not consider all the requirements given in the context of the question.

Question 5

There was a mixed response to using appropriate positional vocabulary to describe position including full/half/quarter turns. Common errors included 90° instead of a fraction and a ½ turn instead of a ¼. Some learners did not provide an answer.

Question 6

It was pleasing to see that many learners were able to successfully demonstrate an ability to subtract using three digit whole numbers. Some learners only gave an incorrect answer and failed to show any working out. It is always good practice to encourage learners to show all calculations as marks are awarded for a valid process.

Question 7a

Most learners were able to approximate by rounding numbers less than 1000 to the nearest 10 or 100.

Question 7b

However few learners were able to use the rounded number in 7a to check results. Learners need to be made aware rounding numbers can be used as a means of checking.

Question 8

Most learners were unable read the temperature to the nearest unlabelled division. Many gave the exact reading. Learners should be encouraged to read questions carefully to identify what information is required to answer the question.

Question 9

This problem solving question involved obtaining the width of a space given to the nearest unlabelled division, comparing the width with the total width of a cupboard and table and providing a decision. There were mixed responses to this question. Some learners were able to read the scale correctly to the nearest unlabelled division but were unable to compare the width with the total with of the cupboard and table. Others were unable to read the scale but correctly calculated the width of the cupboard and table. Few learners were able to compare the width of the space and total width of the cupboard and make a correct decision. Some incorrect or omitted decisions were seen. There were a few learners who did not attempt the question.

Question 10

Some learners were able to read and use decimals to 2d.p. correctly within a context. However some learners had difficulty in reading and using decimals to 2d.p.as a number of learners selected 1.39m. Others misunderstood the context of the question and selected the tallest bookshelf.

Question 11

Most learners were able to identify lines of symmetry correctly for 2D shapes although some incorrectly indicated the circle. A few learners identified more than one 2D shape or did not attempt the question.

Question 12

Few learners fully engaged with the question and were able to identify weight to the nearest unlabelled division and compare the weight in the context of the question. Some learners identified the correct weight but did not select a hook. Others selected the smallest hook and did not consider the weight of the picture. Incorrect or omitted decisions were also seen.

Question 13

Some learners were able to recognise and continue a sequence that involves decimals within a context. Others either gave an incorrect answer or did not attempt the question.

Question 14

The majority of learners were unable to design a table structure with suitable column headings. They had difficulty in selecting suitable column headings and organising the information appropriately. Some learners were able to organise the information in a suitable table format.

Question 15

The question required the learner to read correct values from a chart and make a comparison. Some learners were able to do this and make a correct decision based on their figures. Others had difficulty in reading the correct values resulting in an incorrect decision being made. There were instances where decisions were made although no workings were shown. Some learners did not attempt the question.

Question 16

Most learners demonstrated a valid process and calculated correctly the difference within the context of the question. However, many learners did not use the correct £ symbol and money notation i.e.23.3   £23.30p Learners should be encouraged to always write an answer to a calculation involving money to 2 decimal places and remember to include a £ sign.

Question 17

The completion of a bar chart in this question was performed well by many and correctly labelled bars, points or lines indicated the correct values. However some learners made errors when identifying the correct points within the given scale.

Question 18

The majority of learners extracted information and correctly completed the frequency table. A few learners did not attempt the question.

Pass mark for FS Entry Level 3 Maths SAMs

Maximum mark	**36**
Pass mark	**27**