Pathways to support progression to GCSE and Grade 4

Session 1

Autumn Term 2024

Welcome

Subject Advisor Support

Vicky Wood – Subject Advisor for Maths & Statistics

- Monthly Subject Updates with key dates, new releases and timely support. Sign up to Monthly Subject Advisor Updates
- Qualification and teaching support by email. You can email Vicky with your queries on teachingmaths@pearson.com
- To discuss specific support to deliver a particular qualification, or for help in getting started, you can book a 1-1 Teams meeting.

Agenda

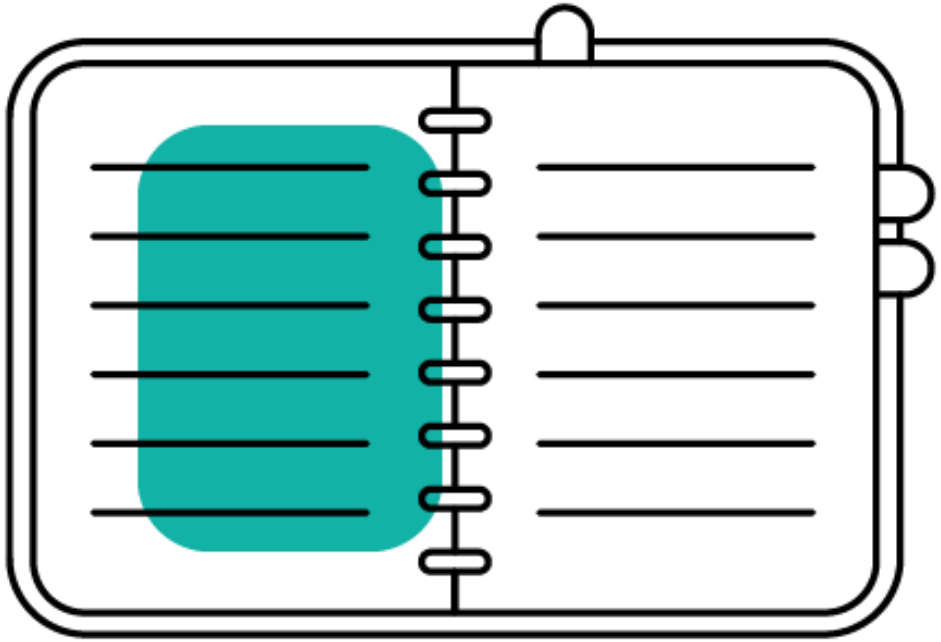
In this course we are going to look at:

Session 1

- Entry Level, Level 1 and Level 2 qualifications in mathematics explained.

Session 2

- Pathways to support progression for students working towards GCSE and Grade 4.
- Strategies and resources to support students in KS3, at the start of KS4 and via Y11 intervention.
- Support for students with SEND



Session 1

Entry Level, Level 1 and Level 2 qualifications

What qualification levels mean

Entry level

Entry level qualifications are below GCSE level.

Each entry level qualification is available at three sub-levels - 1, 2 and 3. Entry level 3 is the most difficult.

Entry level qualifications are:

- Entry Level Award
- **Entry Level Certificate (ELC)**
- Entry Level Diploma
- Entry Level English for Speakers of Other Languages (ESOL)
- Entry Level Essential Skills
- **Entry Level Functional Skills**
- Skills for Life

What qualification levels mean

Level 1

Level 1 qualifications are:

- First Certificate
- **GCSE - Grades 3, 2, 1**
- **Level 1 Award**
- Level 1 Certificate
- Level 1 Diploma
- Level 1 ESOL
- Level 1 Essential Skills
- **Level 1 Functional Skills**
- Level 1 National Vocational Qualification (NVQ)
- Music Grades 1, 2 and 3

What qualification levels mean

Level 2

Level 2 qualifications are:

- CSE - Grade 1
- **GCSE - Grades 9, 8, 7, 6, 5, 4**
- Intermediate Apprenticeship
- **Level 2 Award**
- Level 2 Certificate
- Level 2 Diploma
- Level 2 ESOL
- Level 2 Essential Skills
- **Level 2 Functional Skills**
- Level 2 national certificate
- Level 2 national diploma
- Level 2 NVQ
- Music grades 4 and 5

Pearson Edexcel Qualifications

Entry Level	Level 1	Level 2
Entry Level Certificate		
Entry Level Functional Skills	Level 1 Functional Skills	Level 2 Functional Skills
	Level 1 Edexcel Award in Number and Measure	Level 2 Edexcel Award in Number and Measure
	GCSE (9-1) Mathematics – grades 1, 2 & 3	GCSE (9-1) Mathematics – grade 4 and above

Entry Level Certificate in Mathematics

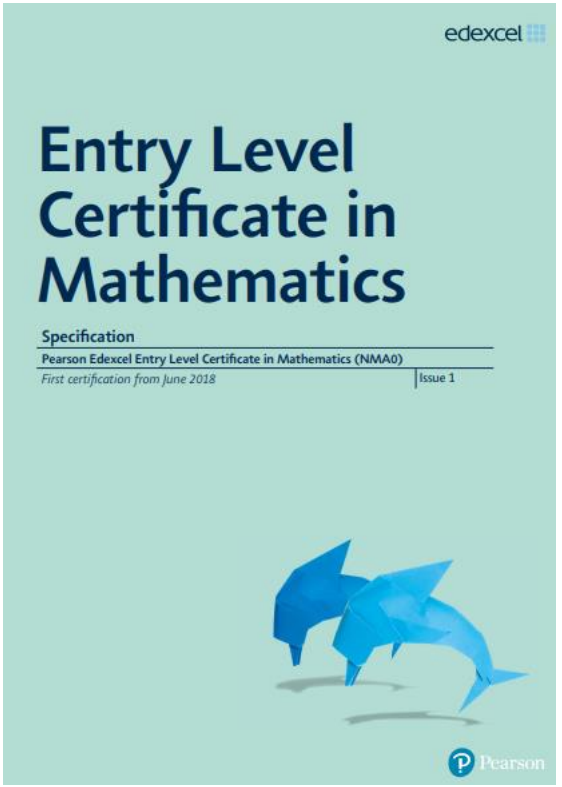
Entry Level Certificate in Mathematics

- The Entry Level Certificate is typically aimed at learners with lower levels of attainment or those who may struggle with traditional qualifications.

- It covers a broad range of basic mathematical concepts but is less complex and demanding than GCSE or Functional Skills.

- Assessment for the Entry Level Certificate is through a combination of level-targeted tests and tasks, so you can pick the level that is right for each student. With no time limit and the option to re-sit tests and tasks if needed, the assessments measure small increments of progress.

- Assessments are externally set, internally marked and externally verified. Candidates are awarded a Pass or Fail.



Entry Level Certificate in Mathematics

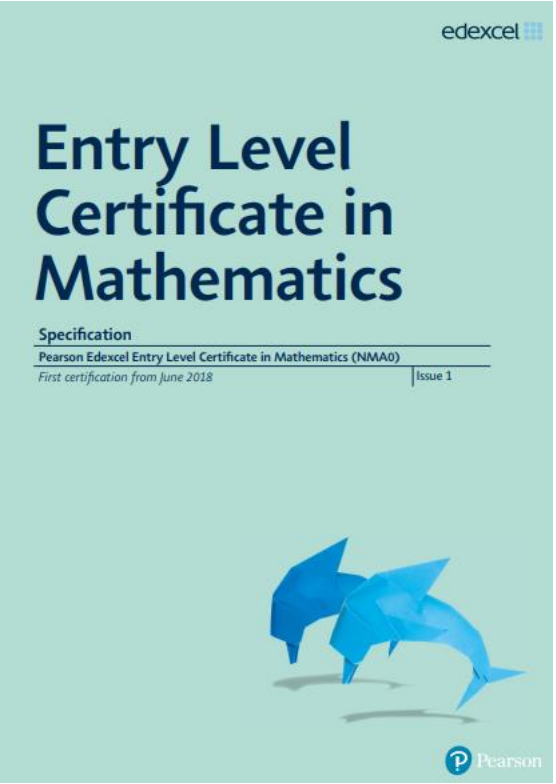
Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge with increasing speed and accuracy

- reason mathematically by following a given line of enquiry, conjecturing relationships and generalisations, and developing an argument or justification making use of mathematical language

- solve problems by applying their mathematics to a variety of routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions



Entry Level Certificate in Mathematics
Content Overview

	Entry Level 1	Entry Level 2	Entry Level 3
Number	Count, read, write and order, fractions and decimals, pattern, facts, equipment	Builds on EL1 and extends to basic operations with integers	Builds on EL2 to more complex operations (e.g. division resulting in remainder) Also, use of a basic calculator
Geometry	2D shapes, 3D shapes, position, movement and pattern	Builds on EL1 and extends to understanding angles, recognise quarter-turns, half-turns and right angles	Builds on EL2 and extends to perimeter and area (using a calculator)
Measures	Direct comparisons (e.g. shorter/longer), measuring instruments	Builds on EL1 to use common standard units (cm, m, g, kg, l, and units of time)	Builds on EL2 to include time intervals in mixed units, e.g. 2 hrs 15 minutes, 24-hour clock, simple unit conversions (cm to m)
Statistics	Sort or classify a set of objects, extract information from lists	Builds on EL1 and extends to collect, record and read data using tally charts, bar charts, pictograms, simple tables	Builds on EL2 and extends to reading simple pie charts
Ratio and proportion	Not assessed	Not assessed	Use direct proportion in simple problems (using a calculator)
Algebra	Not assessed	Not assessed	Solving basic equations, collect like terms, simple word formulae

Entry Level Certificate in Mathematics

Assessment

The Pearson Edexcel Entry Level Certificate in Mathematics consists of one externally-set test and one externally-set task for Entry 1 and 2 and two externally-set tests and one externally-set task for Entry 3.

Students must complete all their assessment at the same Entry Level

Entry Level 1 assessments

Content overview – for test and task	
• Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Equipment • Geometry: 2D shapes; 3D shapes; Position, movement and pattern • Measures: Units; Measuring instruments • Statistics	
Component 1: Test	**Component 2: Task**
60% of the qualification ***12 marks***	***40% of the qualification*** ***8 marks***

Entry Level 2 assessments

Content overview – for test and task	
• Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations; Equipment • Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles • Measures: Units; Measuring instruments • Statistics	
Component 1: Test	**Component 2: Task**
60% of the qualification ***18 marks***	***40% of the qualification*** ***12 marks***

Entry Level 3 assessments

Content overview – for calculator and non-calculator tests	
Can appear on either or both tests • Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations	
Can appear on the non-calculator test	**Can appear on the calculator test**
• Algebra • Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles • Statistics	• Numbers: Equipment • Ratio and proportion • Geometry: Perimeter and area • Measures: Units; Measuring instruments
Component 1: Non-calculator test	**Component 2: Calculator test**
36% of the qualification ***18 marks***	***24% of the qualification*** ***12 marks***
Content overview – for task	
All Entry Level 3 content can be assessed in the task.	
Component 3: Task	
40% of the qualification ***20 marks***	

Entry Level Certificate in Mathematics

Assessment

Tests

- Tests will assess mathematical techniques.
- The tests consist of closed-response, graphical and short-open-response questions.
- Calculators may not be used in the tests, with the exception of the calculator test for Entry Level 3. Information on the use of calculators in the tests for this qualification can be found in Appendix 2: Calculators.
- Student responses to the test questions should be written on the test paper in the spaces provided

Tasks

- Tasks will assess communication and problem-solving skills.
- Tasks will generally require the use of equipment in order to complete the activities.
- The tasks will consist of short-open-response questions based on practical skills tasks.
- Calculators may be used in the tasks (see Appendix 2: Calculators).
- Teachers are permitted to guide students through the task by explaining what is required at each stage.
- Evidence for student responses to the task could be the student's own written responses or teacher annotations based on the student's verbal responses.
- Evidence for student responses should be written on A4 paper.

Sample Assessment Materials

Entry Level 2 - Test

Answer ALL questions.

Write your answers in the spaces provided.

1 Circle the **three** odd numbers.

28 35 46 59 87

(Total for Question 1 is 1 mark)

2 Write these numbers in order, smallest first.

36 74 17 61 47

....

smallest largest

(Total for Question 2 is 1 mark)

3 Write the next number.

6 10 14 18 .....

(Total for Question 3 is 1 mark)

4 Shade $\frac{1}{4}$ of this shape.

(Total for Question 4 is 1 mark)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

5 I think of a number.

I then add 3

The answer is 9

What is my number?

.....

(Total for Question 5 is 1 mark)

6 The tally chart shows the colours of cars in a car park.

Colour	Tally
Red	||
Blue	𝍸 |
Black	𝍸
White	|||

How many cars are blue?

.....

(Total for Question 6 is 1 mark)

7 Work out

34 + 17

.....

(Total for Question 7 is 1 mark)

8 Continue this pattern

5 2 4 5 2 4 5 2 ....

(Total for Question 8 is 1 mark)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

9 Jaz earns £9 an hour.

How much does he earn in 3 hours?

£.....

(Total for Question 9 is 1 mark)

10 Jane buys three pens costing

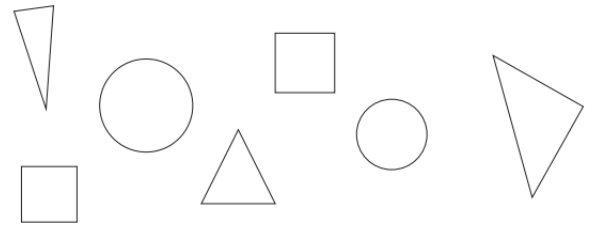
33p 41p 15p

Work out the total cost.

.....p

(Total for Question 10 is 1 mark)

11 Count the number of triangles.



.....

(Total for Question 11 is 1 mark)

12 Draw a line $7\frac{1}{2}$ cm long.

(Total for Question 12 is 1 mark)

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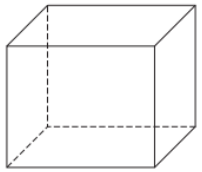
Sample Assessment Materials

Entry Level 2 - Test

13 Here is a cube.



How many vertices?

.....

(Total for Question 13 is 1 mark)

14 This pictogram shows information about the colours of some footballs.

Red	◯◯◯◯◯◯◯
White	◯◯◯◯◯
Blue	
Orange	◯◯
Yellow	◯◯◯

Key: ◯ = 2 footballs

(a) How many footballs are yellow?

.....

(1)

(b) 4 footballs are blue.

Show this on the chart.

(1)

(Total for Question 14 is 2 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

15 A robot moves forward.

It then turns left and moves forward again.

Circle the diagram that shows this journey.

(Total for Question 15 is 1 mark)

16 Anna cycles 7 km.

Karina cycles 23 km.

(a) Who cycles further?

.....

(1)

(b) How much further?

..... km

(1)

(Total for Question 16 is 2 marks)

TOTAL FOR PAPER IS 18 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Sample Assessment Materials

Entry Level 2 - Task

Task – Pencils and Pens

Part 1

1 Helen has these 1p and 2p coins.

Helen can make 3p in only two different ways using 1p and 2p coins.

Here are the ways.

1p, 1p, 1p 1p, 2p

Helen is going to buy a pencil.

The pencil costs 6p.

How many different ways can Helen use 1p and 2p coins to make 6p?

Show all the ways.

(4)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

2 Luke has these 1p, 2p and 5p coins.

Luke is going to buy a pen.

The pen costs 8p.

How many different ways can Luke use 1p, 2p and 5p coins to make 8p?

Show all the ways.

(4)

(Total for Part 1 is 8 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Part 2

3 Ravina buys a ruler.

Each ruler costs 22p.

How many different ways can you use 2p, 5p and 10p coins to make 22p?

Show all the ways.

(Total for Part 2 is 4 marks)

TOTAL FOR TASK IS 12 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Entry Level Certificate in Mathematics FAQs

FAQs

General

- What's the difference between Entry Level Certificate in Mathematics (ELC Mathematics) and Entry Level Functional Skills in Mathematics?
- Can students sit both the ELC Mathematics and GCSE Mathematics in the same series?
- Is there an age limit for sitting ELC in Mathematics?
- Does the Entry Level Certificate in Mathematics contribute towards school performance measures?
- Can the Entry Level Certificate be used in a post-16 setting?
- Are you providing any support to help me deliver the new Entry Level Certificate in Mathematics?

Special considerations

- Can my student have a reader/scribe for the assessment?
- Is my student permitted to use particular equipment during the assessment?
- I have students with English as an additional language (EAL). Are my EAL students permitted to use a bilingual dictionary during their ELC Mathematics assessment?
- Where can I find the JCQ rules regarding Access Arrangements?
- My learner has complex needs not encompassed by the general JCQ Access Arrangements. What should I do to apply to have their case reviewed?

Assessment

- How do I access the live assessment materials?
- Are invigilators required in the classroom when the tests are being conducted?
- When students sit the assessment in the classroom, do posters such as times tables charts and other visible mathematical material have to be covered up or removed?
- How much support and guidance can I give my students?
- Can I enlarge the scripts for my candidates?
- Where students are expected to show their answer to the teacher, how should this be marked?
- Is it permitted for my student to attempt a task at a higher level than he/she is claiming?
- How many times can my student attempt the assessment?
- My student needs to reattempt the assessment. Does he/she have to take all the test(s) and the task again?
- Can my student attempts test(s) and task from different sets?
- If a student fails all three sets at a given level in an academic year, can they re-take the same assessments the following academic year up to three times?
- When I'm marking scripts, what approach should I take to non-mathematical errors such as spelling errors in student responses?
- Is there a specific 'exam time/date' for the tests and tasks?
- What internal verification of students' work is required?
- What materials do I need to send to Pearson?
- When do I have to submit the Assessment Authentication Sheets to Pearson?
- Are the tests/tasks renewed every year?

Key Dates:

Entry deadline:

21 February

Deadline to submit centre marks and moderation samples:

15 May

Access to Foundation Tier

- Our Access to Foundation Tier resources support learners in bridging the gap from Entry Level 3 to GCSE.

- Includes diagnostic questions, key words, common misconceptions, check in and problem-solving activities along with teacher notes on how to support students.

- Includes a mapping of the objectives from the Edexcel Entry Level 3 Certificate in Mathematics to the related objectives from the Edexcel Level 1/Level 2 GCSE (9 – 1) in Mathematics Access to Foundation Tier Scheme of Work.

- These related Access objectives cover the same content as the Entry 3 Certificate objectives, or build on them, and can therefore be used as a bridge between the Entry 3 Certificate and Foundation Tier GCSE.

Functional Skills

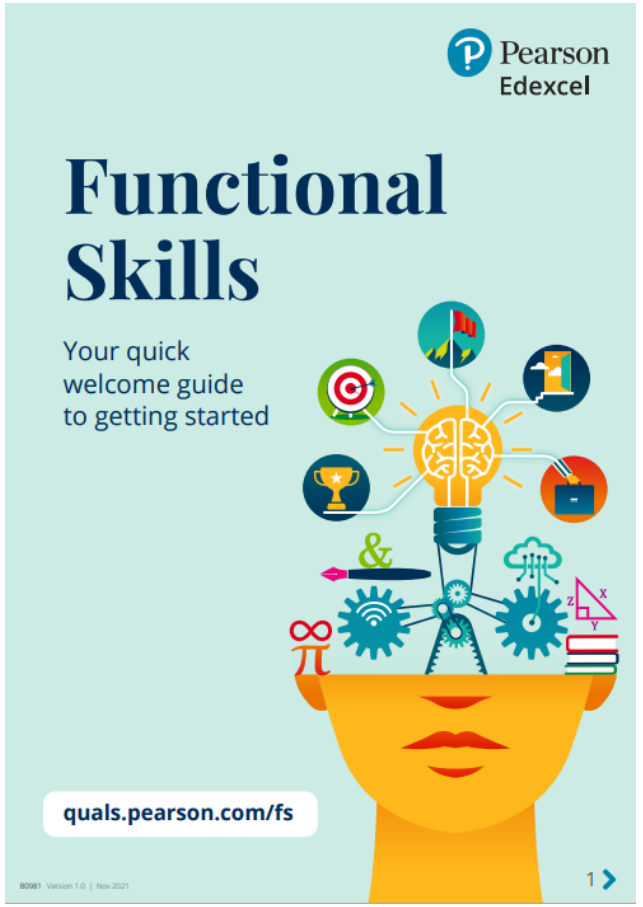
Functional Skills

- Functional Skills qualifications in mathematics are designed to help learners develop practical skills in maths that are relevant to everyday life and work.

- Functional Skills qualifications are available at Entry Levels 1, 2 and 3, Level 1 and Level 2 providing a clear path of progression for students.

- Guided Learning Hours (GLH) for this qualification are 55 hours. This is the same for the Entry Level and the Level 1 / Level 2 qualifications.

- Candidates are awarded a Pass or Fail.



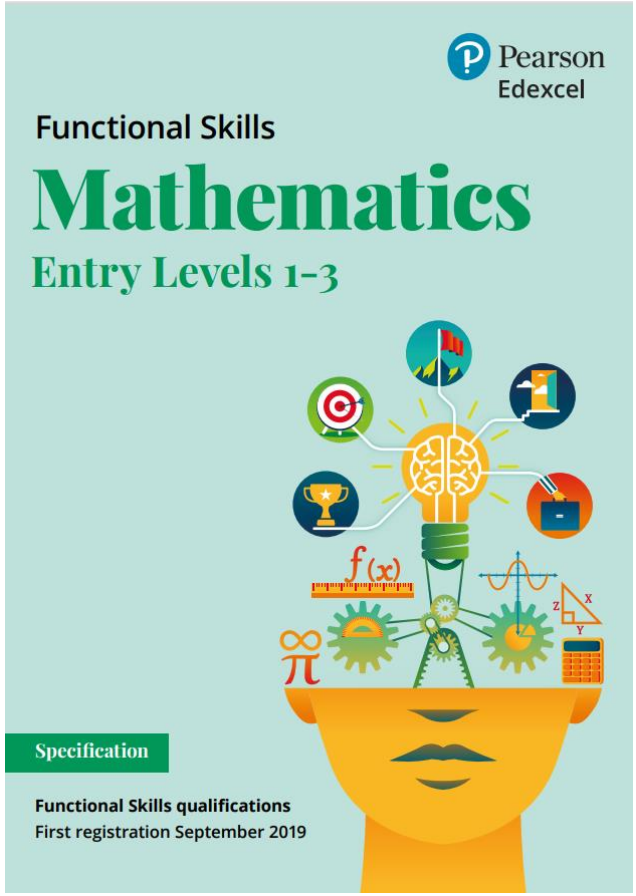
Functional Skills

Entry Level (1-3):

- Entry Level qualifications are below GCSE level, with Entry Level 3 being just below GCSE Grade 1.

- These qualifications are suitable for those who need to improve their basic numeracy skills.

- Assessment at Entry Level consists of one externally-set, internally-marked and externally verified assessment at each level. It is available as a paper-based, on-demand assessment.



Functional Skills

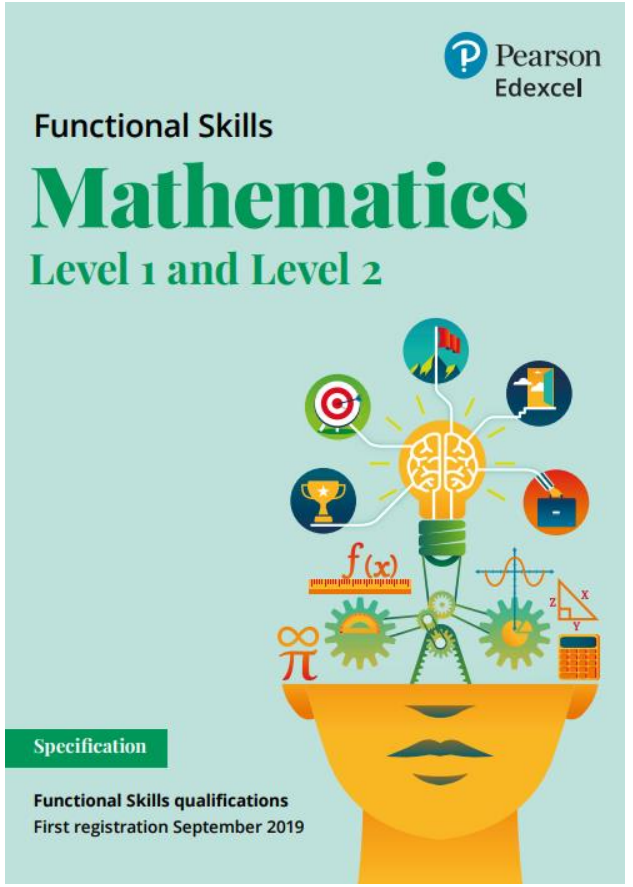
Level 1:

- Demand level comparable to GCSE grades 1-3.
- Level 1 Functional Skills qualifications assess practical maths skills.
- Learners demonstrate their ability to apply maths in real-life situations.
- Employers often recognise Level 1 qualifications as a basic standard for many jobs.

Level 2:

- Demand level comparable to GCSE grade 4 (or higher).
- Level 2 Functional Skills qualifications represent a good working standard of maths.
- They are required for many jobs.
- Learners demonstrate more advanced maths skills, including problem-solving and critical thinking.

Assessment at Level 1 and 2 consists of one externally assessed assessment for each level. The assessments are available as paper-based and onscreen, on-demand assessment



Entry Level Functional Skills
Content Overview

	Entry Level 1	Entry Level 2	Entry Level 3
Number	Read, write and order, add and subtract whole numbers up to 20	Extends to add/subtract numbers up to 100, multiply and divide, round to nearest 10, recognise simple fractions and use decimals to 1 dp.	Builds on EL2 and extends to rounding to nearest 100, using equivalent fractions, decimals to 2 dp, sequences
Measures, shape and space	Coins and notes, time in hours, identify common 2D and 3D shapes, describe position and direction	Builds on EL1 and extends to use metric units, simple scales and describe properties of 2D and 3D shapes	Builds on EL2 and extends to comparing measures and sorting shapes by properties (e.g. symmetry)
Handling information and data	Sort or classify a set of objects, extract information from lists, read and draw simple charts and diagrams	Builds on EL1 to bar charts, also taking information from one format and representing in another	Builds on EL2 and extends to using frequency tables and simple line graphs
Solving mathematical problems and decision making	Solve simple problems from one content area that require one step or process to solve	Solve simple problems from one content area that require one step or process to solve	Solve simple problems from one content area that require one step or process to solve

Entry Level Functional Skills
Assessment Structure

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	20 minutes	5 marks	25%
Section B: Calculator	60 minutes	15 marks	75%

Entry Level 1

Problem solving and underpinning skills		Assessment weighting
Problem solving	Entry Level 1 learners are expected to be able to: 1. use given mathematical information and recognise and use simple mathematical terms appropriate to Entry Level 1 2. use the methods given in the content areas above to produce, check and present results that make sense; and 3. provide a simple explanation for those results.	75%
Underpinning skills	The ability to do mathematics when not part of a problem.	25%

Entry Level Functional Skills
Assessment Structure

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	7 marks	25%
Section B: Calculator	65 minutes	21 marks	75%

Entry Level 2

Problem solving and underpinning skills		Assessment weighting
Problem solving	Entry Level 2 learners are expected to be able to: 1. use given mathematical information, including numbers, symbols, simple diagrams and charts 2. recognise, understand and use simple mathematical terms appropriate to Entry Level 2 3. use the methods given in the content areas above to produce, check and present results that make sense; and 4. present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.	75%
Underpinning skills	The ability to do mathematics when not part of a problem.	25%

Entry Level Functional Skills
Assessment Structure

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	9 marks	25%
Section B: Calculator	75 minutes	27 marks	75%

Entry Level 3

Problem solving and underpinning skills		Assessment weighting
Problem solving	Entry Level 3 learners are expected to be able to: 1. use given mathematical information, including numbers, symbols, simple diagrams and charts 2. recognise, understand and use simple mathematical terms appropriate to Entry Level 3 3. use the methods given in the content areas above to produce, check and present results that make sense to an appropriate level of accuracy; and 4. present results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3.	75%
Underpinning skills	The ability to do mathematics when not part of a problem.	25%

Past Papers

Entry Level 3

Section A

(non-calculator)

1 Tomo wants to buy a house.

He has these costs.

£524 £398

Calculate the total of these costs. (2)

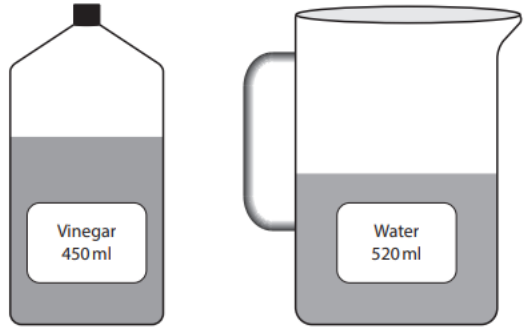
Show your working and your answer here.

£ _____

E3 MATHS SET 1 SEPT 21 – AUG 22 3

4 Tomo wants to clean his flat.

He mixes this vinegar and water to make cleaning fluid.



Tomo thinks he can make 1 litre of cleaning fluid.

Is Tomo correct?

Show why you think this. (2)

Show your working and your answer here.

Tick (✔) the correct answer.

Yes ( ) No ( )

E3 MATHS SET 1 SEPT 21 – AUG 22 5

Past Papers

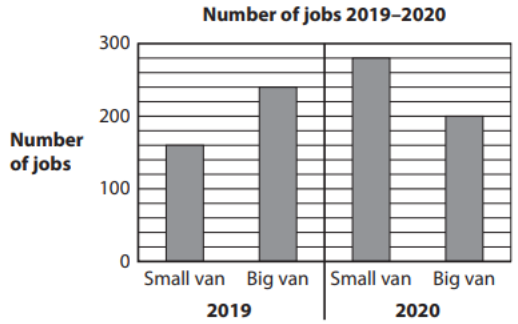
Entry Level 3

Section B

(calculator)

3 Lata owns a removal company.

She has this chart.



Lata thinks there were 60 more small van jobs in 2020 than small van jobs in 2019.

Is Lata correct?

Show why you think this. (3)

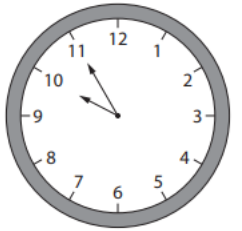
Show your working and your answer here.

Tick (✔) the correct answer.

Yes ( ) No ( )

16 Shopping will be delivered at quarter past ten on Tuesday morning.

Tomo looks at the clock on Tuesday morning.



He thinks he has 25 minutes to wait for the shopping.

Is Tomo correct?

Show why you think this. (2)

Show your answer here.

Tick (✔) the correct answer.

Yes ( ) No ( )

Level 1 and Level 2 Functional Skills
Content Overview

	Level 1	Level 2
Number	Work with whole numbers, fractions, decimals and percentages, simple ratio and direct proportion, order of operations, round to 2d.p., estimation	Builds on L1 and extends to reverse percentages, inverse proportion, indices
Measures, shape and space	Calculate simple % interest and discounts, unit conversions, scales, plans & elevations, area & perimeter, volume, use and measure angles	Builds on L1 and extends to calculating with money (simple budgeting, tax), compound interest, surface area, coordinates, calculating angles
Handling information and data	Represent discrete data incl. pie charts, bar charts & line graphs, find mean and range, use probability scale and calculate simple probabilities	Builds on L1 and extends to median and mode, estimated mean from grouped data, probability of combined events, scatter diagrams
Solving mathematical problems and decision making	Solve straightforward problems which may draw on a combination of any two content areas and involve one or more connected step or process to solve	Solve complex problems which may draw on a combination of up to 3 content areas and typically requiring planning and involving two or more connected steps or processes to solve

Level 1 Functional Skills
Assessment Structure

Level 1

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	14	25%
Section B: Calculator	1 hour 30 minutes	42	75%

		Assessment weighting
Underpinning skills	Learners at Level 1 are expected to be able to do maths when not as part of a problem.	25%
Problem solving	Learners at Level 1 are expected to be able to: 1. read, understand and use mathematical information and mathematical terms used at this level; 2. recognise and obtain a solution or solutions to a straightforward problem 3. use knowledge and understanding to a required level of accuracy; 4. analyse and interpret answers in the context of the original problem; 5. check the sense, and reasonableness, of answers; and 6. present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.	75%

Past Papers

Level 1

Section B (calculator)

SECTION B

Answer ALL questions.
Write your answers in the spaces provided.

1 Inka looks at the performance reports for 2020 from three companies.

Company A made three quarters of a million pounds profit.

Company B made £648 900 profit.

Company C made seven hundred and twenty-five thousand pounds profit.

(a) Which company made the most profit in 2020?
Show why you think this.

(2)

Here are some numbers.

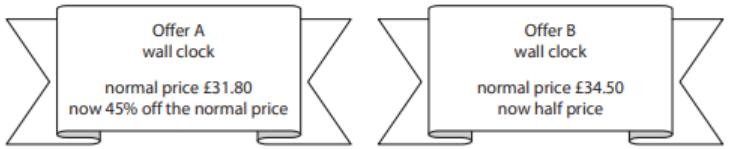
2.89 2.39 3.09 2.41 2.9

(b) Write these numbers in order of size.
Start with the smallest number.

(1)

(Total for Question 1 is 3 marks)

11 Ashley wants to a buy a wall clock.
She finds these two offers.



Ashley thinks she will save less than 50p if she uses offer B rather than offer A.

Is Ashley correct?
Show why you think this.

(5)

Level 2 Functional Skills
Assessment Structure

Level 2

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	16	25%
Section B: Calculator	1 hour 30 minutes	48	75%

		Assessment weighting
Underpinning skills	Learners at Level 2 are expected to be able to do maths when not as part of a problem.	25%
Problem solving	Learners at Level 2 are expected to be able to: 1. read, understand, and use mathematical information and mathematical terms; 2a. identify suitable operations and calculations to generate results; 2b. recognise and obtain a solution or solutions to a complex problem 3. use knowledge and understanding to a required level of accuracy; 4. analyse and interpret answers in the context of the original problem; 5. check the sense and reasonableness of answers; and 6. present and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented.	75%

Past Papers

Level 2

Section B

(calculator)

5 Samir wants to work out the cost of the tiles needed to replace a roof.
The roof has 4 identical faces.

Each face is a triangle.
Each triangle has a base length of 7.6 m and a height of 4.8 m.

Samir has this information.

roof tiles

1 pack of tiles covers 13.8 m² (including overlaps)
each pack costs £716.10

Samir can only buy whole packs of these tiles.

Calculate the total cost of the tiles for the 4 faces of this roof.

(5)

9 Magda wants to compare the population density of the two largest countries in the world.

She can use this formula.

$$K = \frac{P}{2.59M}$$

K = population density (people per km²)
P = population (millions)
M = land area (million square miles)

Canada has a population density of 3.57 people per km²

Russia has
- a population of 143.96 million
- a land area of 6.593 million square miles.

Magda thinks that Russia has a greater population density than Canada.

Is Magda correct?
Show why you think this.

(3)

(Total for Question 9 is 3 marks)

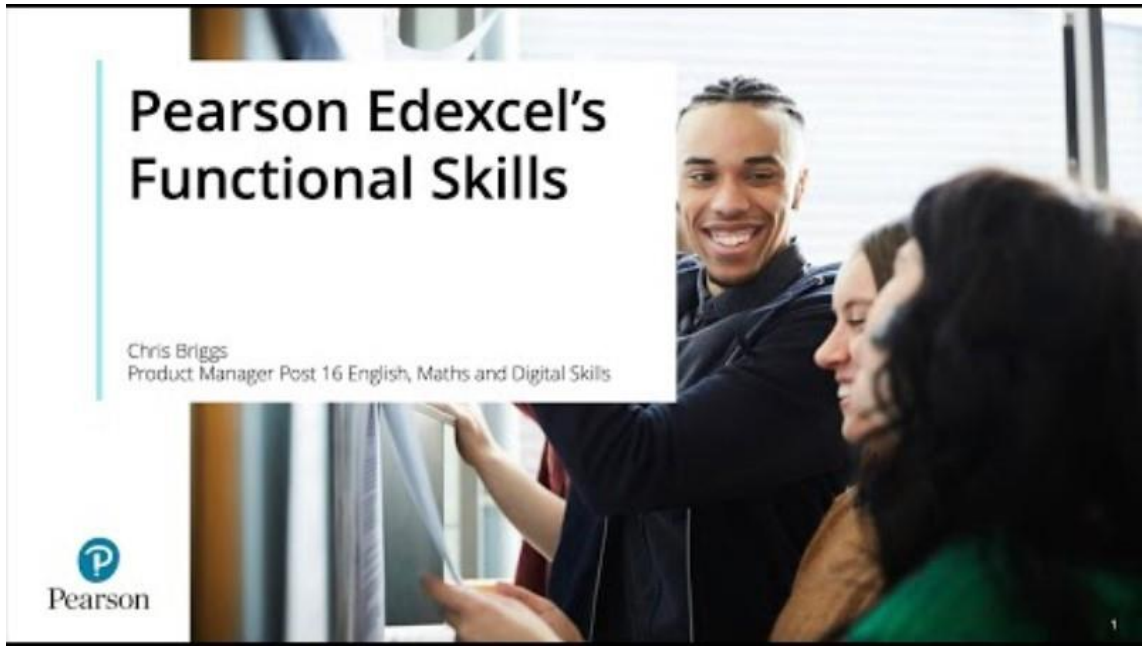
Getting Started with Functional Skills

[Functional Skills - Welcome Guide (pearson.com)]

[FAQs about Edexcel Functional Skills | Pearson qualifications]

[Forms and administration]

Functional Skills for Schools: An Introduction



Functional Skills - Welcome Guide (pearson.com)

Steps to getting started with Functional Skills

Step 1: Approval

Depending on your preferred mode of testing, you may already be approved to deliver Functional Skills. If you are unsure, please contact us to check.

If you do need to gain approval, we have a fast online application form which our Customer Services team will direct you to.

Step 2: Your Functional Skills Team (allocating responsibility for key processes)

The diverse nature of Functional Skills learners and the institutes they choose to learn in, means our customers may have different structures when it comes to roles and responsibilities.

With that in mind, we have provided guidance in terms of the activities that need to take place rather than individual roles. For example, administration tasks, as opposed to Exams Officer responsibilities.

However you will need a designated Quality Nominee – please see the Quality Assurance checklist for more information.

Step 3: Review assessment guidance and requirements to help you decide which method is best for your learners

One of the most important decisions you will make will be the nature of assessment best suited to your learners. Once you have the relevant approval and access, you can use any of the assessment options available:

- Onscreen testing
- Paper-based on-demand
- Remote Invigilation

Step 4: Support for getting you set-up – request a call back

If you are new to Pearson Functional Skills and would like to speak to one of our Account Specialists for extra help getting you started with administration and assessment processes, you can book a call with them using this form.

Functional Skills processes

To help ensure smooth delivery of your Functional Skills course, there are a few processes you will need to bear in mind as well as a range of helpful links and resources you can access.

We have summarised these below for you as well as included links to checklists you can download and keep as a handy reminder.

Teaching and learning

You have access to the full range of support available to you and your learners. Our comprehensive support package will save you planning time and also help you to secure the best possible outcomes for your learners.

Download your Teaching and learning checklist

Administration

We have created two separate checklists to reflect the different nature of the Entry Level qualifications and the Level 1 and 2 qualifications. These checklists take you step by step through the administration processes, from approval to learner certification.

Download your Level1/2 Administration checklist

Download your Entry Level Administration checklist

Quality Assurance

You will also fine two separate checklists to support Quality Assurance, one for Entry Level one for Level 1 and Level 2. These support you through standardisation and learner sampling requirements, whilst pointing you to further guidance and support.

Download your Level 1/2 Quality Assurance checklist

Download your Entry Level Quality Assurance checklist

Onscreen Testing

This short checklist for Level 1 and 2 explains how to get started with onscreen testing and where to find more information.

Download your Onscreen Testing checklist

Support and advice

Customer Services Account Specialists

Your Account Specialist will be able to help with a range of queries and also direct you to other teams for specialist advice where appropriate. You can contact them using our Customer Support Portal.

Curriculum Development Manager

Your Curriculum Development Manager is the best person to speak to if you are considering delivering Pearson Functional Skills and need more information.
You can contact your Curriculum Development Manager via our Customer Support Portal.

Pearson Quality Advisors

Pearson Quality Advisors and their Quality Nominee hub will help you with all things Quality Assurance related.
Visit the Functional Skills Quality Nominee Hub.

Subject Advisors

Our subject advisors offer advice and can help you with the teaching of maths, English and ICT qualifications Functional Skills. You can contact your subject advisor via the appropriate Functional Skills qualification web page.

New Customers

If you are new to Pearson Functional Skills and would like to speak to one of our Account Specialists for extra help getting you started with administration and assessment processes, you can book a call with them using this form.

Functional Skills Mathematics Resources | Pearson qualifications

Functional Skills Mathematics Resources

Pearson | Edexcel

Welcome to Pearson's Functional Skills Mathematics resource page.

As Pearson's resource bank continues to grow, it has become necessary to collate these resources together to make accessing them easier. These resources will still be available on the course content page, however this page will be the new hub for all our free resources moving forward.




Schemes of work | Numberless problem-solving resources | Multiply adult resources | Scaffolded resources




Exemplification documents and exemplar marked learner work | Lesson starter quizzes | Entry level specific resources | Level 1 and 2 specific resources

Training – Festival of Functionality 2024

Pearson's Festival of Functionality is back for its third year. Once again, we have created a virtual learning centre where you will find a wide range of online CPD events during September and October 2024. There are over 17+ hours of sessions available across our Functional Skills, ESOL and EDSQ offer, all designed to help you successfully deliver our qualifications.

"Thank you so much for the course today. It has been one of the most useful, in terms of practical advise for the classroom that I have attended."

GCSE and Functional Skills Maths Tutor | Attendee of Supporting Learners with Dyscalculia 2023.

"Completed a little more CPD today, examining how to support our learners in developing English skills to use in the workplace, as well as achieving their English qualification.

Thank you for the fantastic sessions over the last two weeks. Really insightful and engaging. You shared some useful teaching techniques I can take away and put into practice."

Training Consultant | Attendee of Teaching the Fundamentals Functional Skills CPD 2024.

Full programme of training/CPD events

Click the tabs below to find out more and book your place

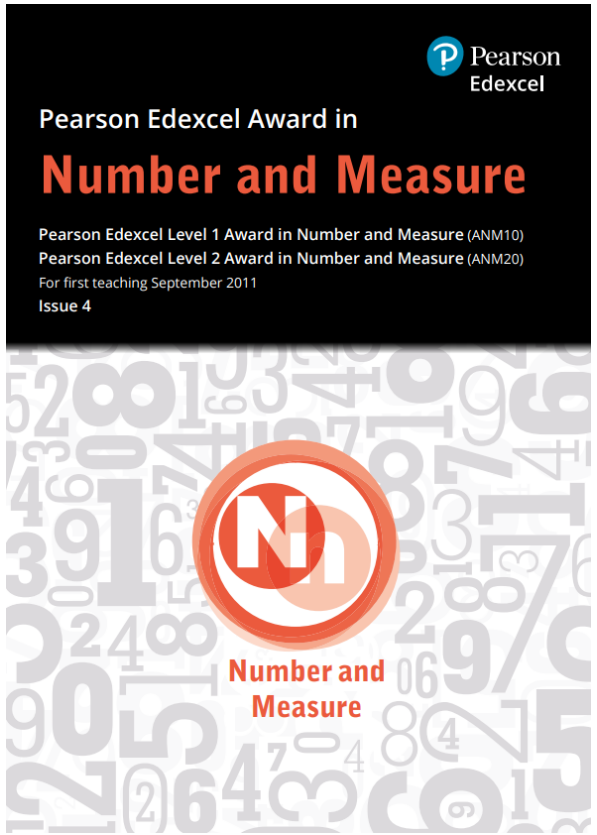
- Getting Ready To Teach Functional Skills English and Maths events
- Lessons Learnt events
- ESOL
- Sector specific events
- Supporting learners with additional needs
- EDSQ and Digital Functional Skills events
- Functional Skills Maths Specific events
- Functional Skills English Specific events

Edexcel Award in Number and Measure

Edexcel Award in Number and Measure

The Pearson Edexcel Level 1 and Level 2 Awards in Number and Measure qualifications enable students to:

- develop a thorough knowledge and understanding of concepts in number and measure and a sound foundation of mathematical techniques
- enjoy using mathematics, acquire confidence in their mathematical skills to move into further study in the subject or related areas
- develop a proficiency in number and measures to support progression in their studies, the workplace and training
- Assessment is via a single, externally-assessed exam (Jan / June) with candidates awarded a Pass or Fail.



Assessment Objectives

Relationship of assessment objectives to papers

Paper number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Level 1	25 – 35%	35 — 45%	25 – 35%	100%
Level 2	35 — 45%	25 — 35%	25 — 35%	100%

Assessment objectives and weightings

		% in Award
AO1:	demonstrate knowledge, understanding and skills in Number without a calculator: • Integers, decimals, approximation, fractions, percentages, ratio and proportion, money	25 – 35% L1 35 – 45% L2
AO2:	demonstrate knowledge, understanding and skills in Measure: • Time, measures, area and perimeter, volume • Tables and charts	35 – 45% L1 25 – 35% L2
AO3:	demonstrate knowledge, understanding and skills in Number using a calculator: • Integers, decimals, approximation, fractions, percentages, ratio and proportion, money	25 – 35% L1 25 – 35% L2
	TOTAL	100%

Edexcel Award in Number and Measure

	Level 1	Level 2
Integers	4 ops, multiples, factors, primes, add and subtract negative numbers	Multiply/divide negatives, HCF/LCM, squares, cubes and square roots, index notation
Decimals	4 ops with decimals up to 2 dp, round to 1dp or nearest integer	Round decimals to 2 dp, add or subtract any decimal
Approximation	Check answers by considering if answer is sensible	Check solutions by using suitable approximations
Fractions	Equivalent, simplest form, add/subtract same denominator, multiply by integer, fraction of amount	4 ops incl mixed numbers, multiply by fractions, divide fractions using a calc, add/subtract with different denom., express one number as a fraction of another, compare quantities
Percentages	FDP equivalences, calculate simple %	% increase/decrease, express one number as % of another
Ratio and Proportion	Not assessed	Direct proportion in simple problems, ratio notation, divide a quantity into 2 or 3 parts in a given ratio
Money	4 ops calculations with money	Currency conversion, simple interest, calculate wages and salaries including NI and tax deducts
Time	12/24 hr clock, units of time, intervals	Builds on L1
Measures	Metric and imperial units, convert metric, read scales, draw and measure lines and angles	Read decimal scales and metric/imperial conversions
Area and Perimeter	Perim/area of rectangles and shapes made from rectangles	Area/perim of triangles, circles and semi-circles and composite shapes thereof
Volume	Volume of a cuboid	Volumes of prisms and cylinders
Tables and Charts	Read, construct and use everyday tables and charts	Draw and interpret pie charts and frequency tables

Edexcel Award in Number and Measure

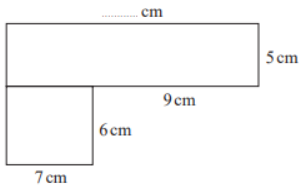
- These Level 1 and Level 2 Awards qualifications consist of a single assessment at each level.
- Students are entered at either Level 1 or Level 2.
- Each assessment consists of two sections.
- Each award is pass or fail.

• Externally assessed • Availability: January and June series • First assessment: June 2012 • Two sections: A and B.	**100% of the Award**
Overview of content • Number • Measures • Charts and graphs.	
Overview of assessment • The award is assessed through a 1 hour 30 minutes examination set and marked by Pearson. • The total number of marks for the paper is 80. • The award is pass or fail. • The paper is split into two sections: Section A, which lasts for 1 hour and has 50 marks and Section B, which lasts for 30 minutes and has 30 marks. • Section A and Section B are presented as separate question and answer booklets, and must be taken in the same examination session. • Section A is calculator allowed, and Section B is non-calculator. Calculators are handed in at the end of the first hour of the examination.	

Past Papers

Level 1

14 Here is a shape made from two rectangles.



The length of one of the sides of one of the rectangles is missing from the diagram.

(a) On the dotted line, write the length of this side.

(1)

(b) Work out the total area of the shape.

..... cm^2

(3)

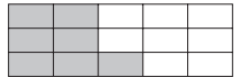
(Total for Question 14 is 4 marks)

15 Write 260 minutes in hours and minutes.

..... hours ..... minutes

(Total for Question 15 is 2 marks)

8 (a) What fraction of this shape is shaded?



.....

(1)

(b) Write $\frac{18}{20}$ as a fraction in its simplest form.

.....

(1)

(c) Write down a fraction that is equivalent to $\frac{5}{6}$

.....

(1)

(d) Work out $\frac{12}{19} - \frac{4}{19}$

.....

(1)

(Total for Question 8 is 4 marks)

9 Kicho buys 8 towels for £19.95 each.

Which one of these amounts gives a sensible estimate for the total cost?

A £180
B £160
C £140
D £28
E £2.50

.....

(Total for Question 9 is 1 mark)

Past Papers

Level 2

8 Work out 42.41×7.9

.....

(Total for Question 8 is 1 mark)

9 Sean works for a company selling car insurance.

He gets paid £18.50 for each hour he works.
He also gets paid £30.50 for each car he insures.

One week, Sean works for 28 hours and insures 16 cars.

He pays £190 tax on what he earns for the week.

Work out Sean's total pay after the deduction of tax.

£.....

(Total for Question 9 is 4 marks)

10 Change 88 kg into pounds.
(1 kg = 2.2 pounds)

.....pounds

(Total for Question 10 is 2 marks)

6 Write 60 as a percentage of 300

.....%

(Total for Question 6 is 2 marks)

7 (a) Which is bigger,

$\frac{1}{5}$ of 50 or $\frac{2}{3}$ of 18?

You must show all your working.

.....

(3)

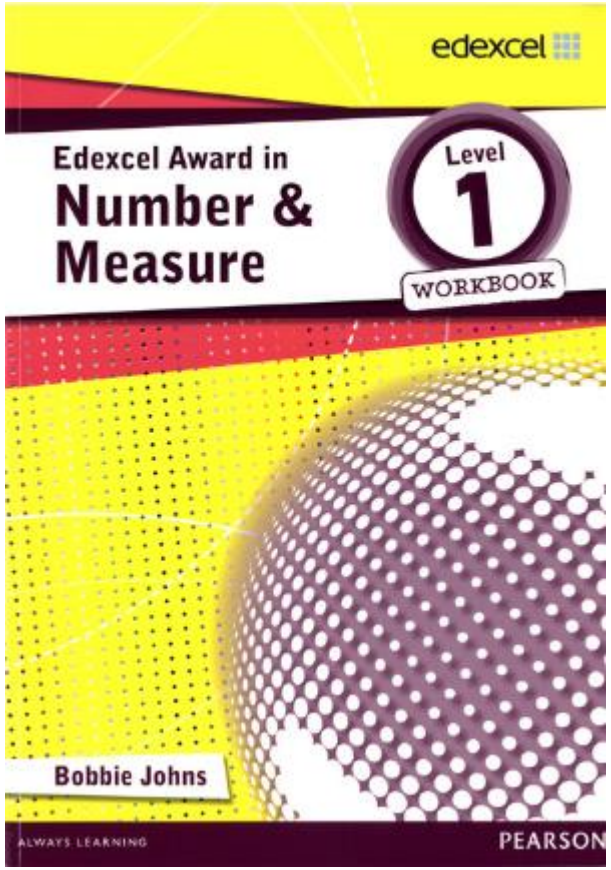
(b) Write 90 centimetres as a fraction of 4 metres.
Give your answer in its simplest form.

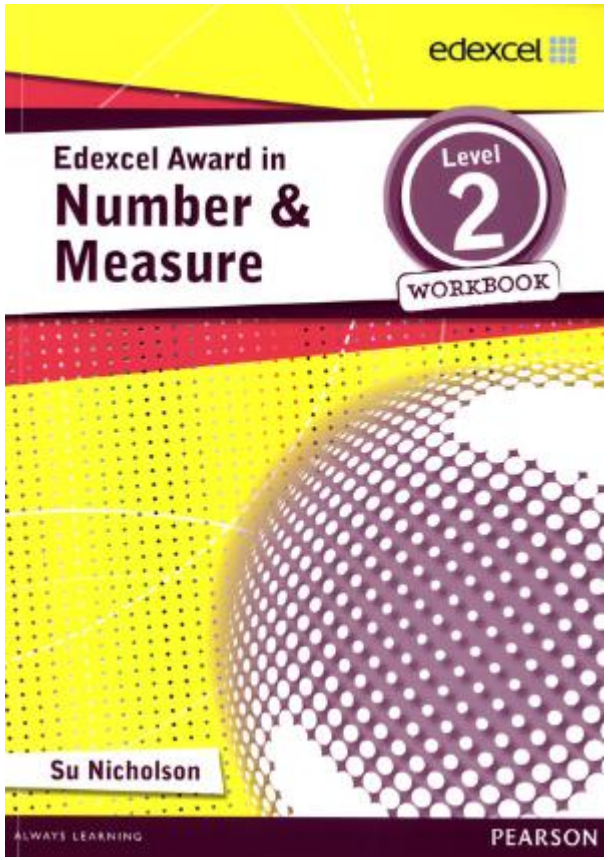
.....

(2)

(Total for Question 7 is 5 marks)

Edexcel Award in Number and Measure Level 1 Workbook
Edexcel Award in Number and Measure Level 2 Workbook





Maths Emporium Resources

- Level 1 Themed Papers (by topic)
- Level 2 Themed Papers (by topic)
- Level 1 and Level 2 Practice Papers
- Schemes of Work

Key info by qualification

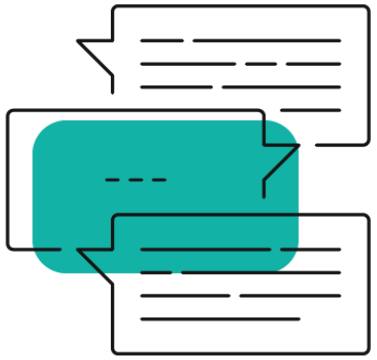
	Entry Level Certificate (Entry Levels 1, 2 and 3)	Edexcel Award in Number & Measure (L1 and L2)	Functional Skills (Entry levels 1, 2 and 3)	Functional Skills (L1 and L2)
Total Qualification Time	n/a	n/a	58 hours	61 hours
Guided Learning Hours	120 hours	60-70 hours	55 hours	55 hours
Assessment	Externally set, internally marked and externally verified. EL1/EL2 - one test, one task EL3 – two tests, one task No set time Pass/Fail	Externally set, externally marked. Jan and June series. Single assessment, two sections: Section A, calc, 60 min Section B, non-calc, 30 mins Pass/Fail	Externally set, on-demand paper-based assessment. Internally marked and externally verified. One test, two sections: non-calc (25%), calc (75%) EL1 – 20 mins/60 mins EL2 – 25 mins/65 mins EL3 – 25 mins/75 mins Pass/Fail	Externally set, on-demand paper-based or on-screen assessment. Internally marked and externally verified. One test, two sections: non-calc (25%), calc (75%) L1 – 25 mins/90 mins L2 – 25 mins/90 mins Pass/Fail
Key dates	Entry deadline: 21 February Submission deadline: 15 May	Entry deadlines: January series: 18 October June series: 21 February	Sampling deadline: 31 July	Sampling deadline: 31 July
Assessment aims and objectives	Fluency in fundamentals. Support progression to L1/L2 quals incl. GCSE EL3 broadly aligns to grade 1 at GCSE	Develop thorough knowledge and understanding of concepts and strong foundation of mathematical techniques. Support progression other L1/L2 quals incl. GCSE	Sound grasp of mathematical problem-solving and application to familiar situations. Support progression to L1/L2 quals incl. GCSE	Apply mathematical skills through reasoning and decision making to solve realistic problems of increasing complexity. Support other L2 quals incl GCSE and progression to workplace.
Content Overview	Number Geometry Measure Statistics Algebra (EL3 only) Ratio & proportion (EL3 only)	Number Measures Tables & charts Ratio & proportion (L2 only)	Number Measures Handling information and data	Number Measures Handling information and data

Entry Deadlines and Fees 2024-25

Qualification	Entry deadline	Fee
Entry Level Certificate (ELC)	21 February 2025 (work submission deadline: 15 May 2025)	£30.05
Functional Skills (Entry Level)	Entries not required Fee payable on registration	£16.99
Functional Skills (Level 1 / Level 2)	Paper-based: up to 3 weeks before test date Onscreen: up to 2 hours before test sitting	£21.98
Edexcel Award in Number and Measure (**January** exam)	18 October 2025	£23.90
Edexcel Award in Number and Measure (**June** exam)	21 February 2025	£23.90
GCSE Mathematics (**November** resit)	4 October 2024	£52.95
GCSE Mathematics (**June** exam)	21 February 2025	£52.95

Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.



Find the Subject Advisor for your area here and sign up to receive regular updates from your Subject Advisor on qualification news and support for your subject here.

Subject Advisor Support

Vicky Wood – Subject Advisor for Maths & Statistics

Subject Advisor

Vicky Wood

Mathematics and Statistics - UK centres

Email : teachingmaths@pearson.com

Phone : +44 (0) 344 463 2535(Teaching Services team | Mon - Fri, 8am - 5pm GMT)

- Sign up to updates
- Visit the customer support portal
- Visit your maths community page
- Connect on Linkedin
- Book a Teams meeting with Vicky Wood

Pearson

Find out more

For more professional development courses please see Pearson's [Professional Development Academy]

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