AQA

Functional Skills
Mathematics

Level 1
Report on the Examination

4367
March 2016

Version: 0.1

General

The paper appeared to be generally accessible to its target group, with all parts of all questions being attempted by the majority of students. This indicates that students had sufficient time to complete the paper

Working was usually shown, although not always within the working lines. There was sufficient space for students to complete their answers, with very few additional sheets required. The majority of students gave conclusions where they were asked for, so ensuring that they were given credit for their interpretation skills. In some questions students did not show full working, so credit could not always be given; for example, for a comparison of two numbers where one was not seen.

Topics that were well done included:
- Following the steps of a formula
- Calculating with money
- Working with a sponsor form
- Completing a rota

Topics which candidates found difficult included:
- Finding a percentage of a quantity
- Working out the cheapest travel cost
- Working out the minimum ticket cost
- Rounding to the nearest multiple of 5

Task 1

In part **a** the more successful students could give a full and correct solution. Those who drew sets of 3 or sets of 5 on the grid often only considered juniors, or could not clearly show both sets. A large number of students did not state that there were 42 squares on the grid, so had no value to compare with. A small number of students counted the squares incorrectly. Those who worked out $42 \div 5 = 8.4$ often concluded that there was not enough room for the seniors. A small number of students thought that the juniors and seniors had to be able to fit in the room at the same time, so based their conclusion on needing 82 cm^2. A very small number of students squared the 3 and the 5 as they were working in cm^2

In part **b**, the most successful method was to work out the costs of £414 and subtract £260, comparing £154 with £150. A small number of students who got to this answer made an incorrect conclusion, as £154 is not £150

The most common loss of marks was for stopping at £414 and comparing this with £150

The vast majority of students could follow the steps in part **c**, with few errors seen. Only the weakest students did not understand what to do.

Task 2

The majority of students chose a correct set of seats in part **a**, but quite a large number chose F1,2,3, either ignoring the fact that they had to be as close to the front as possible, or thinking that the bottom of the diagram was the front (despite the labelling). The most common error other than this was to just say row D. Many students struggled to work out 25% of 320, but the majority could apply a correct method to the rest of the question. The vast majority of students worked out 10 × £29.75 correctly. It was fairly common for working to stop at £377.50, with no attempt to subtract 320 to compare the difference with £50. Some of these students made a conclusion, but it was then unclear what they were comparing. Communication is very important in this type of question, so students must show clear evidence of comparisons. There were many correct answers for part **c**, with the most common incorrect answer being 1410

Task 3

There were some well-communicated correct answers to part **a**. The most common errors were to use 10kg (not subtracting the 3kg he already had) or just to use 3kg. Some students multiplied 37 or 40 by £2.85. Conclusions were usually seen. A lot of very good attempts to complete the rota were seen. Common errors included using the same person twice on one day or using Harry as a helper or Sidrah or Lilin as a driver. A small number of students had the rota almost perfect but had Ellie working on Wednesday. The weakest students left lots of blanks on the rota. A very small number of students used ticks in various places on the rota, with no indication as to what they represented. In part **c**, many student misread the graph, with the most common misreads being 209, 259, 295 and 390. The majority multiplied their reading by £2.70 correctly. A small number of students found the total for the first 2 weeks or for the whole 5 weeks. The most successful checks were those that used a reverse calculation; eg their 870 ÷ 3 = their 290. Quite a large number of students still repeat the same calculation as a check.
The main problem in part **d** was working out that there were 8 lots of 15 minutes in 2 hours, with students multiplying by 10, 12 and 15. A large number of students did use 8, and usually went on to give a fully correct answer and conclusion. There were some arithmetical errors in adding up the totals. The weakest students just added up the 6 numbers given in the table.

Task 4

The majority of students could make some progress with part **a**, generally getting to 9.45 and making the conclusion that they were there in time. However, a large number of these students did not compare either the 45 minutes early with the 30 minutes needed before the race started, or 9.45 am with 10 am. Again, here, a full comparison, clearly communicated, was required for full marks. Otherwise it was unclear what they were comparing 9.45 with.
In part **b**, those who knew the method for working out the mean of a set of numbers were usually successful. A small number divided by 5 instead of 4, possibly using the 5 in the 5 km. The most common error was to just compare each time with 25 and state that three times were less than 25 minutes so he did it. There was a high number of non-attempts for this part.
Part **c** was answered well, with the majority of students following the steps correctly. There were some arithmetical errors for the final step, with answers of 84 seen. A very small number of students just multiplied 21 by 150. There were many correct answers for part **d**, but a few students missed the £ sign. A small number of students only added the travel costs and lunch. Some arithmetical errors may have been found if the students had carried out a proper check. The best checks again were the reverse calculations (carried out correctly these will find errors); eg subtracting two items from their total to check if it equalled the third item.

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30th March 2016

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator