


Maths Level 1 Functional Skills Cover Page

	Pathway: 3/4	Key Stage: 4/5	Term: Autumn/ Spring/ Summer
Learning Intention: To allow pupils the opportunity to gain and/or consolidate their maths knowledge and skills using easy to understand real life examples. Level 1 Functional Skills is equivalent to a GCSE Maths grade D or E (2 or 3), at Meadow High School pupils must pass this exam before moving onto attempting foundation level GCSE. Due to the questions being based on real life examples, Level 1 functional skills allows pupils to think about practical problem solving as well as improving maths skills and confidence. At Meadow High School we follow the Pearson Edexcel syllabus and exam board.			
Key knowledge that should be learned during this SoW :	In order to pass this exam and move into the GCSE foundation class, pupils must have gained the knowledge and skill to answer functional skills questions independently. Differentiation for pupils is through outcome and support from staff, however all pupils must access the same key knowledge in order to underpin their subject knowledge and their ability to apply their learning.		
Concept:	<p>The qualification give learners the opportunity to:</p> <ul style="list-style-type: none">● demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the their learning needs● apply mathematical thinking to solve simple problems in familiar and real life based situations <p>Functional Skills mathematics qualifications at these levels should:</p> <ul style="list-style-type: none">● indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity● introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life● enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally		

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%

Knowledge:

Using numbers and the number system

1. Read, write, order and compare large numbers (up to one million)
2. Recognise and use positive and negative numbers
3. Multiply and divide whole numbers and decimals by 10, 100, 1000
4. Use multiplication facts and make connections with division facts
5. Use simple formulae expressed in words for one or two-step operations
6. Calculate the squares of one-digit and two-digit numbers
7. Follow the order of precedence of operators
8. Read, write, order and compare common fractions and mixed numbers
9. Find fractions of whole number quantities or measurements
10. Read, write, order and compare

Using common measures, shapes and space

18. Calculate simple interest in multiples of 5% on amounts of money
19. Calculate discounts in multiples of 5% on amounts of money
20. Convert between units of length, weight, capacity, money and time, in the same system
21. Recognise and make use of simple scales on maps and drawings
22. Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles
23. Calculate the volumes of cubes and cuboids
24. Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles
25. Interpret plans, elevations and nets of simple 3-D shapes
26. Use angles when describing position and direction, and measure

Handling information and data

27. Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs
28. Group discrete data and represent grouped data graphically
29. Find the mean and range of a set of quantities
30. Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events
31. Use equally likely outcomes to find the probabilities of simple events and express them as fractions

	<p>decimals up to three decimal places</p> <p>11. Add, subtract, multiply and divide decimals up to two decimal places</p> <p>12. Approximate by rounding to a whole number or to one or two decimal places</p> <p>13. Read, write, order and compare percentages in whole numbers</p> <p>14. Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples there of</p> <p>15. Estimate answers to calculations using fractions and decimals</p> <p>16. Recognise and calculate equivalences between common fractions, percentages and decimals</p> <p>17. Work with simple ratio and direct proportions</p>	<p>angles in degrees</p>	
<p>Key Skills:</p>	<p>Pupils are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution to a straightforward problem. A straightforward problem is one that requires learners to either work through a one step process or to work through more than one connected step to complete the process. At Level 1 it is expected that pupils will be able to address individual problems, some of which draw on a combination of any two of the mathematical content areas and require learners to make connections between those areas.</p>		

		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: <ol style="list-style-type: none"> 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%

Language and/or communication skills:

Curricular Links

As questions are based on real life scenarios, pupils will need to draw on knowledge from various subjects so that they can contextualise and generalise their maths skills and knowledge.