

# Qualification title: Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1

## 1. Content area: using numbers and the number system – whole numbers, fractions, decimals and percentages

### Content area description:

Learners at Level 1 are expected to be able to count in steps of various sizes, including negative numbers; and read, write and understand positive whole numbers to one million. They can order and compare whole numbers of any size, and fractions, ratios and decimals, and recognise the effect of multiplying and dividing by powers of 10, 100 and 1000. They can identify, compare and extend a range of numerical and spatial patterns, use, understand and calculate with fractions, decimals and percentages and calculate simple interest. See below for specific content on numbers and the number system.

Content	
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 decimals up to three decimal places
11	Add, subtract, multiply and divide decimals up to two decimal places
12	Approximate by rounding to a whole number or to one or two decimal places
13	Read, write, order and compare percentages in whole numbers
14	Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof
15	Estimate answers to calculations using fractions and decimals

**Content** *continued*

16	Recognise and calculate equivalences between common fractions, percentages and decimals
17	Work with simple ratio and direct proportions

**2. Content area: using common measures, shape and space****Content area description:**

Learners at Level 1 are expected to be able to work out simple relationships between common units of measurement to define quantities, also involving mathematical terms for position and direction. They can apply and use calculations with common measures including money, time, length, weight and capacity. They can visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations. See below for specific content on common measures, shape and space.

**Content**

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 angles in degrees

### 3. Content area: handling information and data

#### Content area description:

Learners at Level 1 are expected to be able to select, construct and interpret a range of statistical diagrams in various contexts; select and use methods and forms to present and describe outcomes. They can extract and interpret information from tables, diagrams, charts and graphs; apply simple statistics and recognise features of charts to summarise and compare sets of data; recognise and use the probability scale and interpret probabilities. See below for specific content on information and data.

Content	
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

#### Solving mathematical problems and decision making

Learners at Level 1 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a straightforward problem. A straightforward problem is one that requires learners to either work through one step or process or to work through more than one connected step or process.

Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape and space; information and data). At Level 1 it is expected that learners 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.

## Assessment weighting

Learners at Level 1 are required to demonstrate their understanding of underpinning skills and their ability to apply mathematical thinking to solve problems, as set out below.

		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"><li>1. read, understand and use mathematical information and mathematical terms used at this level;</li><li>2. recognise and obtain a solution or solutions to a straightforward problem</li><li>3. use knowledge and understanding to a required level of accuracy;</li><li>4. analyse and interpret answers in the context of the original problem;</li><li>5. check the sense, and reasonableness, of answers; and</li><li>6. present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.</li></ol>	75%