AQA

Functional Skills Certificate
MATHEMATICS

4367 Level 1
Report on the Examination

4367
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General

The exam was accessible, with all questions attempted by the majority of students, although there was some evidence that less able students struggled to complete all the questions in the allocated time. Working was usually seen, although it was not always clearly set out. Students should be encouraged to keep their working within the working lines wherever possible.

Where questions required a conclusion to be given one was usually seen.

Task 1   Angling

1 (a)   A large number of students did not take into account that there were multiple semi-finals and just added 3, 4 and 6 (the number qualifying from one of each size semi-final). Others multiplied 7 by 12 and so on but then just added these 3 totals and stopped. A small number realised that they could do this and then divide by 4, as this was the proportion who qualified.

1(b)   This multiple choice question was answered well.

1(c)   Students who knew how to work out a mean value usually gave a fully correct answer to this question. However, a large number made no progress. Common errors included multiplying 10 by 148 and 6 by 90 and stating that the winner caught more fish - so Laura was wrong. A significant number of students used the conversion rules on the data sheet to convert 148 and/or 90 pounds to kilograms but then did not know what conclusion to make.

1(d)   The majority of students used the rules to convert 17 pounds to kilograms and then made a correct conclusion. A small number of students converted 8.2 kg to pounds, using the inverse of the given rules; these students usually gave a solution and conclusion. Less able students either mixed up which values they should divide or multiply, or simply chose one of the fish as being the heavier without any supporting evidence.

1(e)   This question discriminated well. More capable students followed the instructions about winning and chose the correct three people in the correct order. Less capable students seemed to compare either the number of fish or the heaviest fish.

Task 2   Council Tax

2(a)   The majority of the students chose the correct council tax value from the table on the data sheet. Many then went on to compare this value with the correct calculated amounts paid by the three boys. A small number of students took it that the boy's comments were three different ways to pay the council tax. Other common errors included using 12 monthly payments instead of the clearly stated 10 months (also stated on the data sheet), and failing to state the council tax values being compared.

2(b)   Students who could work out 25% of a quantity often gave a fully correct solution to this question. However, quite a large number of students did not know how to do this, with common errors being to divide by 25 or just subtract 25. Almost all of the students selected the correct council tax value to use.

2(c)   This question discriminated well. Misunderstood money notation often produced incorrect solutions; for example, the correct value of 8p per pound for buses was usually seen, but some students incorrectly multiplied by 0.8.

The pound symbol was usually seen with the answer, but a number of students wrote £206.4 instead of £206.40. Students who worked in pounds throughout were usually more successful than those who multiplied by 8 and then incorrectly changed 20640 pence to pounds.

2(d) Students who picked out the correct council tax values gave fully correct solutions. However, a significant number chose an incorrect value. Overall, checking was poorly done, with the majority of students either repeating the same calculation or ignoring the check altogether.

Task 3 Winter Wonderland

3(a) This question was answered very well.

3(b) This question was answered well by the majority of students. Those who did not give a fully correct solution usually omitted the part about arriving 30 minutes early.

3(c) The majority of students showed good communicating skills, with clear plans being completed. The addition of the times was usually done well, with very few errors. The main error was to try to include both ice skating and the treasure hunt with two other activities, which would not fit into the time available. Students needed to use the strategy of using the shortest activities first in order to include as many as possible.

3(d) The major error in this question was to work out the 1350 and 1405 costs but then just state that the lodges sleeping 5 were cheaper, ignoring Myra's actual comment. The less able students worked out the costs for 3 lodges sleeping 4, 3 sleeping 5 and 3 sleeping 6. A small number of students used an incorrect date row.

Task 4 Christmas Cards

4(a) There were some excellent answers to this question, with clear drawing and numbering of the triangles. However there were also some very poor attempts to draw triangles of the correct size, with the lack of a ruler being evident in many cases. A small number of those who drew the correct triangles in the correct positions to fit in 15 triangles then stated that only 9 of them fitted, not realising that the 'upside down' triangles counted. A significant number of students completed the triangles in the first row correctly, but then their second and third rows of triangles were of height 4cm instead of 5cm. The weakest students just drew a few triangles of various sizes scattered across the grid.

4(b) This question discriminated well**.** Because the answer to this question was given, it was important that students showed their working. Many did not do this, and values such as 5 or 12 appeared from nowhere. The most able students showed each step of working to arrive at the given answer of 18

4(c) The main question was usually answered well, but the checking was again often ignored or given as a repeat of the original calculation. There was quite a large number of non-attempts, which may have been due to a lack of time.

4(d) The most successful students could access this question and give a fully correct answer and conclusion. Less successful students often did not include the costs for the card blanks, or only included one pack. Conclusions were nearly always seen. There were quite a large number of non-attempts for this part.

Mark Ranges and Award of Grades

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