

Functional Skills Qualifications Specification

Mathematics

Level 1 and 2

For exams November 2010 onwards

For certification November 2010 onwards



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AQA Logistics Centre (Manchester)
Unit 2
Wheel Forge Way
Ashburton Park
Trafford Park
Manchester
M17 1EH

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Registered address:

AQA
Devas Street
Manchester
M15 6EX

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1 Introduction

1

1a Why choose AQA?

We're proud to be one of the UK's largest awarding bodies with 3.5 million students sitting their exams with us in any given year.

As an independent registered charity, we invest all our income in the running of our examinations and in research and development to improve our qualifications and services. We focus on promoting education for the benefit of the public, drawing on years of experience of setting and marking public exams.

We are committed to delivering a straightforward and simple teaching experience, in a manageable timescale.

Why choose AQA's Functional Skills Qualifications?

Over the past three years, we have worked with over 21 000 students and their teachers, in more than 500 schools, to refine and develop our Functional Skills qualifications which:

- can help students to achieve their full potential
- are relevant for today's challenges
- are manageable for schools and colleges
- are accessible to all ability levels
- are affordable and value for money.

We work closely with teachers to make sure the introduction of a new qualification is straightforward, providing free resources to help them get ready to teach, and ongoing support throughout the life of the qualifications. Other benefits of choosing our Functional Skills qualifications include:

- access to subject departments
- training for teachers, including practical teaching strategies and methods, presented by senior examiners
- 24-hour support through our website and Ask AQA – an on-line searchable bank of frequently asked questions
- past question papers and mark schemes
- a wide range of printed and electronic resources
- free on-line results analysis, using our Enhanced Results Analysis.

We are an educational charity focused on the needs of the learner. All our income is spent on improving the quality of our specifications, examinations and support services. We don't aim to profit from education, we want you to.

If you are already a customer we thank you for your support. If you are thinking of joining us we look forward to welcoming you.



1b Why choose Functional Mathematics?

This specification

- provides students with the mathematics which are most useful in everyday contexts and the world of work
- promotes mathematical thinking and transferable skills over rote learning
- assesses students via individual tasks (one per question) which have been broken into shorter question parts – so they are accessible but can still allow independent mathematical thought and the process skills to be demonstrated.
- encourages a teaching approach that is enriching and engaging for all learners – the contextualisation of the material demonstrating the benefits of mathematics being taught to learners – particularly those who are ‘turned off’ by mathematics they perceive to be ‘irrelevant’
- promotes mathematical thinking through tasks.

The use of pre-release data books, supplied 4 working weeks in advance of the examination, allows this specification to test candidates with familiar and unfamiliar contexts with no assumption needing to be made regarding candidates’ prior knowledge as required by the functional mathematics criteria.

Pre-release material also ensures

- technical terms can be explained,
- candidates can be helped with any difficulties caused by the level of language
- candidates can access the context.

It allows learners to apply their knowledge, reason mathematically and communicate clearly.

A course of study based on this specification will

- allow learners to develop and refine their problem solving strategies and build the confidence and skills required to tackle unfamiliar challenges.
- build on key stage 3 mathematics and cross-curricular initiatives on thinking skills and independent working.
- provide good opportunities for progression to the new post-2010 Mathematics GCSE. It allows candidates to apply mathematics in context, learn problem solving skills and prepares them for the assessment of functional elements.
- a Level 1 qualification in Functional Mathematics provides a good basis for progression to Level 2 Functional Mathematics

A diploma qualification at Level 2 requires candidates to have achieved Level 2 qualifications in Mathematics, English and ICT and a diploma qualification at Level 1 requires candidates to have achieved Level 1 qualifications in Mathematics, English and ICT.

In addition, Functional Mathematics provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

1

1c How do I start using this specification?

- You need to register at www.aqa.org.uk/askaqa.php to ensure that you receive regular updates and have access to mark schemes, past question papers, a whole range of teacher support materials and receive details of teacher support meetings.
- Once you have decided to enter candidates you need to tell us so we can make sure that you get all the material you need for the examinations. This is very important where examination material is sent to you before the final entry deadline. You can let us know by filling in the appropriate 'Intention to Enter' and 'Estimated Entry' forms. If your centre is registered on e-AQA you will receive an e-mail prompting you to submit entry information on-line. If you are not e-AQA registered we will send copies to your exams officer. Both forms can be downloaded from our website (www.aqa.org.uk/admin/pentries.php).
- If your centre has not used AQA for any examinations in the past, please contact our centre approval team at centreapproval@aqa.org.uk.

1d How can I find out more?

You can choose to find out more about this specification or the services that AQA offer in a number of ways.

Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at www.aqa.org.uk/askaqa.php.

If the answer to your question is not available, you can submit a query through **Ask AQA** for our team. We will respond within 2 working days.

Speak to your subject team

You can talk directly to the Mathematics subject team about this specification either by e-mailing mathspathways@aqa.org.uk or by calling 0161 957 3852.

Teacher Support Meetings

Details of the full range of our Teacher Support meetings are available on our website at www.aqa.org.uk/support/teachers.php.

There is also a link to our fast and convenient on-line booking system for Teacher Support meetings at events.aqa.org.uk/ebooking.

If you need to contact the Teacher Support team, you can call us on 01483 477860 or e-mail us at teachersupport@aqa.org.uk.

Latest information online

You can find out more including the latest news, how to register to use Enhanced Results Analysis, support and downloadable resources on our website at www.aqa.org.uk



2 Specification at a Glance

Level 1: Functional Mathematics (Code 4367)

Assessment Scheme

The Scheme of Assessment for Level

1 comprises a single paper taken in one sitting

Level 1

Written Paper (Calculator allowed)

1 hour 30 minutes duration 60 marks

Assesses the skills standards and content for Functional Mathematics at Level 1.

All questions are compulsory. A question paper/answer book will be provided.

2

Assessment Structure: Level 1 The assessment consists of one paper.

This paper assesses the skills standards with questions placed in contexts which may be unfamiliar and may be drawn from everyday life, the workplace or educational settings. It consists of 3 to 5 questions each based on one context worth, together, a total of 60 marks where some of the contexts are presented in advance on pre-released data sheets. Each question is subdivided into parts with marks allocated to each. The question paper is of 1 hour 30 minutes duration. The use of a calculator is expected.

Pre-released data sheets

Pre-released data sheets will be sent to centres about 4 working weeks before the timetabled examination. Candidates will be able to work with their teachers in familiarising themselves with the contexts, clarifying any specialised vocabulary and considering the possible mathematics in the situation presented. Teachers will need to provide reasonable class time for this to happen. This should be at least one lesson but there is no upper limit on the time candidates can spend considering the data sheets.

The pre-released data sheets cannot be taken into the examination room. A clean copy of the data along with any further data required for the other questions will be issued to all candidates at the start of the examination. This sheet will not be collected in and marked so candidates should ensure that all working is presented in the question paper/answer book.

Written Papers

The whole assessment at Level 1 is by a single written paper to be set and marked by AQA.

Calculators

Candidates will be expected to have a scientific calculator. The calculator should have the following as a minimum requirement:

Four rules and a square, square root, reciprocal and power function, brackets, a memory facility and appropriate exponential, trigonometric and statistical functions.

Further guidance on regulations relating to calculators can be obtained from *Instructions on the Conduct of Examinations*.

Entry Policy

A Level 1 qualification cannot be awarded on the Level 2 assessment. Candidates aiming to achieve a Level 1 should enter the Level 1 assessment.

Level 2: Functional Mathematics (Code 4368)**Assessment Scheme**

The Scheme of Assessment for Level

2 comprises a single paper taken in one sitting

Level 2

Written Paper (Calculator allowed)

1 hour 30 minutes duration 60 marks

Assesses the skills standards and content for Functional Mathematics at Level 2.

All questions are compulsory. A question paper/answer book will be provided.

Assessment Structure: Level 2

The assessment consists of one paper. This paper assesses the skills standards with questions placed in contexts which may be unfamiliar and may be drawn from everyday life, the workplace or educational settings. It consists of 3 to 5 questions each based on one context worth, together, a total of 60 marks where some of the contexts are presented in advance on pre-release data sheets. Each question is subdivided into parts with marks allocated to each. The question paper is of 1 hour 30 minutes duration. The use of a calculator is expected.

Pre-release data sheets

Pre-release data sheets will be sent to centres about 4 working weeks before the timetabled examination. Candidates will be able to work with their teachers in familiarising themselves with the contexts, clarifying any specialised vocabulary and considering the possible mathematics in the situation presented. Teachers will need to provide reasonable class time for this to happen. This should be at least one lesson but there is no upper limit on the time candidates can spend considering the data sheets. The pre-released data sheets cannot be taken into the examination room. A clean copy of the data along with any further data required for the other questions will be issued to all candidates at the start of the examination. This sheet will not be collected in and marked so candidates should ensure that all working is presented in the question paper/answer book.

Written Papers

The whole assessment at Level 2 is by a single written paper to be set and marked by AQA.

Calculators

Candidates will be expected to have a scientific calculator. The calculator should have the following as a minimum requirement:

Four rules and a square, square root, reciprocal and power function, brackets, a memory facility and appropriate exponential, trigonometric and statistical functions.

Further guidance on regulations relating to calculators can be obtained from *Instructions on the Conduct of Examinations*.

Summary of Assessment

The assessment:

- provides realistic contexts, scenarios and problems
- specifies tasks that are relevant to the context
- requires the application of knowledge, skills and understanding for a purpose
- requires problem solving
- assesses process skills and the outcome of their application in different contexts
- includes no more than 20% fixed response assessment
- is written in English at one level below that being assessed, except for specialist vocabulary at the level being assessed
- covers the three skill areas of the Skill Standards at each assessment, but samples from the Coverage and Range of the Functional Skills Criteria.



3 Subject Content

3a Level 1

3a (i) Rationale

All the skills standards for level 1 are assessed in every question paper. These skills standards are assessed through the application of the Coverage and Range. The Coverage and Range is indicative of the type of mathematical content candidates are expected to apply in functional contexts; however relevant content can also be drawn from the National Curriculum levels 1 to 4 and Adult Numeracy standards at level 1. These skills standards are derived from the process skills with reference to the differentiation factors which are detailed in section 4 of this specification.

The skills standards for Level 1 require:

- contexts which may not be totally familiar to the candidate but are still accessible
- mathematics which is clear but with some non-routine aspects to the situation or problem.
- methods and procedures which may require some choice and an organized approach
- independent working from candidates to find solutions, but some guidance may be provided in the task structure.

3a (ii) Skills Standards and Coverage and Range

Skills Standards	Coverage and range (indicative)	Assessment weighting
<p>Representing</p> <ul style="list-style-type: none"> ■ understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine ■ identify and obtain necessary information to tackle the problem ■ select mathematics in an organised way to find solutions 	<ul style="list-style-type: none"> ■ understand and use whole numbers and understand positive and negative numbers in practical contexts ■ add, subtract, multiply and divide whole numbers using a range of strategies. ■ understand and use equivalences between common fractions, decimals and percentages ■ add and subtract decimals up to two decimal places 	30–40%
<p>Analysing</p> <ul style="list-style-type: none"> ■ apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes ■ use appropriate checking procedures at each stage 	<ul style="list-style-type: none"> ■ solve simple problems involving ratio, where one number is a multiple of the other ■ use simple formulae expressed in words for one- or two-step operations ■ solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature 	30–40%
<p>Interpreting</p> <ul style="list-style-type: none"> ■ interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations 	<ul style="list-style-type: none"> ■ convert units of measure in the same system ■ work out areas and perimeters in practical situations ■ construct geometric diagrams and models and shapes ■ extract and interpret information from tables, diagrams, charts and graphs ■ collect and record discrete data and organize and represent information in different ways ■ find mean and range ■ use data to assess the likelihood of an outcome 	30–40%

3b Level 2

3b (i) Rationale

All the skills standards for level 2 are assessed in every question paper. These skills standards are assessed through the application of the Coverage and Range. The Coverage and Range is indicative of the type of mathematical content candidates are expected to apply in functional contexts; however relevant content can also be drawn from the National Curriculum levels 1 to 6 and Adult Numeracy standards at level 2. These skills standards are derived from the process skills with reference to the differentiation factors which are detailed in section 4 of this specification.

The skills standards for Level 2 require:

- Contexts which may be unfamiliar to the candidate
- Identification of the situation or problem
- Application of mathematics which may not be immediately obvious due to non-routine aspects of the situation or problem.
- Multi-step questions which can require the identification of underlying mathematical structures and ways of describing them.
- Independent working from candidates to find solutions, but some guidance may be provided in the task structure.

3b (ii) Skills Standards and Coverage and Range

Skills Standards	Coverage and range (indicative)	Assessment weighting
Representing <ul style="list-style-type: none"> ■ understand routine and non-routine problems in familiar and unfamiliar contexts and situations ■ identify the situation or problems and identify the mathematical methods needed to solve them ■ choose from a range of mathematics to find solutions 	<ul style="list-style-type: none"> ■ understand and use positive and negative numbers of any size in practical contexts ■ carry out calculations with numbers of any size in practical contexts, to a given number of decimal places ■ understand, use and calculate ratio and proportion, including problems involving scale ■ understand and use equivalences between fractions, decimals and percentages 	30–40%
Analysing <ul style="list-style-type: none"> ■ apply a range of mathematics to find solutions ■ use appropriate checking procedures and evaluate their effectiveness at each stage 	<ul style="list-style-type: none"> ■ understand and use simple formulae and equations involving one- or two-step operations ■ recognize and use 2D representations of 3D objects ■ find area, perimeter and volume of common shapes 	30–40%
Interpreting <ul style="list-style-type: none"> ■ interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations ■ draw conclusions and provide mathematical justifications 	<ul style="list-style-type: none"> ■ use, convert and calculate using metric and, where appropriate, imperial measures ■ collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate ■ use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using information and communication technology (ICT) where appropriate ■ use probability to assess the likelihood of an outcome 	30–40%

3

3c Sampling strategy

A tracking document is used in conjunction with the assessment grid over successive series to ensure full coverage of the statements over time. Within each assessment, the topic weightings will not be equal but will approximately reflect the balance of the Coverage and Range statements. Each assessment

will cover all the skills standards and sample approximately two thirds of the content in Coverage and Range. The whole content of Coverage and Range will be covered within three years of assessments.

4 Scheme of Assessment

4a Aims

Functional Skills courses based on this specification should help people to gain the most out of life, learning and work.

The skills are learning tools that enable people:

- to apply their knowledge and understanding to everyday life
- to engage competently and confidently with others
- to solve problems in both familiar and unfamiliar situations
- to develop personally and professionally as positive citizens who can actively contribute to society.

4b Process Skills

The assessment will assess the following skills standards in the context of the coverage and range set out in section 3 (subject content).

Representing – selecting the mathematics and information to model a situation

- Candidates recognise that a situation has aspects that can be represented using mathematics
- Candidates make an initial model of a situation using suitable forms of representation
- Candidates decide on the methods, operations and tools, including ICT, to use in a situation
- Candidates select the mathematical information to use

Analysing – processing and using mathematics

- Candidates use appropriate mathematical procedures
- Candidates examine patterns and relationships
- Candidates change values and assumptions or adjust relationships to see the effects on answers in models
- Candidates find results and solutions

Interpreting – interpreting and communicating the results of the analysis

- Candidates interpret results and solutions
- Candidates draw conclusions in light of situations
- Candidates consider the appropriateness and accuracy of results and conclusions
- Candidates choose appropriate language and forms of presentation to communicate results and solutions

Weighting of Skills Standards

The table below shows the approximate weighting of each of the Skills standards

Skills Standards	Weighting of Skills Standards (%)
Representing	30–40%
Analysing	30–40%
Interpreting	30–40%
Overall weighting of skills standards (%)	100%

4c Differentiating factors

The functional skills standards at all levels cover the process skills of representing, analysing and interpreting.

The skills subsections (bullet points) at each level reflect both the process skills and the level differentiation factors below:

Complexity

Real-world situations, as they arise, are often quite complex. Identifying the separate areas of knowledge needed to tackle a situation, the steps needed to solve the problem and the accessibility of the problem itself (routine or non-routine) determines the level of complexity.

Familiarity

This reflects the extent to which a problem or situation requires an individual to transfer skills and understanding developed in other contexts to relate and apply these to make sense of a new situation.

In 'transferring' skills and understanding, the individual may need to adapt or extend these in order to tackle the problem effectively.

Technical demand

This reflects the range of knowledge, skills and techniques that an individual is required to draw on in order to tackle a problem. These are defined in various ways, for example, in the national curriculum levels. This may vary from a simple calculation to a thorough analysis of the practical situation.

Independence

This relates to the level of autonomy that candidates apply to tackling a problem at each stage. It is closely related to a candidate's ability to select and apply problem solving skills so that at higher levels he or she can demonstrate the ability to select and apply mathematical skills independently.

4d National criteria

This specification complies with:

- the Functional skills criteria for mathematics.
- the Functional Skills qualifications criteria
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- the requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4e Prior learning requirements

There are no prior learning requirements.

However, any requirements set for entry to a course based on this specification are at your centre's discretion.

4f Equality, access and inclusion

Functional Skills are those intrinsic to English, mathematics and information and communication technology (ICT) that enable learners to gain the most from life, learning and work.

The Functional Skills pilot awarding organisations worked with the regulators to finalise the Functional Skills criteria for all three subjects. The criteria were reviewed to see whether any of the skills or knowledge needed by the subjects presented a possible difficulty to any candidates, whatever their ethnic background, religion/belief, gender, age, disability or sexual orientation. If there were difficulties, the criteria were reviewed again to make sure that such tests of specific competences were only included if they were important to the subject. The findings were discussed with groups who represented the interests of a diverse range of candidates during an extensive consultation exercise.

When designing Functional Skills specifications and assessments we have ensured that all materials:

- provide fair and equal access to all candidates regardless of their ethnic background, religion/belief, gender, age, disability or sexual orientation,
- provide a reliable measure of a candidate's abilities in line with the requirements of the criteria to ensure that the qualification is not devalued in any way,
- maximise inclusion but minimise the need to make access arrangements/reasonable adjustments or exemptions.

5 Administration

5a Availability of assessment units and certification

Examinations and certification for this specification are available for the first time in November 2010 and then every January, March, June and November thereafter throughout the life of the specification.

	Availability of qualification
November 2010	✓
January 2011	✓
March 2011	✓
June 2011 and after	✓

5b Entries

Please check the current version of **Entry Procedures and Codes** for up-to-date entry procedures. You should use the following entry codes

Level 1 – 4367

Level 2 – 4368

5c Private candidates

This specification is available to private candidates. Private candidates should write to us for a copy of **Supplementary Guidance for Private Candidates**.



5d Access arrangements, reasonable adjustments and special consideration

Access arrangements/reasonable adjustments are allowed for candidates with special needs and disabilities to help them access the assessments as long as the demands of the assessment are not changed. Such arrangements must not give an unfair advantage or disadvantage compared with candidates not using the arrangements. Because of this, most candidates will be able to access any part of the Functional Skills assessments.

We have worked closely with the regulators to determine which access arrangements/reasonable adjustments and exemptions can be allowed in each Functional Skills qualification to ensure maximum inclusion whilst maintaining the integrity of the qualifications. These decisions can be found in the regulator's Functional Skills qualifications criteria within the Inclusion statements (Appendix B) for each subject.

We have taken note of the equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This document gives guidance to centres on how these arrangements should be administered. It is available to centres via the JCQ website (www.jcq.org.uk) or by following the link from our website (www.aqa.org.uk).

Access arrangements

We can arrange for candidates with special needs and disabilities to access an assessment. These arrangements must be made **before** the examination. Possible access arrangements for this qualification include a reader, scribe, practical assistant, word processor, transcript, BSL interpreter, oral language modifier, modified question papers (including Braille), extra time and models (visual/tactile aids, speaking scales) as appropriate.

Reasonable adjustments

An access arrangement which meets the needs of a particular disabled candidate would be a reasonable adjustment for that candidate. For example a Braille paper would be a reasonable adjustment for a Braille reader but not for a candidate who did not read Braille. Equality legislation requires us to make reasonable adjustments to remove or lessen any disadvantage affecting a disabled candidate.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or serious problem such as the death of a relative, at the time of the examination. We can only do this **after** the examination.

The Examinations Officer at the centre should apply on-line for access arrangements and special consideration by following the e-AQA link from our website (www.aqa.org.uk).

5e Examination language

We will only provide units for this specification in English.

5f Qualification titles

Qualifications based on this specification are:

AQA Functional Skills qualification in Mathematics Level 1 and AQA Functional Skills qualification in Mathematics Level 2.

5g Certification and reporting results

Where a candidate's performance is sufficient to meet the level requirements, a Functional Skills qualification pass certificate is awarded. No grades are issued with respect to these qualifications.



Appendices

A Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, and health and safety considerations

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of students at Key Stage 4, have been taken into account when preparing this specification. They will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified in Section 3: Content.

European Dimension

We have taken the 1988 Resolution of the Council of the European Community into account when preparing this specification and associated specimen units.

Environmental Education

We have taken the 1988 Resolution of the Council of the European Community and the Report 'Environmental Responsibility: An Agenda for Further and Higher Education' 1993 into account when preparing this specification and associated specimen units.

Avoiding bias

We have taken great care to avoid bias of any kind when preparing this specification and specimen units.

B Overlaps with other qualifications

From 2010 the Functional Skills standards will form a significant part of new specifications in GCSEs in English, mathematics and ICT.

Underpinning Functional Skills for all England's young people is their inclusion within the key stage 3 curriculum (11–14), and the embedding of the skills within the revised programmes of study for key stage 4 (14–16).

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/mathematics/keystage3/index.aspx?return=/key-stages3-and-4/subjects/index.aspx>



C Achievement and attainment

Functional Skills have point scores for the Assessment and Attainment Tables. The confirmed points allocations are:

Level 2 = 23 points

Level 1 = 12.5 points

Entry 1 = 5 points

Entry 2 = 6 points

Entry 3 = 7 points

(The points for Levels 1 and 2 are **in addition** to points allocated for other qualifications such as GCSEs, adult literacy and adult numeracy.)

The School Report Card will set the framework for accountability for schools. The School Report Card Prospectus published on 30 June 2009 included Functional Skills attainment in the minimum set of Key Stage 4 indicators.



Functional Skills Qualification in Mathematics Level 1 (4367) and Level 2 (4368) from 2010 onwards

Qualification Accreditation Number Level 1: 500/8703/4

Qualification Accreditation Number Level 2: 500/8702/2

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is HD4.

Centres should be aware that candidates who enter for more than one Functional Skills qualification with the same classification code will have only one grade counted for the purpose of the School and College Performance Tables.

Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain specification updates, access our searchable bank of frequently asked questions, or to ask us a question, register with Ask AQA:

aqa.org.uk/ask-aqa/register

You can also download a copy of the specification and support materials from our website:

aqa.org.uk/mathszone