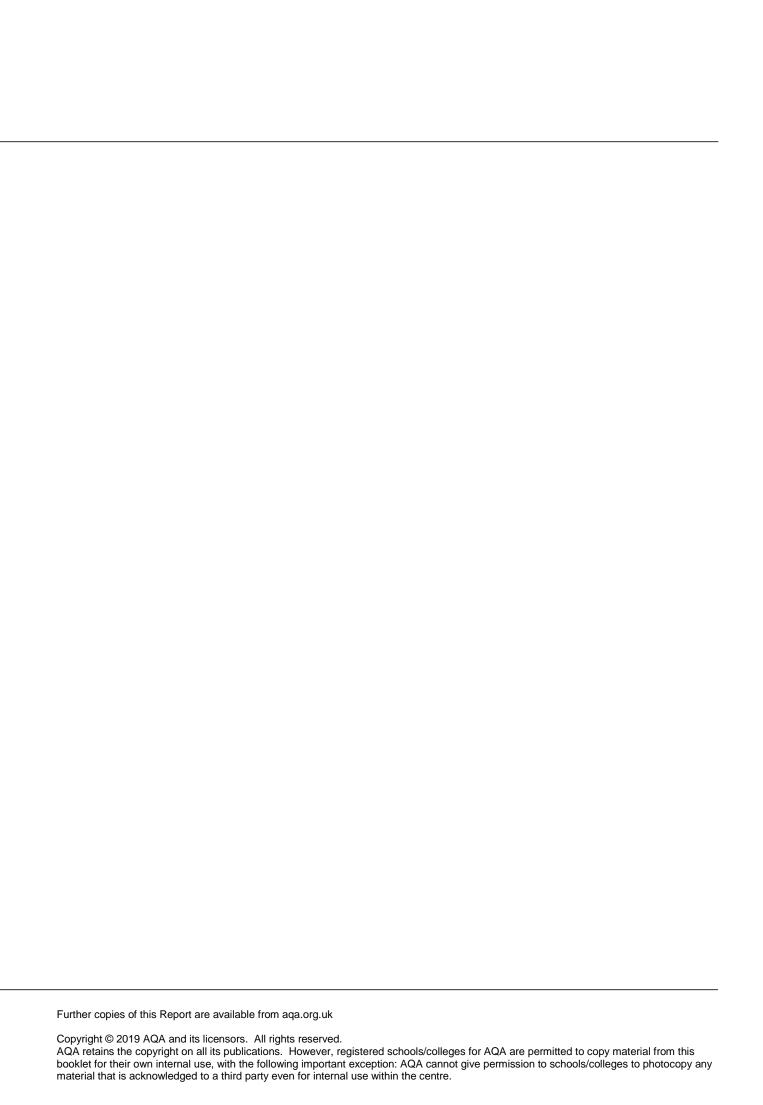# Functional Skills Certificate

MATHEMATICS

4367 Level 1
Report on the Examination

4367
January 2019

Version: 1.0

General

The examination was accessible to the target group, with questions usually attempted by the majority of students; in general, there was sufficient time to complete the paper. A small number of students showed working out in various places around the questions, often ignoring the working lines completely. Students should be encouraged to lay out their methods clearly. The vast majority of students gave conclusions where they were required.

Task 1   Part-time work

1 (a)   Some students could not follow the times on the data sheet, despite these being part of the pre-release material. A common error was to get to 8.35 and then add 11 minutes instead of checking for the time of the next tram. A very small number of students included all the times to get Emmie to work which was not required in this question but in 1(b).

1(b   Students were expected to show all times for buses and walking in order to gain full credit. Some did not do this. A small number were clearly working across rather than down the timetable. There were, however, some excellent answers, with all steps of the journey shown clearly. Most students gained credit for adding on the 10-minute walk at some point.

1(c)   This question was answered well by the majority of students. A small number either did not give a conclusion or made an accuracy error when subtracting.

1(d)   This question was answered very well, with almost all students choosing the correct rate of pay from the data sheet. More students than usual attempted a check, which was usually a reverse calculation. Some students just gave the answer in the main part of the question then showed their method in the checking part. This is not acceptable as a check.

Task 2   On the farm

2(a)   The majority of students knew how to work out the mean, but many made arithmetical errors in adding the values, despite this being a calculator paper. A small number correctly found the mean but made the wrong conclusion. Some less successful students stated "Yes as lots of the cows had a yield above 21.76" (the given mean).

2(b)   Many students struggled with this multi-step question, with very few able to progress to the correct answer and conclusion. Many found the mixture of pounds and pence confusing and failed to change both to the same unit. A common error was to divide 7944 or 333600 by 33.

2(c)   This question was answered well, with the majority of students choosing the correct area for one sow and the correct area for one piglet. A small number either squared these values or multiplied them together. The check was less successful.

2(d)   There was a mixed response to this question. Some plans were fully correct and well-drawn, but there were many errors. For example, in some cases the number of sties was incorrect or a non-rectangular digging area was drawn. The feeding trough was usually drawn correctly. Some students did not use the scale correctly and just drew random rectangles.

Task 3   Log Burner

3(a)   There were many correct answers. Some students doubled correctly but made the wrong conclusion.

3(b)   Many students followed the steps and obtained the correct solution, although not all stated the name of the log burner required. Some just chose Brunel, the small log burner. The most common error was to multiply by 4 for both steps 1 and 2, clearly taking 4 metres to be the width and the height of the room. There were a few responses where students used the dimensions of the log burners to work out volumes.

3(c)   This was quite a difficult and challenging multi-step question. Many students could progress as far as working out the costs for each type of fuel, but then did not find the difference in price and simply stated that smokeless fuel was cheaper. Less successful students simply multiplied the costs of the bags of fuel by 16 or 24 and a small number multiplied their values by 7.

Task 4   Apricot jam

4(a)   Overall, about half of all students could do this conversion correctly.

4(b)   There were a large number of correct answers, but a small number of incorrect conclusions, thinking that Peter needed another 100g of sugar. A large number of students stopped after working out $8 \div 2 = 4$, while others multiplied 8 by 600 and said he did not have enough.

4(c)   This question was answered very well, with the main error being to give the answer 7 with no working shown.

4(d)   This question was also answered well, with the main error again being to state an incorrect time with no working or to answer $3.35 + 40 = 3.75$

4(e)   There were a large number of correct answers, but some students simply worked out $16 \times 20 = 320$ jars. Others either divided 16 by 10, giving 2 jars as their answer, or divided 20 by 10

4(f)   Many students gave fully correct answers, but a few gave no conclusion. The main error was to work out 99.75 and then divide it by 3.04. A small number of students mixed up 24 and 25 and worked with selling 24 jars.

Mark Ranges and Award of Grades

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