AQA

Functional Skills Certificate
MATHEMATICS

4368 Level 2
Report on the Examination

4368
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General

The four tasks provided the opportunity for students to demonstrate competence in the three process skills of representing, analysing and interpreting.

Many students presented solutions clearly, but a number of responses were very difficult to read. Students who show a correct method are able to gain follow through marks after numerical slips.

Very few students failed to make a conclusion in those questions where they were asked to do so. Most students appeared to have used a calculator during the examination.

Questions that were well answered included:

- money problem (1(b))
- money problem (3(d))
- number problem involving rounding up (4(a))
- number problem using information from a table (4(d)).

Questions which students found difficult included:

- speed, distance, time problem (2(c))
- substitution in a formula (3(a))
- ratio problem (4(e)).

Task 1 Heating

1 (a) This question was well answered.

1 (b) This question was well answered. Most students multiplied £10.50 by 12, although some multiplied by 52. A common error was to omit a winter fuel payment when making a decision.

1 (c) Many students showed full working in this question. Some only showed the individual areas of the rectangles that had to be combined. Others worked out the perimeter.

1 (d) Most students were able to find 10% of 70.5, but not all went on to subtract it from 70.5 as required.

1 (e) This was a challenging multi-step question which discriminated well, with students obtaining the full range of marks. Many worked out that 6 rolls were needed for the bottom layer and usually went on to obtain the cost of these rolls correctly using the special offer. However, some students misinterpreted the special offer, thinking that only the sixth roll was half price. For the top layer it was quite common to see $63.45 \div 6.5$ instead of $70.5 \div 6.5$. Some who did work out that 11 rolls were needed then worked out the cost of 3 packs of 4 rolls rather than of 2 packs of 4 rolls with 3 single rolls

Task 2 Coast to Coast

2 (a) Most students made some progress in this multi-step question, but fully correct responses were fairly rare. Many used the correct number of overnight stays, but misinterpreting the information about other costs and baggage transfers was common. Other costs were often not considered at all and the number of baggage transfers was often incorrect, usually being either 5 or 1.

2 (b) Many students answered this question correctly.

2 (c) This question was not well answered. Most students worked out 69 kilometres or split this into 50 kilometres and 19 kilometres. It was common for students to write down an incorrect time for a journey without showing the method that produced that time.

Task 3   Chocolate eggs

3 (a)   Many students failed to substitute into the given formula correctly, with many simply adding two of 43, 32 and 1.8. The check was done well by some, but many made no attempt.

3 (b)   This question was answered very well.

3 (c)   Those who realised that they needed to consider how many boxes fitted within the three dimensions of the crate were often able to produce a fully correct response. Some obtained 5, 2 and 3 but then added these values instead of multiplying. Many students used an incorrect method involving division of volumes.

3 (d)   This multi-step question was well answered. However, some students did not correctly work out two thirds of 54 and some failed to include the income from one of the four different categories. Others worked out the total income and then made a conclusion without showing the subtraction of £150 (or £180).

Task 4   Competition

4 (a)   This question was very well answered and the check was attempted quite well.

4 (b)   The vast majority of students used means when comparing averages. The most common error was to simply obtain two totals and make a conclusion from these. Some gave reasons involving the fact that Kim had done more tests, but very few attempted to scale the totals.

4 (c)   Most students gave their answer as a fraction. However, successful answers were outnumbered by those who gave the probability that Kim's guess was correct rather than **not** correct as required. A few answers were seen in words or were given as a ratio.

4 (d)   This question was well answered. Some arithmetic mistakes were made, but the most common errors involved using zero or –1 instead of –2

4 (e)   This question was not well answered. A significant number of students did not work out 15% of 84 000 correctly, although some then subtracted the answer from 84 000. Very few proceeded successfully from this point, with division by 4 rather than by 5 being common.

Mark Ranges and Award of Grades

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