

Functional Mathematics Level 2 – Interim Report January 2016

Candidates have now been sitting the revised assessments introduced in autumn 2015 for approximately three months. The previous detailed report and guidance (<http://www.cityandguilds.com/what-we-offer/centres/maths-and-english/functional-skills/ofqual-functional-skills>) outlined the key changes that centres and their candidates should expect and prepare for.

Although many candidates have been well prepared for the changes, script marking shows that a significant number seem to be unaware of some or all of the detail required. There is an overall reduction in the amount of guidance given to candidates throughout the papers, but the most significant changes relate to Task 1 where the approach required is holistic. Tasks 2 and 3 are largely similar in format to those in previous (pre-relaunch) papers with a reduction in guidance.

Planning. The first item in Task 1 requires candidates to produce a simple plan of how they intend to tackle the task. Many candidates have simply started their calculations giving no indication of their overall strategy to use the source material to achieve the required outcome.

Introduction and source material. In order to plan the task, candidates must access the instructions given in the introduction and select relevant data from the source material. A number of candidates appeared to neglect to read the detail of the requirements of the task and its overall purpose, and some clearly failed to access all required source material, especially in online versions where candidates failed to scroll down sufficiently to find data.

Review. The last part of Task 1 requires candidates to reflect upon and evaluate the way they have tackled the task. Many candidates appear to have ignored the initial instruction: 'You need to review **how well you did** the task' and simply read the final line: 'List three important points', thereby simply reporting stages of the calculation process. Others use generic phrases, eg 'I checked my calculations' without making specific references to the actual work they have done in the context of the task requirements

Expectations for Task 1

1. Candidates must read the introduction carefully to understand the overall purpose of the task and what end point is required. Subsequent question instructions must be read with this context in mind.
2. Candidates must access source material in its entirety and select relevant data.
3. Planning requires candidates to produce a simple list of the stages they expect to implement in order to achieve a solution for the task set.
4. Working must be shown with full calculations and suitable checks.
5. Candidates must review their approach and solution by identifying and commenting upon specific stages of their working in context.

More detail and examples are given in the report cited above

<http://www.cityandguilds.com/what-we-offer/centres/maths-and-english/functional-skills/ofqual-functional-skills>

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