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Functional Skills – mathematics: Level 1



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Using numbers and the number system – whole numbers

DfE Functional Skills reform subject content for mathematics (February 2018)	Current NCFE Functional Skills mathematics amplification	Mapping comment
1. Read, write, order and compare large numbers (up to one million).	Understand and use whole numbers and understand negative numbers in practical contexts.	Specific reference to 1 million and specific reference to ordering and comparing large numbers.
2. Recognise and use positive and negative numbers.		No change.
3. Multiply and divide whole numbers and decimals by 10, 100, 1000.	Add, subtract, multiply and divide whole numbers using a range of strategies.	Add and subtract whole numbers removed (only multiplication and division reference) but reference to decimals added and specific reference to use of 10, 100, 1000.
4. Use multiplication facts and make connections with division facts.	Solve simple problems using ratio where one number is a multiple of the other.	No specific reference to ratio or direct proportion.
5. Use simple formulae expressed in words for one or two-step operations.	Use simple formulae expressed in words for one or two-step operations.	No change.
6. Calculate the squares of one-digit and two-digit numbers.		New to assessment (eg 3 squared, 12 squared). 
7. Follow the order of precedence of operators.		New specific reference to BIDMAS/BODMAS. 
8. Read, write, order and compare common fractions and mixed numbers.	Understand and use equivalencies between common fractions, decimals and percentages.	Specific reference to mixed numbers (whole numbers and fractions, eg 2½).
9. Find fractions of whole number quantities or measurements.		Clearer specific reference to finding fractions (eg ¾ of 80).
10. Read, write, order and compare decimals up to three decimal places.		New specific reference to order/compare decimals to 3 decimal places (eg 3.246). 
11. Add, subtract, multiply and divide decimals up to two decimal places.	Add and subtract decimals up to two decimal places.	Multiplication and division of decimals (2 dp) as well as addition and subtraction.
12. Approximate by rounding to a whole number or to one or two decimal places.		Clearer specific reference to displays to 1 or 2 dp as well as nearest whole number.
13. Read, write, order and compare percentages in whole numbers.	Understand and use equivalencies between common fractions, decimals and percentages.	New specific reference to order/compare percentages (whole numbers).

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Using common measures, shapes and space		
DfE Functional Skills reform subject content for mathematics (February 2018)	Current NCFE Functional Skills mathematics amplification	Mapping comment
14. Calculate simple interest in multiples of 5% on amounts of money.	Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature	Clearer specific reference to % of money (specifically interest). Clearer reference to 5% multiples (eg 20%, 15%).
15. Calculate discounts in multiples of 5% on amounts of money.		Clearer specific reference to % of money (specifically discount). Clearer reference to 5% multiples (eg 20%, 15%).
16. Convert between units of length, weight, capacity, money and time, in the same system.	Convert units of measure in the same system.	Clearer specific reference to expectations for conversions (eg time, length).
17. Recognise and make use of simple scales on maps and drawings.		Specific reference to scale use.
18. Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles.	Work out areas and perimeters in practical situations.	Specific reference for area and perimeter of regular and composite shapes.
19. Calculate the volumes of cubes and cuboids.		New to assessment (volume was included in core curriculum but was never specifically mentioned in current).
20. Draw 2D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles.	Construct geometric diagrams, models and shapes.	New to assessment: line symmetry and angles.
21. Interpret plans, elevations and nets of simple 3D shapes.		New to assessment: elevations and nets of 3D shapes.
22. Use angles when describing position and direction, and measure angles in degrees.		New to assessment: position/direction using angles.

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Functional Skills – mathematics: Level 1



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Handling information and data

DfE Functional Skills reform subject content for mathematics (February 2018)	Current NCFE Functional Skills mathematics amplification	Mapping comment
23. Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs.	Collect and record discrete data and organise and represent information in different ways.	The data display expectations include specific reference to pie charts, bar and line graphs.
24. Group discrete data and represent grouped data graphically.	Extract and interpret information from tables, diagrams, charts and graphs.	No reference to extracting data. The reference to grouping data and representing 'graphically' is implied by the skill above. 
25. Find the mean and range of a set of quantities.	Find mean and range.	No change.
26. Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events.	Use data to assess the likelihood of an outcome.	New to assessment: probability scale. 
27. Use equally likely outcomes to find the probabilities of simple events and express them as fractions.		No change.



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Functional Skills – mathematics: Level 1

DfE guidance on **Problem Solving and Decision Making** at **Level 1**.

Solving mathematical problems and decision making: learners at Level 1 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a straightforward problem. A straightforward problem is one that requires students to either work through one step or process or to work through more than one connected step or process.

Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape and space; information and data). At Level 1 it is expected that the student will be able to address individual problems, some of which draw upon a combination of any two of the mathematical content areas and require students to make connections between those content areas.

Learning aims and outcomes at Level 1

Learners at Level 1 are expected to be able to:

- read, understand and use mathematical information and mathematical terms used at this level.
- address individual problems as described above.
- use knowledge and understanding to a required level of accuracy.
- analyse and interpret answers in the context of the original problem.
- check the sense, and reasonableness, of answers.
- present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.

The context of individual problems at this level will require some comprehension in order for the learner to be able independently to identify and carry out an appropriate mathematical approach.

