

Pass Functional Skills – Functional Skills Maths Level 2 Specification



Before you start revising,
we recommend you book your
exam with



**PASS
FUNCTIONAL
SKILLS**

to ensure your place
as limited spaces are available.

[Book your exam now](#)

Or

Contact us to find out more information.

Email: help@passfunctionalskills.co.uk

Phone: 020 4574 9155

Please click the [Revise >](#) buttons below to start revising each topic!

Using Numbers and the Number System

1. Read, write, order and compare positive and negative numbers of any size	Revise > Revise >
2. Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation	Revise > Revise > Revise > Revise >
3. Evaluate expressions and make substitutions in given formulae in words and symbols	Revise >
4. Identify and know the equivalence between fractions, decimals and percentages	Revise >
5. Work out percentages of amounts and express one amount as a percentage of another	Revise >
6. Calculate percentage change (any size increase and decrease), and original value after percentage change	Revise >
7. Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers	Revise >
8. Express one number as a fraction of another	Revise >
9. Order, approximate and compare decimals	Revise > Revise >
10. Add, subtract, multiply and divide decimals up to three decimal places	Revise >
11. Understand and calculate using ratios, direct proportion and inverse proportion	Revise > Revise >
12. Follow the order of precedence of operators, including indices	Revise >

Measure, Shape and Space

13. Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting	Revise > Revise >
14. Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph	Revise > Revise >
15. Calculate using compound measures including speed, density and rates of pay	Revise > Revise > Revise >
16. Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles)	Revise > Revise > Revise > Revise >
17. Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)	Revise > Revise > Revise >
18. Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements	Revise >
19. Use coordinates in 2-D, positive and negative, to specify the positions of points	Revise >
20. Understand and use common 2-D representations of 3-D objects	Revise > Revise >
21. Draw 3-D shapes to include plans and elevations	Revise > Revise > Revise >
22. Calculate values of angles and/or coordinates with 2-D and 3-D shapes	Revise > Revise >

Handling Information and Data

23. Calculate the median and mode of a set of quantities	Revise > Revise >
24. Estimate the mean of a grouped frequency distribution from discrete data	Revise >
25. Use the mean, median, mode and range to compare two sets of data	Revise >
26. Work out the probability of combined events including the use of diagrams and tables, including two-way tables	Revise > Revise >
27. Express probabilities as fractions, decimals and percentages	Revise > Revise >
28. Draw and interpret scatter diagrams and recognise positive and negative correlation	Revise >

Solving Mathematical Problems and Decision Making

Students at **Level 2** are expected to be able to:

- Read, understand, and use mathematical information and mathematical terms; ✓
- Address individual problems as described above; ✓
- Use knowledge and understanding to a required level of accuracy; ✓
- Identify suitable operations and calculations to generate results; ✓
- Analyse and interpret answers in the context of the original problem; ✓
- Check the sense and reasonableness of answers; and ✓
- Present and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented. ✓

The context of individual problems at this level will require interpretation and analysis in order for the student to be able independently to identify and carry out an appropriate mathematical process or processes.

For more **revision content**, visit our shop for some amazing products: [Shop](#)

Try some past papers: [Past papers](#)

Or try our **pre-assessment**, that will tell you which topics you need to improve on for the exam.

[Pre-assessment](#)

