

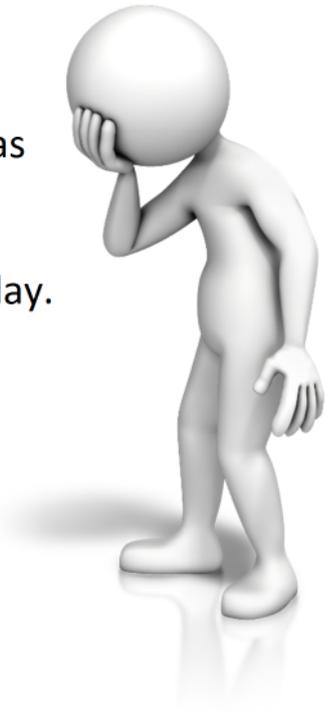
Bookings in a salon L1-2

Name _____ Date _____

Manic Monday

It's 8:00am. You've just got to work and your manager is despairing. The person working in reception yesterday has left it in a big mess.

The manager asks you to sort the appointments for the day. The appointment book is in a bit of a muddle.



1. Work out how long each session lasts in the appointment book and block out the times.
2. Each member of staff has $\frac{3}{4}$ hour for lunch.
3. Emily has called in to book a friend's massage package. She and a friend would like a full body massage and facial together at the same time. Can you fit them in?
4. Add in the appointments written on the post-its.
5. Work out the costs for each person. There is a discount of 10% for anyone booking three or more treatments.
6. Which slots are free during the day for any walk-in customers?

Bookings in a salon L1-2

Name _____ Date _____



Treatment Timings and prices



Treatment	Time	Price
Full leg wax	45 mins	£23.50
Eyebrow wax	15 mins	£8.00
Bikini wax	15 mins	£8.50
Half leg wax	25 mins	£14.50
Manicure	1 hour	£32.00
Facial	1 hour 15 mins	£30.00
Mini manicure	45 mins	£12.00
Pedicure	1 hour	£23.00
Spray tan - legs	20 mins	£14.00
Spray tan – full	30 mins	£22.00
Wedding makeup trial	1 hour 30 mins	£28.00
Wedding day makeup	1 hour	£35.00

Bookings in a salon L1-2

Name _____ Date _____



Time	Jenny	Paul	Meena	Jacque
09:00	Mrs Patel eyebrow wax		Miss Wall wedding makeup trial	Mr Green facial
10:00	Mrs Kowalski full leg & bikini wax			
		Miss Jones half leg wax		
11:00			Mr Smith mini manicure	
		Mrs Zama manicure		
12:00	Lunch			
		Lunch		
13:00	Ms Mitchell aromatherapy		Lunch	
				Lunch
14:00				
15:00	Mr Sebald pedicure			
		Miss Ali Facial		
16:00				

Bookings in a salon L1-2

Name _____ Date _____



Mrs Jackson
spray tan, eyelash
and eyebrow tint
11am

Mrs Smith
Manicure
9am

Mr Johnson
Swedish back
massage / Indian
head and reflexology
9am

Frieda
facial and full spray
tan
half past one

Lula
Full spray tan
Half nine

Angela Farfield
Hot stone back
massage
Midday

Mrs Fargo
Facial
Quarter to twelve

Emily Carter
Full leg and bikini
wax
10:30

Ms Sandroff
Reflexology
12:45

Jane F
4pm
Pedicure

Suzy Q
Half leg wax
13:45

Bookings in a salon L1-2

Name _____ Date _____

Gift voucher to be used on treatments up to the value of



Gift Vouchers

£100.00

Treatments up to the value of the voucher can be purchased but no change will be given, treatments above the voucher cost must be paid for extra.

Valid for 12 months from - 21/10/18

Gift voucher to be used on treatments up to the value of



Gift Vouchers

£40.00

Treatments up to the value of the voucher can be purchased but no change will be given, treatments above the voucher cost must be paid for extra.

Valid for 12 months from - 21/10/18

Gift voucher to be used on treatments up to the value of



Gift Vouchers

£30.00

Treatments up to the value of the voucher can be purchased but no change will be given, treatments above the voucher cost must be paid for extra.

Valid for 12 months from - 21/10/18

Bookings in a Salon – working with money and time Curriculum mapping

Source: DfE (Feb 2018), Subject content functional skills: mathematics <https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics>



Subject content - FUNCTIONAL SKILLS MATHEMATICS

✓ indicates main content and problem-solving skill(s) covered in this resource, although these will vary with the student group and how the resource is used by the teacher. (✓✓ = a key learning objective). → = not covered but included to show progression across levels (content at each level subsumes and builds upon the content at lower levels).

Fundamental mathematical knowledge and skills

These must be demonstrated in their own right, both with and without a calculator, in addition to being used to solve problems or complete tasks.

Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Using common measures, shape and space (MSS)				
7. Read 12 hour digital and analogue clocks in hours →	13. Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock →	10. Calculate with money using decimal notation & express money correctly in writing in pounds and pence ✓ 12. Read, measure and record time using am and pm ✓✓ 13. Read time from analogue and 24 hour digital clocks in hours and minutes ✓✓	19. Calculate discounts in multiples of 5% on amounts of money ✓ 20. Convert between units of length, weight, capacity, money and time, in the same system ✓ (This is the closest Level 1 match – see note in the Level 2 column)	<p>Note: in the new 2018 Functional Skills content there is no:</p> <ul style="list-style-type: none"> coverage of calculating with time (or using timetables) at any level specific coverage of time at Level 2 <p>However, the problem solving aspects of some tasks raise parts of this resource to Level 2.</p>
Handling information and data (HD)				
11. Read numerical information from lists →	22. Extract information from lists, tables, diagrams and bar charts ✓	23. Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts ✓		

Mathematical problem solving (at all levels of Functional Mathematics)

Although underpinning knowledge is tested in its own right, problem solving (p-s) is a core element of Functional Skills mathematics yet should not obscure or add additional mathematical complexity beyond the level of the qualification. Defining p-s is a challenge but the attributes below are helpful. Not all (in fact often just one) of the listed attributes must be present in a single task for it to be considered to be p-s. ✓ indicates why all or parts of this resource can be considered to be problem solving.

One or more of the following attributes may be present in a single task for it to be considered problem solving.

A	Tasks that have little or no scaffolding: there is little guidance given to the student beyond a start point and a finish point. Questions do not explicitly state the mathematical process(es) required for the solution.	✓
B	Tasks that provide for multiple representations, such as use of a sketch or a diagram as well as calculations.	✓
C	The information is not given in mathematical form or in mathematical language; or there is a need for the results to be interpreted or methods evaluated, for example, in a real-world context.	✓
D	Tasks have a variety of techniques that could be used.	✓
E	The solution requires understanding of the processes involved rather than just application of the techniques.	✓

Bookings in a Salon – working with money and time Curriculum mapping

Source: DfE (Feb 2018), Subject content functional skills: mathematics <https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics>



Solving mathematical problems, carrying out tasks and decision making.

Entry Level 1 students are expected to be able to:	Entry Level 2 students are expected to be able to:	Entry Level 3 students are expected to be able to:	Level 1 students are expected to be able to:	Level 2 students are expected to be able to:
Use the content knowledge and skills to recognise a ¹ simple problem and obtain a solution			Use the content knowledge and skills to recognise and obtain a solution or solutions to a:	
E1a. Use given mathematical information and recognise and use simple mathematical terms appropriate to E1	E2a. E3a. Use given mathematical information including numbers, symbols, simple diagrams and charts ✓		² straightforward problem. ✓	³ complex problem. ✓
	E2b. Recognise, understand and use simple mathematical terms appropriate to Entry Level 2	E3b. Recognise, understand and use simple mathematical terms appropriate to Entry Level 3	L1a. L2a. Read, understand and use mathematical information and mathematical terms used at this level ✓	
E1b. E2c. E3c. Use the methods given above to produce, check and present results that make sense [E3 only: to an appropriate level of accuracy].			L1b. L2b. Address individual problems as described above ✓	
E1c. Provide a simple explanation for those results.			L1c. L2c. Use knowledge and understanding to a required level of accuracy ✓	
E2d. Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.			L2d. Identify suitable operations and calculations to generate results ✓	
E3d. Present results with appropriate explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3. ✓			L1d. L2e. Analyse and interpret answers in the context of the original problem ✓	
			L1e. L2f. Check the sense, and reasonableness, of answers	
			L1f. Present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process & show consistency with the evidence presented ✓	L2g. Present results and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented

KEY: MCA = appropriate mathematical content area(s). NS = Using numbers and the number system. MS = Using common measures, shape and space. HD = Handling information and data.

¹A **simple mathematical problem** requires **working through one step or process**. At Entry Level it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills from **one MCA** (NS, MS or HD). **Context** should be familiar to all students and easily described.

²A **straightforward problem** 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 MCA (i.e. NS, MS or HD). 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 MCA** and require students to make connections between those content areas. **The context** of individual problems at L1 will require some comprehension in order for the student to be able independently to identify and carry out an appropriate mathematical approach.

³A **complex problem** requires a **multi-step process, typically requiring planning and working through at least two connected steps or processes**. Individual problems are based on a combination of the knowledge and/or skills from the MCA (NS, MS or HD). At Level 2 it is expected that the student will be able to address individual problems some of which draw upon a combination of **all three MCA** and require students to make connections between those content areas. **The context** of individual problems at L2 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.