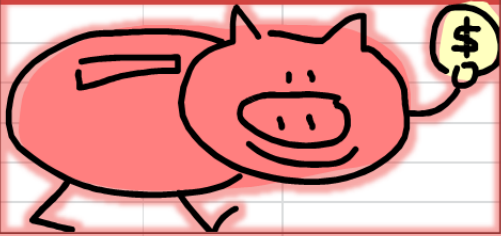# Bank Statement: mind the gaps

Name _____ Date _____

The bank statement below displays James Gold's debit and credit account transactions over 14 days. James has asked you to show to him how he could work out the missing figures in his bank statement and calculate the amount of money he has spent using his debit card.

SAVERS' BANK UK						17/10/2013	

Account Type	BANK A/C
Account Name	James Gold
Account Number	88888888888
Branch Identifier Code	22-22-22

			Debit	Credit			
03/10/2013		Balance brought forward				1,300.00	
04/10/2013	VIS		11.46			1,288.54	
05/10/2013	SO		375.00			913.54	
06/10/2013	ATM		10.00			903.54	
07/10/2013	DD		43.78			859.76	
08/10/2013	CR			39.00		898.76	
09/10/2013	VIS		100.00			798.76	
10/10/2013	SO		780.00			18.76	
11/10/2013	DD		15.30			3.46	
12/10/2013	CR			1,145.00		1,148.46	
13/10/2013	DD		700.00			448.46	
14/10/2013	VIS		100.00			348.46	
15/10/2013	DD		23.89			324.57	
16/10/2013	VIS		24.10			300.47	
17/10/2013		Balance carried forward				300.47	

DD	Direct debit
VIS	Visa Debit Card transaction
SO	Standing Order
ATM	Cash withdrawal

Bank Statement: mind the gaps

Name _____ Date _____

1. Work out the **balance** carried forward on **7 October**.

2. Work out the **amount debited** for the standing order on **10 October**.

3. Work out the **amount credited** on **12 October**.

4. Work out the **balance** carried forward on **17 October**.

5. Work out the total amount John spent over the fourteen days using his **Visa debit card**.

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FUNCTIONAL MATHEMATICS **Coverage and Range statements (indicative only)**
Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.
✓ *indicates the main coverage and range skills covered in this resource, although these may vary with the student group and how the resource is used by the teacher.*

Level 2	
a) understand and use positive and negative numbers of any size in practical contexts ✓	g) find area, perimeter and volume of common shapes
b) carry out calculations with numbers of any size in practical contexts, to a given number of decimal places ✓	h) use, convert and calculate using metric and, where appropriate, imperial measures
c) understand, use and calculate ratio and proportion, including problems involving scale	i) collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate
d) understand and use equivalences between fractions, decimals and percentages	j) use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate. ✓
e) understand and use simple formulae and equations involving one or two operations	k) use statistical methods to investigate situations
f) recognise and use 2D representations of 3D objects	l) use probability to assess the likelihood of an outcome

References

Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*
http://www.ofqual.gov.uk/

This resource also covers many **adult numeracy curriculum** elements.
http://www.excellencegateway.org.uk/sflcurriculum including

N2/L2.6: Add, subtract, multiply and divide decimals up to three places
HD1/L2.1: Extract and interpret discrete and continuous data from tables, diagrams, charts and line graphs

For related resources and further curriculum links please visit the download page for this resource at
www.skillsworkshop.org

Answer Sheet

1	**859.76**
2	**780.00**
3	**1,145.00**
4	**300.47**
5	**235.56**