

# House price investigation L2



Name(s) \_\_\_\_\_ Date \_\_\_\_\_

Use <http://www.rightmove.co.uk/> to investigate house prices.

Investigation team:	
Name of city/town	
Size of house/flat (number of bedrooms)	
Rental or for sale	
Detached / semi-detached / terraced (only relevant for houses)	
Any other information?	

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Name(s) \_\_\_\_\_ Date \_\_\_\_\_

Source of information	
Specific location	Price
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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Name(s) \_\_\_\_\_ Date \_\_\_\_\_

Please use this space to show your working out – even if you used a calculator.

Mean price or rent per month	
Modal price or rent per month	
Median price or rent per month	
Range in price or rent per month	

Please write down any particular problems that you had whilst conducting this investigation.

# House price investigation

## Teaching notes and curriculum mapping

Students use [www.rightmove.co.uk](http://www.rightmove.co.uk) to explore house prices in areas of their choice. For example, pairs of students could explore house prices in different cities in the UK.

They will need access to computers. You will also need to establish criteria before they start to collect their data so that like for like houses are being compared. For example, all of the groups are to compare prices of 2 bedroomed flats in the cities of their choice.

This will be live data so will constantly change. You can have some excellent discussions as to local variations and variations between different areas of the country. You could also use information from local papers to compare the prices between local towns. Another version is to compare prices between cities in different countries... bring some newspapers back with you if you go abroad on holiday!

This version is aimed at Level 2 Functional Maths learners. A level 1 version, which includes only mean and range, is also available. I have extended this activity further to create pie charts and bar charts in Excel. I haven't done so yet but I can also see that pictograms could be created using the data.

### 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.

*Highlighting and ✓ indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.*

#### Level 1

- |  |  |
|--|--|
| a) Understand and use whole numbers and understand negative nos. in practical contexts | g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature ✓ |
| b) Add, subtract, multiply and divide whole numbers using a range of strategies ✓      | h) Convert units of measure in the same system   |
| c) Understand and use equivalences between common fractions, decimals and percentages  | i) Work out areas and perimeters in practical situations   |
| d) Add and subtract decimals up to two decimal places                                  | j) Construct geometric diagrams, models and shapes   |
| e) Solve simple problems involving ratio, where one number is a multiple of the other  | k) Extract and interpret information from tables, diagrams, charts and graphs ✓  |
| f) Use simple formulae expressed in words for one- or two-step operations              | l) Collect and record discrete data and organise and represent information in different ways ✓                                   |
|  | m) Find mean and range ✓   |
|  | n) Use data to assess the likelihood of an outcome   |

#### 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/files/2009-11-functional-skills-criteria-for-mathematics.pdf>

This resource also covers many **adult numeracy** <http://www.excellencegateway.org.uk/sfcurriculum> elements.