OCR English and maths - the complete solution

Functional Skills or GCSEs: choose the most appropriate qualification to suit your learners’ needs
Our Cambridge Progression and Functional Skills qualifications in English and Maths map to the new English and Maths GCSEs for first teaching in September 2015.

Why choose OCR?

- We provide expertise and experience in assessment and progression across the full range of English and maths academic and vocational qualifications
- Administration is easy – if you are offering GCSEs, Functional Skills or ‘Stepping Stone’ qualifications with any exam board and have been inspected by that exam board using JCQ rules, there is no administration fee for approval

*Available for GCSE only

OCR is part of the Cambridge Assessment Group, a department of the University, and are a not for profit organisation.

OCR Interchange is a free, secure website for centres which offers a variety of services for exams officers and tutors including Active Results*, our results analysis portal. This easy to use system provides you with the ability to carry out day-to-day administrative functions online quickly and efficiently
- We have ongoing support for you; join us on our training sessions which are great for CPD
- FREE resources which help you to map a clear pathway from Cambridge Progression learning to Functional Skills and GCSEs.

For more information:

- Sign up for updates on the latest news on English and maths
- Contact the OCR Customer Contact Centre for more information on 02476 851509 or email them at vocational.qualifications@ocr.org.uk
- Visit us at ocr.org.uk/englishandmaths

The English and maths Learner Journey

For learners who need to build their core skills to progress on to GCSE and beyond

Initial assessment – Level Checker Tool

English and maths Diagnostic Assessment (Identifies skills gap)

Cambridge Progression Qualifications (Entry 1 – L2)*

Function Skills Qualifications

GCSE Qualifications

To continue progression, learners can choose from AS Level / A Level / Cambridge Technicals L3 / Core Maths

*We also offer a choice of Entry Level qualifications such as Entry Level English, Entry Level Maths and Living Texts
<table>
<thead>
<tr>
<th>Level</th>
<th>Entry 1 – Level 2.</th>
<th>Entry 1 – Level 2.</th>
<th>Entry 1 – Level 2.</th>
<th>The new GCSE is a Level 1 or Level 2 (grade depending) qualification. Achievement is graded on a 9-1 grading scale, with 9 being the highest grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is this for?</td>
<td>All learners enrolling on vocational and academic programmes.</td>
<td>All learners enrolling on English and maths programmes.</td>
<td>All learners – all ages including ESOL, SEN and Adult Learners.</td>
<td>All learners – all ages including ESOL, SEN, Adult Learners and Apprentices.</td>
</tr>
<tr>
<td>What is it?</td>
<td>A tool that supports a learner’s transition onto all new learning programmes. It highlights an individual’s achievements, skills and previous learning experiences. It shows the general level of English and maths skills a learner has attained.</td>
<td>A diagnostic assessment tool helps to identify specific learning strengths and needs at each level. It determines learning targets and appropriate teaching and learning strategies.</td>
<td>Choose from 58 funded, short, bite-sized units to support underpinning English and maths skills. These can be stand-alone qualifications or provide the progression and foundation for GCSEs or Functional Skills.</td>
<td>Functional Skills English and Maths gives your learners a practical grounding in how to apply English or maths skills to everyday situations, with a strong focus on explanation and problem-solving rather than abstract concepts and recall.</td>
</tr>
<tr>
<td></td>
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<td>GCSE Mathematics: The new GCSE in Mathematics should enable learners to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Develop fluent knowledge, skills and understanding of mathematical methods and concepts</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Acquire, select and apply mathematical techniques to solve problems</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Reason mathematically, make deductions and inferences and draw conclusions</td>
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<td>• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</td>
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<tr>
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<td>GCSE English language: The new GCSE in English Language should enable learners to:</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>• Read a wide range of texts, fluently and with good understanding</td>
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<td></td>
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<td>• Read critically, and use knowledge gained from wider reading to inform and improve their own writing</td>
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<td></td>
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<td></td>
<td></td>
<td>• Write effectively and coherently using Standard English appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Use grammar correctly, punctuate and spell accurately</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for Reading, Writing and Spoken Language.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>In addition, learners will study a Spoken Language component which is separately endorsed. This endorsement should enable learners to listen to and understand Spoken Language, and use spoken Standard English effectively.</td>
</tr>
</tbody>
</table>
The Learner Journey: Building core skills to progress to GCSE and beyond

<table>
<thead>
<tr>
<th><strong>Initial Assessment (IA)</strong></th>
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<th><strong>Cambridge Progression</strong></th>
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<th><strong>GCSE</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• English</td>
<td>• English</td>
<td>• English Language</td>
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<td></td>
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<td>• Maths</td>
<td>• Maths</td>
<td>• Mathematics</td>
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<td>• ICT</td>
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<td></td>
<td>New GCSEs taught from September 2015</td>
</tr>
</tbody>
</table>

**Fee**
- FREE to Centres with access to OCR Interchange.

**Structure**
- OCR version: two pages – approximately 15-20 minutes.
- OCR version: 5 documents (E1-L2).
- Each level contains:
  - Tutor Guide
  - Learner assessment (Section 1 – Underpinning skills, Section 2 – Process skills)
  - Kinaesthetic resource pages for centres to develop if they wish to
  - Simple marking grid that highlights the Cambridge Progression units that support skills gaps
  - Individual Learning Plan document which can be produced for each learner.

- For each level (E1-L2) a selection of units (between 1-5 credits) within a 13 Credit Certificate qualification may be chosen.
- Each unit is 10, 20, 30 or 50 GLH.
- The timing of each unit assessment is determined by the number of criteria – two questions for each criterion (15 minutes to 45 minutes).
- Note – learners do not have to complete a full certificate to receive individual unit funding.

**English Assessment:**
- L1 & 2 two separately assessed components. Two tasks set and marked by OCR (Reading and Writing)
- E1-3 Reading and Writing – OCR set tasks (with a choice of tasks for reading) units internally assessed, then externally moderated
- E1-L2 Speaking and Listening – one centre-set and externally moderated task.

**Maths Assessment:**
- L1 & 2 three tasks set and marked by OCR
- E1-3 OCR set tasks with the option to contextualise to suit individual learners.

**GCSE Mathematics:**
- Separate Foundation and Higher tiers of entry. Each tier has three 90 minute papers. GCSE Mathematics has an overlapping tiers model, with the Foundation tier covering grades 1-5 and the Higher tier covering grades 4-9 (candidates achieving ‘a small number of marks’ below the grade 4 boundary on the Higher tier will be awarded a grade 3). At least 20% of the marks for each tier must be through questions that are common to both tiers.

**GCSE English Language:**
- This is an un-tiered qualification; both examined components cover grades 9-1. The qualification is assessed through two examined components, both covering reading and writing skills, and a separate endorsement for Spoken Language. The assessment and grading arrangements for the Spoken Language endorsement are to be confirmed by Ofqual.

Registration fee for each learner:
The proposed fees in 2014/2015 are:
- Current GCSE English Language is £31.80.
- Current GCSE Maths is £31.95.
- Fees for the new GCSEs are to be confirmed.

Unit registration fee for each learner: £6.25.

Registration fee for each learner, per component, from £4.

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<th>Diagnostic Assessment (DA)</th>
<th>Cambridge Progression</th>
<th>Functional Skills</th>
<th>GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both English and maths skills assessed.</td>
<td></td>
<td>5 English DA tools (E1-L2) and 1 Guidance tool.</td>
<td>English and maths underpinning skills that are mapped to the Adult Core Curriculum for Literacy and Numeracy.</td>
<td>Problem-solving tasks in which a learner needs to apply English and maths underpinning skills to find solutions.</td>
<td>GCSE Mathematics</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>5 maths DA tools (E1-L2) and 1 Guidance tool.</td>
<td></td>
<td></td>
<td>Content is listed in full in the OCR GCSE specification, available from ocr.org.uk/gcemaths. All content is compulsory, no course options are available. Content is broken up into six areas, which must be assessed in the following proportions (with ±3%):</td>
</tr>
<tr>
<td><strong>Foundation tier</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number <strong>25%</strong></td>
</tr>
<tr>
<td><strong>Higher tier</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>15%</strong></td>
</tr>
<tr>
<td><strong>Algebra</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>20%</strong></td>
</tr>
<tr>
<td><strong>Ratio/proportion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Geometry and measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Probability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>GCSE English Language</td>
<td></td>
<td></td>
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<td></td>
<td>Learners will read and be assessed on high-quality, authentic texts from the 19th, 20th and 21st centuries. The texts must include literature and extended literary non-fiction and other non-fiction writing such as journalism, reviews, essays, biography and travel writing. Learners are assessed entirely on unseen texts. Learners are required to study the following content:</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
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<td>Reading:</td>
</tr>
<tr>
<td>Critical reading and comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Critical reading and comprehension</td>
</tr>
<tr>
<td>Summary and synthesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Summary and synthesis</td>
</tr>
<tr>
<td>Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</td>
</tr>
<tr>
<td>Comparing texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Comparing texts.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing:</td>
</tr>
<tr>
<td>Producing clear and coherent text: writing effectively for different purposes and audiences for example: to describe, narrate, explain, instruct, argue, give and respond to information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Producing clear and coherent text: writing effectively for different purposes and audiences for example: to describe, narrate, explain, instruct, argue, give and respond to information</td>
</tr>
<tr>
<td>Writing for impact: creating emotional impact; using language creatively, imaginatively and persuasively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Writing for impact: creating emotional impact; using language creatively, imaginatively and persuasively.</td>
</tr>
<tr>
<td>Spoken Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spoken Language:</td>
</tr>
<tr>
<td>Presenting information and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Presenting information and ideas</td>
</tr>
<tr>
<td>Responding to Spoken Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Responding to Spoken Language</td>
</tr>
<tr>
<td>Expressing ideas using spoken Standard English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Expressing ideas using spoken Standard English.</td>
</tr>
<tr>
<td>The Spoken Language endorsement is a compulsory requirement of the course.</td>
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</tr>
</tbody>
</table>

New GCSEs taught from September 2015
## Initial Assessment (IA)

**Why do this?**

IA: To identify the level of the learner. For example, if a learner shows on their IA that they are working at E3, then they should progress and be put on a L1 Functional Skills programme.

## Diagnostic Assessment (DA)

**How is it delivered/taught?**

The assessment is delivered by the centre.

**Why do this?**

DA: to identify the strengths and skills gaps of each learner at each level. When used as an auditing tool, this will identify a learner's skills gaps. For example, if a learner is progressing onto a L1 Functional Skills programme and the DA tool has identified that the learner still has Level 1 skills gaps, the Cambridge Progression units will be funded within a study programme, to secure the skills before beginning L1 Functional Skills.

## Cambridge Progression

**Why do this?**

To support the development of English and maths underpinning skills in Functional Skills and GCSEs. As a revision aid for GCSEs. Unit certificates to show achievement and progression in English and maths core skills. To differentiate individual needs – as part of schools ‘local offer’. They can be adapted for individual learners as units can be mixed to fill skills gaps.

**How is it delivered/taught?**

Can be taught at any time of the year. Can be contextualised in a vocational programme.

## Functional Skills

**Why do this?**

Stand-alone qualifications to support the cognitive thinking skills and problem-solving that are required for lower level and middle skilled jobs. To support Apprenticeships.

**How is it delivered/taught?**

Can be taught at any time of the year. Can be contextualised in a vocational programme.

## GCSE

**Why do this?**

To support all of the cognitive thinking skills needed for progression into higher skilled jobs, Apprenticeships or further education. From August 2014 all 16 to 19-year-olds without A* to C GCSEs in English and/or Mathematics must continue to study towards them by enrolling on either GCSE qualifications or approved Stepping Stone qualifications.

**How is it delivered/taught?**

GCSE Mathematics

Most frequently delivered in classroom teaching over two years to 14 to 16-year-olds. The recommended Guided Learning Hours for English GCSEs are 120 hours per course. The teaching focus of GCSE English Language is on skills rather than content, as all texts in the exam are unseen, so there is no specific recommended GLH for each component. As a guideline, 120 hours roughly equates to 55 hours for each examined component and 10 hours to the development of Spoken Language skills (it is hoped that teachers will also integrate the development of Spoken Language skills into classroom/teaching activities). Post-16 GCSE teaching will often complete the course in 1 year.

GCSE English

GCSEs are most frequently delivered in classroom teaching over 2 years to 14 to 16-year-olds. The recommended Guided Learning Hours for English GCSEs are 120 hours per course. The teaching focus of GCSE English Language is on skills rather than content, as all texts in the exam are unseen, so there is no specific recommended GLH for each component. As a guideline, 120 hours roughly equates to 55 hours for each examined component and 10 hours to the development of Spoken Language skills (it is hoped that teachers will also integrate the development of Spoken Language skills into classroom/teaching activities). Post-16 GCSE teaching will often complete the course in 1 year.
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</thead>
<tbody>
<tr>
<td>Retakes</td>
<td>This assessment is controlled by the centre.</td>
<td>This assessment is controlled by the centre.</td>
<td>Paper and online retakes are available in the next monthly window. Specific units are available on demand.</td>
<td>Yes, Centres can make entries at any time and schedule their own assessment dates.</td>
<td>Retakes are available for English Language and maths in November. There is one assessment window in the summer which is available to all and one resit opportunity available in November, open to candidates aged 16 or over by the preceding 31 August.</td>
</tr>
<tr>
<td>How is it assessed?</td>
<td>Paper-based.</td>
<td>Online or on paper.</td>
<td>Online or on paper. • Targeted assessments earning an Award for each unit achieved – if the learner achieves 13 credits or more of Cambridge Progression Awards, they’ll automatically receive a Cambridge Progression Certificate (for the level at which they achieve over 51% of their Awards) • We do the work – the qualifications are externally marked – only Speaking; Listening and Discussion units are internally assessed and externally moderated • Tests are available on paper or on-screen, the choice is yours • Paper and on-screen tests are sessional, but to give you more flexibility, a variety of tests are available on demand.</td>
<td>Online or on paper. Internal and external assessment. Internally assessed and externally moderated.</td>
<td>GCSE Maths 100% linear paper-based external assessment. Three 90-minute papers each for Foundation and Higher tier, each equally weighted towards the overall assessment and any content item can be assessed on any paper. Between a third and a half of the total assessment must be completed without candidate access to a calculator (OCR has one non-calculator paper on each tier).</td>
</tr>
</tbody>
</table>
### Initial Assessment (IA)
- Marked immediately by the centre.

### Diagnostic Assessment (DA)
- Marked immediately by the centre.

### Cambridge Progression
- **English**
- **Maths**
- Online and paper-based tests are externally marked by OCR. Internally assessed by the centre and externally moderated by OCR.

### Functional Skills
- **English**
- **Maths**
- **ICT**
- Online and paper-based tests are externally marked by OCR. Internally assessed by the centre and externally moderated by OCR.

### GCSE
- **English Language**
- **Mathematics**
- New GCSEs taught from September 2015
- GCSE English Language and GCSE Maths: paper-based marked externally by OCR. Spoken Language is internally assessed and externally moderated by OCR.

### How is it marked?
- **How is it marked?**
  - Marked immediately by the centre.
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  - GCSE English Language and GCSE Maths: paper-based marked externally by OCR. Spoken Language is internally assessed and externally moderated by OCR.

### Results turn around time
- **Results turn around time**
  - Immediate.
  - Immediate.
  - Internal assessment – up to 21 working days after submitting your work to the Examiner-moderator. Paper-based – published result dates as per the Admin Guide. Online – published result dates as per the Admin Guide. On demand (specific units), results available in as little as 2 working days.
  - Internal assessment – up to 21 working days after submitting your work to the Examiner-moderator. Paper-based – in as little as 15 working days after your Examiner receives your work for marking. Online – in as little as 12 days of the test being taken.
  - All results published at the same time. Usually the third week of August (Summer series) or the second week of January (November resit). Please see the Admin Guide for details.

### Links to other qualifications
- **Links to other qualifications**
  - Mapped to Cambridge Progression and supports Functional Skills and GCSE English and Mathematics.
  - Mapped to Cambridge Progression and supports Functional Skills and GCSE English and Mathematics.
  - Mapped to Cambridge Progression and supports Functional Skills and GCSE English and Mathematics.
  - Functional Skills
    - GCSE
    - Can be contextualised to other vocational qualifications
    - Cambridge Traineeships.
  - GCSE
    - Apprenticeship programmes
    - Can be contextualised in other vocational qualifications.
  - A Level English and Mathematics
    - Core Maths – Quantitative Problem Solving and Quantitative Reasoning
    - Quantitative Methods (maths)
    - Free Standing Maths Qualifications – FSMQs (6993 and 6989) can follow on from GCSE, prior to A Levels
    - Living Texts Level 1 and 2 Certificate
    - Entry Level English; Entry Level Maths.
<table>
<thead>
<tr>
<th>Resources for tutors</th>
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<td></td>
<td>This assessment is a supporting resource for all English and maths qualifications.</td>
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<td>Broad range of teaching and CPD resources to support tutors delivering these qualifications. For example:</td>
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<td>We are running CPD events for the new GCSE Maths, introducing the new specification and training attendees for its delivery. These are available to book through our CPD hub at cpdhub.ocr.org.uk For supporting teachers in delivery of the new GCSE qualifications, we have:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Delivery Guides</td>
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<td>• Our new ExamCreator service (ocr.org.uk/examcreator), which enables teachers to create question papers made up from past questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English contextualisation resources brochure</td>
<td>CPD support videos such as:</td>
<td>A mock paper service from 2016, which will feature new GCSE Maths question papers. These will be produced to the same standards as official GCSE papers and will be available to download from a secure location, where learners won’t be able to view them from. They will feature well-presented, easy-to-interpret mark schemes, Examiner’s commentary on points to look out for when marking and sample answers with Examiner’s commentary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cambridge Progression English: Types and purposes of punctuation marks.</td>
<td>Functional Skills Levels 1 and 2 English (09498, 09499): Getting to grips with delivery and assessment (course materials).</td>
<td>• A Scheme Of Work Builder, due to be launched online in Easter 2015. This will have various templates within it for teaching GCSE Maths over 1, 2 or 3-year periods, which will be fully customisable by ‘dragging and dropping’ content topics in the templates.</td>
</tr>
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**Cambridge Progression**
- English
- Maths
- ICT

**Functional Skills**
- English
- Maths
- ICT

**GCSE**
- English Language
- Mathematics

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<td>Resources for the new GCSE English Language:</td>
</tr>
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<td>• A guide to resources – Start here</td>
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<td>• Command verbs</td>
<td>• Activity banks</td>
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<td>• New English contextualisation resources game</td>
<td>• Mapping progression &amp; Functional Skills to new GCSE topics</td>
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<td>• Entry skills guide – Finding out</td>
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<td>• Entry skills guide – Talk about</td>
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<td>• Entry skills guide – What’s different</td>
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<td>• Entry skills guide – What’s different – interactive game</td>
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<td>• Presentation – Discussion skills</td>
<td>• Level 1 Functional Skills English – Underpinning skills support material for learners</td>
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<td>• Presentation – Reading</td>
<td>• Presentation – Entry Levels</td>
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<td>• Presentation – Understanding sentences</td>
<td>• Presentation – Levels 1 and 2.</td>
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<td>• Presentation – Using sentences</td>
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<td>Resources available shortly:</td>
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<td>• Presentation – Writing compose</td>
<td>• Exploring 19th century texts delivery guide (guidance on key concepts and classroom activities for exploring 19th century texts with particular focus on co-teachable elements of GCSE English Language &amp; GCSE English Literature)</td>
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<td>• Unseen text anthology (10 thematic pairings of non-fiction texts and 10 thematic pairings of literary texts to fit the context of each component – these can be used to develop learners’ skills in responding to unseen texts)</td>
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<td>• Candidate-style answers (to provide an indication of top band responses)</td>
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<td>• Interactive curriculum planner (enables teachers to plan their own course, structured in a way to suit them)</td>
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<td>• GCSE Language textbook.</td>
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For GCSE maths, we have already published a selection of resources on [ocr.org.uk/gcsemaths](https://ocr.org.uk/gcsemaths) and will be frequently adding new resources to these throughout the lifetime of the new specification. These include Check In tests (short texts intended for Year 9 learners, based on content in the ‘Initial Learning’ column of out GCSE Maths specification), Transition Guides (which compare the delivery of an area of content over different stages, e.g. KS3 and GCSE, and include a resource task for learners making this transition), lesson elements, delivery guides, specification mapping guides, further sets of sample question papers and more.
Funding

| Funding | Carry out a thorough initial assessment to determine the level at which the learner is currently working so you can decide which level they will enrol onto. | Carry out an appropriate diagnostic assessment to inform and structure a learner’s Learning Agreement to use as a basis for a programme of study. | Yes. All of the Cambridge Progression qualifications receive full funding from the SFA and EFA. | Yes. Functional Skills qualifications receive full funding from the SFA and EFA. | It is a condition of funding from academic year 2014/15 for all learners on 16 to 19 study programmes to study maths and/or English unless they have at least a GCSE grade C. From 2015/16 if a learner has a Grade D GCSE their programme must be a GCSE retake. |

NEW

OCR has collaborated with Hodder to provide you with interactive content to support Functional Skills.

- Guide your Functional Skills learners, from initial assessment to exam success with the Hodder Dynamic Learning tool
- Online Initial Assessment – computer-marked with instant results
- Diagnostic reports to take the learner to the resources required to plug their skills gaps
- Automatically generated independent learning plans
- Dynamic learning – including over 340 tutorials, access to resources such as presentations, interactive assessments, PDF files, video files, audio files, past exam papers and practice questions
- Formative tests, practice assessments and exam guidance.

For more information visit ocr.org.uk/interchange, as OCR Centres are eligible for a preferential price.

Cambridge University Press is delighted to be OCR’s publishing partner for the 2015 GCSE Mathematics specification.

We are driven by a simple goal: to create resources for teachers and students that ignite a curiosity and love for learning. As England enters a new educational chapter, we are publishing a comprehensive suite of print and digital mathematics resources specifically written for the new OCR GCSE Mathematics specification.

Sample material is now available, please visit www.cambridge.org/ukschools

Oxford University Press, in partnership with OCR, create a suite of inspiring and accessible resources for OCR’s GCSE English qualifications, which fully support both teachers and students. For full details: www.oxfordsecondary.co.uk/english

This information is correct at time of publication. December 2014
Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5:30pm, Monday to Friday.

Telephone: 02476 851509
Email: vocational.qualifications@ocr.org.uk