OCR English and maths - the complete solution

Functional Skills or GCSEs: choose the most appropriate qualification to suit your learners' needs

OCR
Oxford Cambridge and RSA

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.
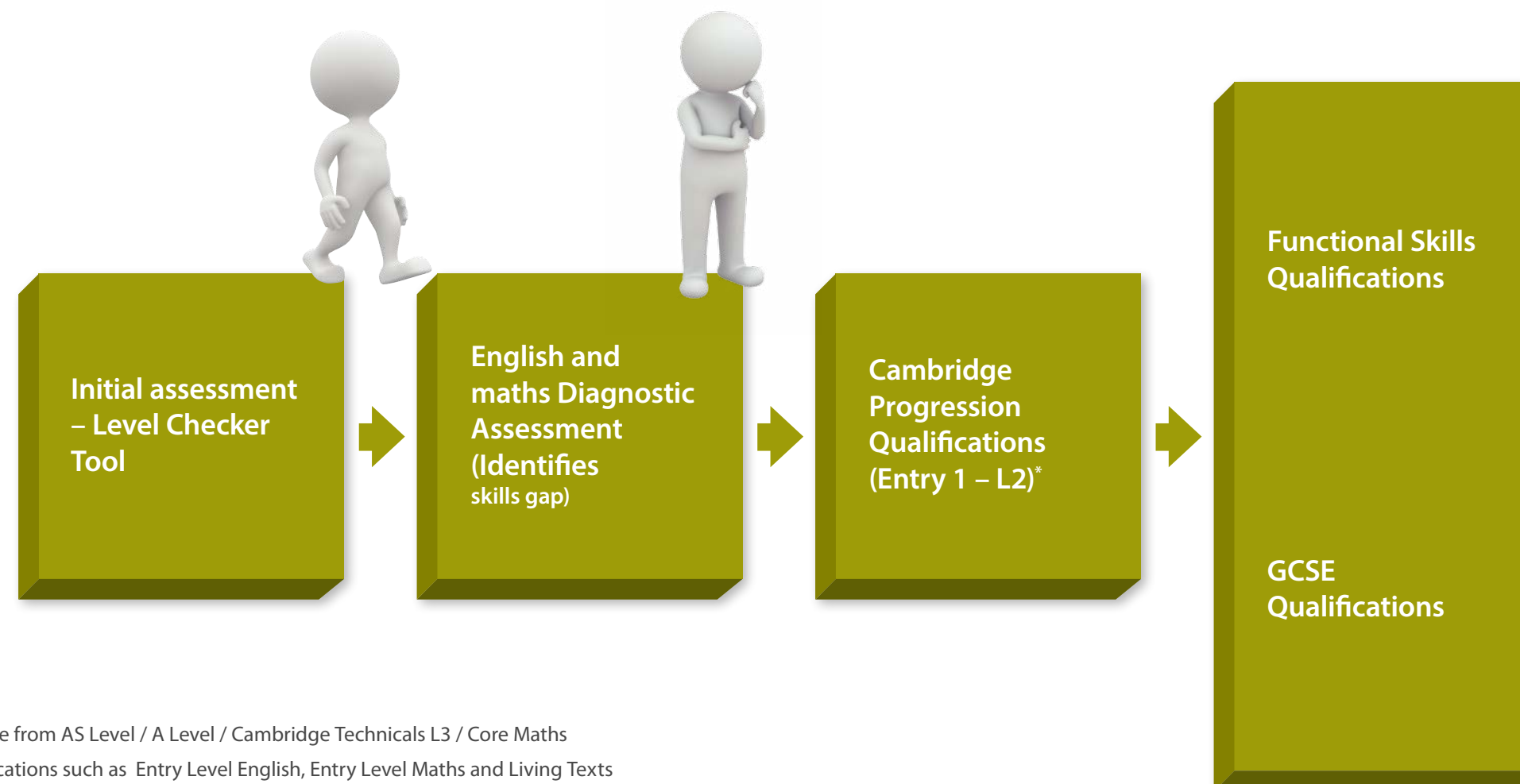
- **OCR Interchange** is a free, secure website for centres which offers a variety of services for exams officers and tutors including Active Results*, our results analysis portal. This easy to use system provides you with the ability to carry out day-to-day administrative functions online quickly and 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)* → Functional 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

	Initial Assessment (IA)	Diagnostic Assessment (DA)	Cambridge Progression • English • Maths	Functional Skills • English • Maths • ICT	GCSE • English Language • Mathematics *New GCSEs taught from September 2015*	
Level	Entry 1 – Level 2.		Entry 1 – Level 2.	Entry 1 – Level 2.	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.	
Who is this for?	**All learners** enrolling on vocational and academic programmes.	**All learners** enrolling on English and maths programmes.	**All learners** – all ages including ESOL, SEN and Adult Learners.	**All learners** – all ages including ESOL, SEN, Adult Learners and Apprentices.	**All learners** – who are secure in their underpinning skills at Level 1.	
What is it?	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.	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.	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.	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.	**GCSE Mathematics** The new GCSE in Mathematics should enable learners to: • Develop fluent knowledge, skills and understanding of mathematical methods and concepts • Acquire, select and apply mathematical techniques to solve problems • Reason mathematically, make deductions and inferences and draw conclusions • Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.	**GCSE English language** The new GCSE in English Language should enable learners to: • Read a wide range of texts, fluently and with good understanding • Read critically, and use knowledge gained from wider reading to inform and improve their own writing • Write effectively and coherently using Standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for Reading, Writing and Spoken Language. 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.

	Initial Assessment (IA)	Diagnostic Assessment (DA)	Cambridge Progression • English • Maths	Functional Skills • English • Maths • ICT	GCSE • English Language • Mathematics *New GCSEs taught from September 2015*	
Fee	FREE to Centres with access to OCR Interchange.	FREE to Centres with access to OCR Interchange.	Unit registration fee for each learner: £6.25.	Registration fee for each learner, per component, from £4.	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.	
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.

	Initial Assessment (IA)	Diagnostic Assessment (DA)	Cambridge Progression • English • Maths	Functional Skills • English • Maths • ICT	GCSE • English Language • Mathematics New GCSEs taught from September 2015
Content	Both English and maths skills assessed.	5 English DA tools (E1-L2) and 1 Guidance tool. 5 maths DA tools (E1-L2) and 1 Guidance tool.	English and maths underpinning skills that are mapped to the Adult Core Curriculum for Literacy and Numeracy.	Problem-solving tasks in which a learner needs to apply English and maths underpinning skills to find solutions.	**GCSE Mathematics** Content is listed in full in the OCR GCSE specification, available from **ocr.org.uk/gcsemaths**. 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%):

	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio/proportion	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics	15%	15%

GCSE English Language
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:
Reading:
• Critical reading and comprehension
• Summary and synthesis
• Evaluation of a writer's choice of vocabulary, form, grammatical and structural features
• Comparing texts.
Writing:
• 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
• Writing for impact: creating emotional impact; using language creatively, imaginatively and persuasively.
Spoken Language:
• Presenting information and ideas
• Responding to Spoken Language
• Expressing ideas using spoken Standard English.
The Spoken Language endorsement is a compulsory requirement of the course.

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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.	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.	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.	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.	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?	The assessment is delivered by the centre.	The assessment is delivered by the centre.	Can be taught at any time of the year. Can be contextualised in a vocational programme.	Can be taught at any time of the year. Can be contextualised in a vocational programme.	**GCSE Mathematics** Most frequently delivered in classroom teaching over two years to 14 to 16-year-olds. Recommended Guided Learning Hours have not currently been confirmed to the new GCSE Mathematics course, but 140-160 has been suggested. Post-16 GCSE teaching will often complete the course in less than two years.	**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.

	Initial Assessment (IA)	Diagnostic Assessment (DA)	Cambridge Progression • English • Maths	Functional Skills • English • Maths • ICT	GCSE • English Language • Mathematics *New GCSEs taught from September 2015*	
When are the tests available?	24/7	24/7	Paper tests: monthly. OR Computer-based: monthly and on demand (specific units only). The choice is yours.	Paper tests: on demand. Computer-based: on demand.	Paper tests: one assessment window in the summer.	
Retakes	This assessment is controlled by the centre.	This assessment is controlled by the centre.	Paper and online retakes are available in the next monthly window. Specific units are available **on demand.**	Yes. Centres can make entries at any time and schedule their own assessment dates.	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.	
How is it assessed?	Paper-based.	Online or on paper.	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.	Online or on paper. Internal and external assessment. Internally assessed and externally moderated.	**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).	**GCSE English Language** This is a 100% linear qualification. The two examined components are paper-based external assessment. Each paper is two hours long and has a weighting of 50% towards the overall GCSE. Both papers test reading and writing skills; the Reading and Writing sections in each paper are equally weighted. Learners respond to two unseen texts in each paper. All Assessment Objectives are assessed in each component. Spoken Language will be an internally assessed separate endorsement. The criteria and arrangements for assessment of Spoken Language will be consistent across all exam boards. Ofqual has consulted and is awaiting outcome on the marking and grading arrangements, but it is likely that centres will submit one recorded presentation for each learner. The grading scale is likely to be Pass, Merit, Distinction.

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How is it marked?	Marked immediately by the centre.	Marked immediately by the centre.	Online and paper-based tests are externally marked by OCR. Internally assessed by the centre and externally moderated by OCR.	Online and paper-based tests are externally marked by OCR. Internally assessed by the centre and externally moderated by OCR.	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	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	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.

	Initial Assessment (IA)	**Diagnostic Assessment (DA)**	**Cambridge Progression**
			• English
			• Maths
				Functional Skills
				• English
				• Maths
				• ICT
					GCSE • English Language
					  • Mathematics
					  New GCSEs taught from September 2015

Resources for tutors	This assessment is a supporting resource for all English and maths qualifications.	This assessment is a supporting resource for all English and maths qualifications.	Broad range of teaching and CPD resources to support tutors delivering these qualifications. For example:
			
			• **Delivery Guides**
			
			• English contextualistion resources brochure
			
			• CPD support videos such as:
			
			  Cambridge Progression English: Types and purposes of punctuation marks.
			
			  Cambridge Progression English: Sentences: Simple, compound and complex.
			
			  Functional Skills English – support videos on how to observe and record Speaking and Listening assessments.
				Broad range of teaching and CPD resources to support tutors delivering these qualifications. For example:
				
				• **Delivery Guides**
				
				• CPD support videos such as:
				
				  Functional Skills Levels 1 and 2 English (09498, 09499): Getting to grips with delivery and assessment (course materials).
				
				  Functional Skills Entry Level English (09495, 09496, 09497): Getting to grips with delivery and assessment (course materials).
				
				  Functional Skills English – What English process skills mean for Functional Skills – the 'functional learner.'
					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:
					
					• Our new **ExamCreator** service (**ocr.org.uk/examcreator**), which enables teachers to create question papers made up from past questions
					
					• 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
					
					• 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.

	Initial Assessment (IA)	Diagnostic Assessment (DA)	Cambridge Progression • English • Maths	Functional Skills • English • Maths • ICT	GCSE • English Language • Mathematics *New GCSEs taught from September 2015*
Resources for learners	This assessment is a supporting resource for all English and maths qualifications.	This assessment is a supporting resource for all English and maths qualifications.	Broad range of FREE resources to support learners taking these qualifications. For example: • A guide to resources – Start here • **Command verbs** • **New English contextualistion resources game** • **Entry skills guide – Finding out** • **Entry skills guide – Talk about** • **Entry skills guide – What's different** • **Entry skills guide – What's different – interactive game** • **Presentation – Discussion skills** • **Presentation – Reading** • **Presentation – Understanding sentences** • **Presentation – Using sentences** • **Presentation – Writing compose.**	Broad range of resources to support learners taking these qualifications. For example: • **A guide to resources – Start here** • **Activity banks** • **Mapping progression & Functional Skills to new GCSE topics** • **Entry skills guide – Finding out** • **Entry skills guide – Talk about** • **Entry skills guide – What's different** • **Entry skills guide – What's different – interactive game** • **Level 1 Functional Skills English – Underpinning skills support material for learners** • **Presentation – Entry Levels** • **Presentation – Levels 1 and 2.**	Resources for the new GCSE English Language: • **Journeys Delivery Guide** (provides guidance on key concepts and classroom activities for exploring different texts through the theme of journeys) • **Approaching unseen 20th and 21st century literary texts** delivery guide (provides guidance on key concepts and classroom activities for exploring unseen literary texts) • **Effective writing skills** lesson element (classroom activity to focus on developing effective writing skills) • **Using Living Texts** (outlines how to use our Level 1 & 2 Certificate in Living Texts as an alternative to GCSE Literature to support teaching, particularly in the first year of a three year GCSE). Resources available shortly: • 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 & GCSE English Literature) • 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 using to develop learners' skills in responding to unseen texts) • Candidate-style answers (to provide an indication of top band responses) • Interactive curriculum planner (enables teachers to plan their own course, structured in a way to suit them) • GCSE Language textbook. For GCSE maths, we have already published a selection of resources on **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 tests 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	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**

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Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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