

**ENTRY LEVEL CERTIFICATE**  
*Specification*

# **MATHEMATICS**

R449  
For first assessment in 2017



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# 1 Why choose an OCR Entry Level Certificate in Mathematics

## 1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new Entry Level Certificate in Mathematics has been refreshed to fit with reformed GCSE (9–1) Mathematics qualifications to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications that are designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Entry Level Certificate in Mathematics is made up of 100% internally assessed tests and tasks. The

flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

We provide support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- Curriculum Planning Document
- Check-In tasks to aid formative assessment in class
- Mathematics Progress Profile to split the course into manageable stages and help motivate learners through earning teacher-managed awards – see Section 5e
- Resources for use by learners in class or for independent study outside of lessons
- Detailed mark schemes for written tests and clear guidance for marking practical task against generic mark scheme
- Access to subject specialists to support you through the transition and throughout the lifetime of the specification.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in Mathematics is QN603/0093/0.

## 1b. Why choose an OCR Entry Level Certificate in Mathematics?

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OCR's Entry Level Certificate in Mathematics provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards mathematics and

to recognise the importance of mathematics in their own lives and to society. It also provides a firm mathematical foundation for learners who go on to further study.

### Aims and learning outcomes

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OCR's Entry Level Certificate in Mathematics will encourage learners to:

- develop fluent knowledge, skills and understanding of fundamental 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.

The qualification is aimed at those learners who may not be ready to start a GCSE (9–1) in mathematics, who would benefit from reinforcing their basic mathematics skills while studying towards the GCSE (9–1), or for those learners that need to refresh their mathematical skills alongside their main course of study.

It is designed to be accessible to a diverse range of learners, including those with special educational needs and adult learners. With this in mind, we've created a qualification that is accessible, flexible and straightforward to administer, ensuring a positive experience that focuses on what the learner can achieve.

Learners explore the same areas of study as learners studying GCSE (9–1) Mathematics enabling co-teachability.

The course is 100% centre-marked so that learners can benefit from immediate feedback from their teachers. The assessment, consisting of two tests and one practical task, can be taken at times convenient to the centre, and OCR provides guidance and support for teachers to help in delivering the course.

The course is designed to be taken over a year but is flexible enough to be taken over shorter or longer periods.

## 1c. What are the key features of this specification?

The key features of OCR's Entry Level Certificate in Mathematics for you and your learners are:

The assessment is made up of two written tests and one practical task. The preliminary written test is designed to be taken part way through the course at a time appropriate for the learner and convenient for the centre.

The content included in the preliminary written test is shaded in section 2b. The final written test covers all the content in section 2b.

The practical task can be any piece of work completed by the learner that demonstrates their confidence with using and applying mathematics in a real context. It could be done specifically for submission for the Entry Level Certificate in Mathematics, either from the exemplar tasks or set by the centre. Alternatively it could be a piece of work done outside of the maths environment provided it can be marked against the mark scheme criteria and authenticated as completed by the learner.

Each learner receives a 'Mathematics Progress Profile', to split the course into manageable stages and motivate them to further their knowledge through a series of teacher-managed awards.

This specification will enable learners to develop:

- confidence with fundamental mathematical concepts
- written and mental arithmetic skills, while encouraging the use of calculators and computer software as a means to solve problems of increasing complexity
- the ability to reason mathematically by following a line of enquiry, investigating relationships and justifying results
- strategies to solve problems by applying mathematical skills in a variety of contexts
- an appreciation of the importance and applications of mathematics outside of the classroom
- improved motivation through providing the opportunity for a positive experience of applying mathematics in authentic contexts.

## 1d. What is new in OCR Entry Level Certificate in Mathematics?

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This section is intended for teachers using OCR Entry Level Certificate in Mathematics. It highlights the differences between the current Entry Level

Certificate in Mathematics (R448) and the new version for first teaching from September 2016:

What stays the same?	What's changing?
<ul style="list-style-type: none"><li>• There is a single Entry Level specification.</li><li>• Award of Entry 1, Entry 2 or Entry 3 is made, based on performance in assessments.</li><li>• Assessment can be taken at any point during the academic year at a time appropriate for learners and convenient for centres.</li><li>• Content is split so that the Preliminary Written Test may be taken partway through the course.</li><li>• Final Written Test covers the full content.</li><li>• Written tests and practical task are 100% teacher-marked and moderated by OCR.</li><li>• There are no externally marked examinations.</li><li>• Optional Mathematics Progress Profile and Certificates which can be awarded by the teacher to provide a sense of achievement for the learner, and to motivate learners for the duration of the course.</li></ul>	<ul style="list-style-type: none"><li>• Assessment Objectives mirror the changes in GCSE (9–1) Mathematics.</li><li>• Content revised to focus on forming a stepping stone towards any GCSE (9–1) Mathematics.</li><li>• Increased emphasis on practical uses of basic numeracy in geometrical and statistical contexts to provide concrete applications to support learning and boost motivation.</li><li>• Assessment is split into two written tests, Preliminary and Final and one Practical Task. The Aural task has been removed.</li><li>• Multiple versions of the Preliminary Test available on Interchange for resit opportunities throughout the course of study.</li><li>• Multiple versions of the Final Test available on Interchange to allow resit opportunity.</li><li>• Practical Task involves learners undertaking a genuine real life activity and assesses the background mathematical skills that are necessary to ensure the successful planning of that activity.</li><li>• Generic mark scheme for Practical Task so that learners can undertake an activity relevant to their aspirations.</li><li>• The content is designed to reflect the mathematical requirement of all learners and has been divided into 12 sections to provide direct progression to the content in the OCR J560 GCSE (9–1) Mathematics specification.</li><li>• Spreadsheet for recording learner outcomes on Mathematics Progress Profile available on website.</li></ul>

## 1e. How do I find out more information?

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If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask subject specialist:

Email: [maths@ocr.org.uk](mailto:maths@ocr.org.uk)

Customer Contact Centre: 01223 553998

Teacher support: [www.ocr.org.uk/Maths](http://www.ocr.org.uk/Maths)

Twitter: [@OCR\\_Maths](https://twitter.com/OCR_Maths)

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## 2 The specification overview

### 2a. OCR's Entry Level Certificate in Mathematics (R449)

Learners must complete all parts assessments which make up 100% of the assessment.

#### Content Overview

- Preliminary Written Test

Focused on basic numeracy and an introduction to geometry and data handling. Shaded content in section 2b

- Final Written Test

Covers full content covered in section 2b

- Practical Task

Learners undertake a real life project and are assessed on the mathematical skills undertaken in order to ensure the success of their project

#### Assessment Overview

40 Marks

\*1 Hour paper

Calculator **not** permitted

Internally-assessed/  
externally-moderated

**40%**  
of total  
Entry Level  
Certificate

40 Marks

\*1 Hour paper

Calculator **not** permitted

Internally-assessed/  
externally-moderated

**40%**  
of total  
Entry Level  
Certificate

20 Marks

Calculators and Computer  
Software permitted

Internally-assessed/  
externally-moderated

**20%**  
of total  
Entry Level  
Certificate

\*These are recommended timings only



## 2b. Content of Entry Level Certificate in Mathematics (R449)

Material indicated by the shaded criteria will form the basis of the Preliminary Written Test which could be taken partway through the course. The Final Written Test covers all content.

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>N1</b>	<b>Whole Numbers and Calculations</b>			
N1a	Write and order whole numbers up to 20. Interpret different numbering formats, including Roman, Arabic, tally and word. Understand and use the vocabulary associated with the comparison of number such as: ‘how many’, ‘the same as’, ‘more’, ‘less’, ‘less than’, ‘greater than’, ‘fewer’.	Write, order and compare whole numbers up to 100. Know the value of each digit in a 2-digit number.	Write, order and compare whole numbers up to 1000. Know the value of each digit in a 3-digit number.	1.02a  2.04b
N1b	Understand vocabulary associated with numerical calculations such as: add, subtract, plus, minus, take-away, double, +, –.	Understand vocabulary associated with numerical calculations such as: multiply, times, half, divide, ×, ÷.	Understand vocabulary associated with numerical calculations such as sum, difference, share, total, twice, triple.	1.01a
N1c	Use appropriate objects or number line to add single digit numbers up to 20.	Add whole numbers up to 100.	Add whole numbers up to 1000.	1.01a
N1d	Use appropriate objects or number line to subtract a single digit number from a starting value no greater than 20.	Subtract a single digit number from an initial value no greater than 100.	Subtract whole numbers from an initial value no greater than 1000.	1.01a
N1e	Know and use addition and subtraction as inverse operations.	Know and use multiplication and division as inverse operations.		1.04a

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>N2</b>	<b>Fractions, Percentages and Decimals</b>			
N2a	Give a number that is 0.5 more or less than a given single-digit number.	Give a number that is 0.1 more or less than a single-digit number including where a zero may not be given after the decimal point, i.e. $8 - 0.1 = 7.9$	Add and subtract decimals in context, i.e. money, mensuration etc.	2.04a
N2b	Recognise half, quarter and three quarters in words, numbers and diagrams. Represent half, quarter and three quarters on diagrams.	Recognise that two halves, four quarters or ten tenths make one whole and that five tenths and one half are equivalent. Represent equivalence in diagrams.	Recognise equivalent fractions, including fractional quantities greater than 1. Understand and use mixed fraction and vulgar ('top heavy') fraction notation.	2.01a 2.01c
N2c		Calculate one half, one quarter or one tenth of a quantity, where the answer is an integer.	Calculate thirds, quarters, fifths and tenths of quantities where the answer is an integer. Use fractions in context.	2.01c
N2d		Order one digit decimals.	Order decimals and fractions.	2.04a
N2e	Understand percentage is 'number of parts per hundred'.		Recognise equivalent fraction, decimal and percentage notation.	2.03b
N2f	Understand that 100% represents the whole quantity, 50% is equivalent to $\frac{1}{2}$ and 25% is equivalent to $\frac{1}{4}$ . Represent these percentages in diagrams.	Understand that 10% is equivalent to dividing by ten.	Understand that 1% is equivalent to dividing by 100.	2.03a 2.03b
N2g		Find 50%, 25% and 10% of two digit numbers, limited to results which are whole number answers.	Find 1%, 25%, 50% for three digit numbers, limited to results which are whole number answers. Find other percentage quantities by combining results.	2.03b

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>N3</b>	<b>Multiples</b>			
N3a	Know and use multiplication of numbers up to 10 by 2. Understand and use the term ‘double’.	Know and use multiplication of numbers up to 10 by 3, 4, 5 and 10.	Know and use multiplication of whole numbers up to $12 \times 12$ , and use this knowledge in multiplication and division problems.	1.02a
N3b	Recognise the odd and even numbers from 1 to 20.	Recognise when a two-digit number is divisible by 2, 3, 4, 5 and 10.	Multiply a whole number by 10. Recognise when any number will give a whole number when divided by 10.	1.02a
N3c			Understand the index notation for squared and cubed and be able to calculate the results of squared and cubed powers on the numbers 1–5 and 10.	3.01a
<b>N4</b>	<b>Estimation and Approximation</b>			
N4a	Understand and use place value to order 1 significant figure integer numbers up to 100, e.g. order 70, 6, 20.	Understand and use place value to order 1 significant figure integer numbers up to 1000, e.g. order 400, 7, 50.	Understand and use place value to order 2 significant figure integer numbers up to 1000, e.g. 580, 120, 91.	4.01a
N4b			Understand and use place value to order numbers given to 2 decimal places. Use decimal values in real life contexts (i.e. money).	1.02a
N4c		Perform simple calculations where the units of the quantities are whole numbers of hundreds.	Perform simple calculations where the units of the quantities are whole numbers of thousands or millions.	1.01a

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
N4d	Round numbers, less than ten, to the nearest whole number. Use approximations in calculations.	Round numbers less than 100 to the nearest ten or whole number. Estimate totals using rounded values.	Round numbers to the nearest whole multiple of ten. Use approximate values to obtain an estimation.	4.01a
N4e	Use estimation to explain whether a number of items (no more than five) can be bought for £20.	Estimate approximate total cost and expected change for a number of items (no more than ten) to be bought.	Estimate approximate cost of a list of multiple items to determine if purchases can be made within a stated budget.	4.01b
<b>N5</b>	<b>Proportionality</b>			
N5a	Solve simple proportion problems by repeated addition of constituent quantities, e.g. if 1 cake costs <10p find the cost of 2, 3, and 4 cakes.	Solve simple proportion problems by doubling constituent parts, e.g. adapt a 4 person recipe for 8 people.	Solve simple proportion problems using systematic analysis, e.g. adapt a 2 person recipe for 1 person, 3 people, 20 people etc.	5.01d
N5b			Solve simple inverse proportion problems using systematic analysis, e.g. if speed doubles then the time taken will halve.	5.02b
<b>N6</b>	<b>Formulae</b>			
N6a	Complete a sequence increasing by 2, given in words, numbers or as a spatial pattern.	Complete a sequence increasing or decreasing by 2, 3, 5 or 10.	Complete sequences of increasing or decreasing integers where the common difference is less than 10 or a multiple of 10.	6.06a
N6b			Substitute positive integers into a formula given in words and calculate answers i.e. average speed is distance travelled divided by time taken.	6.02b
N6c	Use the terms first, second, third, fourth, fifth including sequencing events.	Use a simple one-step function machine to determine outputs for given inputs.	Use a simple two-step function machine to determine outputs for given inputs.	6.05a

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>N7</b>	<b>Scales and Graphs</b>			
N7a	Read and mark a scale or dial whose divisions represent 1 unit, which are labelled in 1s or 2s (numbers up to 20). Read linear scales in familiar contexts.	Read and mark a scale or dial whose divisions are labelled and represent 2, 5 or 10 units. Read dial and scales in familiar contexts.	Read and mark a scale or dial whose divisions are labelled appropriately.	10.01a
N7b			Work with $x$ - and $y$ -coordinates in positive quadrant.	7.01a
N7c	Interpret graphs representing a simple sequence or proportional relationship.	Interpret graphs in real-world contexts, e.g. money conversion, cost-time.	Construct and interpret graphs in real-world contexts, e.g. distance-time, money conversion, cost-time.	7.01b
<b>S1</b>	<b>Shapes and Solids</b>			
S1a	Sort and classify shapes using language related to angles and sides e.g. straight, right angle, acute, obtuse, curved, corners, perpendicular, parallel, arc. Know and use names for basic shapes, e.g. triangle, rectangle, square, circle.	Sort and classify polygons by number of sides, e.g. triangle, quadrilateral, pentagon, hexagon. Distinguish between different triangles (equilateral, isosceles, right angled and scalene).	Distinguish between different quadrilaterals (square, rectangle, kite, trapezium, parallelogram and rhombus).	8.01a
S1b	Sort and classify solids using language related to angles, edges and faces, e.g. straight, right angle, acute, obtuse, curved, corners, perpendicular, parallel.	Know and use the terms side, edge, corner, square face, rectangular face, triangular face, cube, cuboid, cross-section, pyramid, sphere, cone, cylinder.	Identify pictures of three dimensional objects. Identify and sketch nets of cuboids.	8.01d

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>S2</b>	<b>Symmetry and Transformations</b>			
S2a	Identify lines and draw shapes with single vertical lines of symmetry. Understand the terms 'symmetry', 'symmetrical'	Identify lines and draw shapes which have horizontal and/or vertical lines of symmetry.	Understand the terms reflection and reflectional symmetry. Recognise simple plane shapes, patterns or pictures that have reflectional symmetry.	8.04c
S2b		Rotate, reflect and translate simple shapes to form tessellated pattern.	Use different polygons to form regular and semi-regular tessellation patterns.	9.01
S2c	Draw the reflection of a simple object in a mirror line on squared paper.	Draw the rotation of a simple object through 90 degrees on squared paper.	Draw a simple transformation on a coordinate grid: <ul style="list-style-type: none"> <li>– reflection in horizontal and vertical lines</li> <li>– rotation about (0,0) through multiples of 90 degrees</li> <li>– translations, e.g. 3 forward, 5 down.</li> </ul>	9.01

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>S3</b>	<b>Units and Measures</b>			
S3a	Visually compare lengths, understand and use terms such as ‘longer than’, ‘longest’, ‘shorter than’, ‘shortest’. Compare weights of common objects including using terms such as ‘heavier than’, ‘lighter than’, ‘heaviest’, ‘lightest’.	Estimate heights, lengths and weights of everyday objects.	Understand how equipment such as trundle wheels, metre rule etc. can be used to measure distance.	10.01a
S3b	Understand that perimeter is the distance around the outside of a shape. Use measuring equipment to find the perimeter of objects.	Measure the perimeter of rectilinear shapes drawn on cm square grids.	Use given measurements to calculate perimeter in mm, cm or m as appropriate	10.02a
S3c	Understand that area is the space inside a 2D shape and estimate the area of both regular and irregular shapes by counting whole number of squares.	Calculate area of rectangles drawn on cm square grids.	Calculate area of rectangles and triangles drawn to scale on square grids.	10.03b 10.03a
S3d	Understand and use the terms ‘behind’, ‘in front of’, ‘above’, ‘below’, ‘right’, ‘left’, ‘next to’, ‘straight on’, ‘turn around’.	Understand and use the terms ‘clockwise’ and ‘anticlockwise’ and the idea of ‘quarter turn’, ‘half turn’ and ‘three quarters turn’.	Understand and use the four points of the compass.	10.01c
S3e	Recognise 90 degree angles in common shapes. Recognise parallel and perpendicular lines in common shapes. Estimate size of an angle about a point up to 90 degrees.	Recognise angles greater than, equal to, and less than 90 degrees in shapes. Measure acute angles to the nearest 10 degrees using a protractor.	Know and use the terms ‘acute’, ‘obtuse’ and ‘reflex’ to describe angles. Measure angles to $\pm 2$ degrees.	8.01b

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
S3f	Use a ruler to draw right angled triangles and rectangles of given side lengths on squared paper.	Use a ruler and protractor to draw and measure triangles accurately: <ul style="list-style-type: none"> <li>side, angle, side</li> <li>angle, side, angle.</li> </ul>	Use a ruler and protractor to draw and measure polygons, up to hexagons.	8.01f
S3g	Recognise British coins in everyday use. Know that £1 is 100p; £2 is 200p, etc. Order collection of coins. Select coins equivalent to an amount of money up to £1. Give change from £1.	Use £ and p notation. Select coins equivalent to an amount of money up to £5. Order collection of coins and notes. Give change from £5.	Select coins and notes equivalent to an amount of money up to £20. Give change from £20. Solve problems involving multiplication or division of money by a whole number no greater than 10.	10.01a
S3h	Know and use the fact that there are 60 minutes in an hour to find the end time for a planned activity starting at a given time.	Find start or end times for a planned time period. Calculate the duration given the start and end times.	Know and use time conversion facts to solve time problems e.g. 24 hours = 1 day, 60 minutes = 1 hour, 60 seconds = 1 minute.	10.01a
S3i	Use language associated with time, e.g. morning, afternoon, evening, night.	Understand and use am/pm method of stating time	Understand and use 12 and 24-hour clock notation. Convert between 12 and 24-hour clock notation.	10.01a
S3j	Read and write time for digital clocks (in hours and in fifteen minute intervals). Understand and use common time phrases such as ‘quarter past ten’, ‘half past three’, ‘quarter to five’ etc.	Read and write time for digital and analogue clocks (in hours and in fifteen minute intervals).	Read and write time for digital and analogue clocks (in hours and in five minute intervals).	10.01a



ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
S3k	Know and use basic calendar facts (e.g. days in a week, months in a year and seasons), including common abbreviations.	Use a calendar to solve problems.	Read and use simple travel timetables and other common two-way tables.	10.01a
S3l	Read scales showing temperatures from zero	Compare positive integer temperatures.	Read scales showing temperatures above and below zero and compare temperatures.	10.01a
<b>D1</b>	<b>Lists and Outcomes</b>			
D1a	Sort and classify objects using a single criterion defined using every day language.	Use a two-circle Venn Diagram to sort and classify numeric and graphic data by two criteria.		11.02b 11.02c
D1b		Use systematic listing strategies to identify different outcomes of two combined events, i.e. rolling two dice.	Use systematic listing strategies to identify different outcomes of three combined events, i.e. drink, meal, dessert.	11.02b
D1c	Tally objects using recognised notation.	Understand and complete a tally chart including numerical frequency.		11.01b
D1d	Extract information from a frequency table.	Complete or extract information from lists with a maximum of two columns or two rows.	Complete or extract information from printed lists with more than two columns or rows.	12.01a

ELC in Maths Content Ref	Initial learning for Entry Level 1 qualification will enable learners to ...	Entry Level 2 learners should also be able to ...	Entry Level 3 learners should additionally be able to ...	GCSE (9–1) Ref.
<b>D2</b>	<b>Averages and trends</b>			
D2a	Construct and interpret a bar graph, using a frequency scale in 1s or 2s.	Construct and interpret a bar graph, using a frequency scale in 5s or 10s.	Construct and interpret a bar graph, using a frequency scale in 50s or 100s.	12.02a
D2b	Draw and interpret a pictogram with scale in 1s or 2s.	Draw and interpret a pictogram with scale in multiples of 2, 4, 5 or 10.	Draw and interpret pictograms.	12.02a
D2c	Order small list of numbers (up to ten numbers) to determine most common value (mode) and range of values (biggest-smallest). Value of the numbers less than 20.	Order small list of numbers (up to ten numbers) to identify middle value (median).	Find mode, median, mean and range of a small list of numbers (up to ten numbers) [formulae to be given].	12.03a
D2d	Interpret most common category from a frequency diagram, including bar charts, pictograms and pie charts.	Understand and use 'range' as the difference between the biggest and smallest recorded values on an appropriate frequency diagram.	Understand and use 'median' as the middle item in a cumulative count of items using an appropriate frequency diagram.	12.02a
D2e		Plot scatter graphs for pairs of data values. Interpret given lines of best fit for points on a given scatter graph.	Draw and interpret trends on scatter graphs using terms 'increase or decrease' and 'positive or negative'.	12.03c

## 2b. Content of Practical Task

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Centres can set the practical task when it is convenient. A task may be selected from the Exemplar Tasks or learners may choose to submit a piece of work which demonstrates their ability to use and apply mathematics in a context away from the maths classroom.

This task is designed to assess practical confidence with the mathematics and equipment used in real life contexts and as such the use of technology, including calculators, spreadsheets and graphing software should be encouraged.

Learners should make use of a range of mathematical techniques as appropriate for their practical task, either based on the content in 2b, or of an equivalent level of demand developed from independent research.

Calculators, spreadsheets and graphing technology may be used when completing the practical task.

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## 2c. Prior knowledge, learning and progression

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- No prior learning of the subject is required.
- Progression – this Entry Level Certificate is a general qualification designed to enable learners to progress either directly to employment or to foundation level courses such as Functional Skills. The progress of some learners during the course might be sufficient to allow their transfer to any Mathematics GCSE (9–1) course.
- There are a number of mathematics qualifications at OCR. Find out more at [www.ocr.org.uk](http://www.ocr.org.uk).

# 3 Assessment of Entry Level Certificate in Mathematics

## 3a. Forms of assessment

OCR's Entry Level Certificate in Mathematics consists of three assessments that are assessed by the centre and externally-moderated by OCR.

### Preliminary Written Test

40% of total marks  
40 marks

Learners should attempt the test when it is considered that they are ready. Learners must be supervised to ensure that they work independently.

Learners answer on the question paper. Learners may make use of appropriate geometrical instruments and kinesthetic aids to support their calculations. **CALCULATORS MAY NOT BE USED.**

Material indicated by the shaded criteria in the specification content (see Section 2b), across Entry 1, Entry 2 and Entry 3, is assessed.

### Final Written Test

40% of total marks  
40 marks

Learners should attempt the test when it is considered that they are ready. Learners must be supervised to ensure that they work independently.

Learners answer on the question paper. Learners may make use of appropriate geometrical instruments and kinesthetic aids to support their calculations. **CALCULATORS MAY NOT BE USED.**

Any material in the specification content (see Section 2b), across Entry 1, Entry 2 and Entry 3, is assessed.

### Practical Task

20% of total marks  
20 marks

Learners may complete one of the exemplar questions, which can be read to them and the tasks explained, or they can complete their own tasks which can be marked against the mark scheme criteria. It is expected that learners will respond to the task independently and that the centre takes appropriate precautions to ensure that the submitted work is authentic. Learners must be given the opportunity to make their own decisions about which materials and apparatus to use. The task does not need to be attempted in one session and can be done at appropriate times throughout the course. Calculators, computers and geometric instruments may be used. Print outs from software applications should be attached to the learners' submitted work where necessary.

### 3b. Assessment objectives (AO)

There are 3 Assessment Objectives in OCR Entry Level Certificate in Mathematics. These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	<b>Use and apply standard techniques</b> Learners should be able to carry out routine procedures.
AO2	<b>Reason, interpret and communicate mathematically</b> Learners should be able to demonstrate how conclusions have been drawn from mathematical information through clear calculations, diagrams or explanations.
AO3	<b>Solve problems within mathematics and in other contexts</b> Learners should be able to translate problems from mathematical or non-mathematical contexts into a mathematical process.

### AO weightings in OCR Entry Level Certificate in Mathematics

The relationship between the Assessment Objectives and the assessments are shown in the following table:

Assessments	% of overall Entry Level Certificate in Mathematics (R449)			Total
	AO1	AO2	AO3	
Preliminary Written Test	24	8	8	40%
Final Written Test	24	8	8	40%
Practical Task	12	4	4	20%
<b>Total</b>	60%	20%	20%	100%

### 3c. Assessment availability

There will be one examination series available each year in May/June to all learners. Multiple versions of each test will be available on OCR Interchange from September 2016. Resits are permitted, reusing any available version provided that the same paper is not sat twice within a two week period.

This specification will be certificated from the June 2017 examination series onwards.

### 3d. Retaking the qualification

Learners can retake the qualification as many times as they wish.

### 3e. Internal assessment tasks

All Internal assessments are set by OCR or centre.

Assessment	Set by Centre	Set by OCR
Preliminary Written Test		✓
Final Written Test		✓
Practical Task	✓	✓

The written tests are set by OCR and are available from OCR Interchange: <https://interchange.ocr.org.uk>.

The Practical Task may be set by the Centre and marked against the generic mark scheme or a task from the exemplar tasks given on the OCR website may be used [www.ocr.org.uk](http://www.ocr.org.uk).

### 3f. Non-exam assessment – marking criteria

All assessments for OCR's Entry Level in Mathematics are internally assessed and externally moderated.

Tasks should be marked against the marking criteria set and published by OCR.

#### Written Tests

The Preliminary Written Test is a timed test covering the content, shaded in section 2b, across the full level of demand for the Entry Level Certificate of Mathematics R449. Copies of the test and the mark scheme should be downloaded from Interchange. Multiple versions of the test will be available on Interchange. Resits are permitted, reusing any available version provided that the same paper is not sat twice within a two week period. Learners following a two year course may carry over their preliminary paper from the previous year.

The Preliminary Written Test is marked out of 40: 24 for AO1, 8 for AO2 and 8 for AO3.

The Final Written Test is a timed test covering the full content, detailed in section 2b, across the full level of demand for the Entry Level Certificate in Mathematics R449. Copies of the test and the mark scheme should be downloaded from Interchange. Multiple versions of the test will be available on Interchange. Resits are permitted, reusing any available version provided that the same paper is not sat twice within a two week period.

The Final Written Test is marked out of 40: 24 for AO1, 8 for AO2 and 8 for AO3.

The mark schemes for the written tests provide expected solutions with guidance to support the teacher's professional judgement. Marking of the

tests should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria. Incorrect spelling of mathematical words should be ignored, providing there is a clear indication of intention.

## Practical Task

There is no timed element in the Practical Task, the elements of maths may be done at separate times as part of a larger activity that the learner is involved with.

Learners' work should be marked by the centre assessor to the marking criteria in the relevant table, using a 'best-fit' approach.

Teachers should use their professional judgement in selecting band descriptors that best describe the work of the learner to place them in the appropriate band for each assessment objective strand.

To select the most appropriate mark in the band descriptor, teachers should use the following guidance:

- where the learner's work convincingly meets the statement, the highest mark should be awarded

- where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded
- where the learner's work just meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award marks in any band for work which fully meets that descriptor. Half marks may be awarded but the overall total must be an integer.

The task is out of 20: 12 for AO1, 4 for AO2 and 4 for AO3

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a task then the learner should be indicated as being absent from that task. If a learner completes any work at all for the task then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

Learners are expected to demonstrate their ability to:

Assessment Objective	Description	Bands	
AO1	<b>Use and apply standard techniques</b> Learners should be able to carry out routine procedures.	10–12	Learner completes a range of relevant mathematical techniques from entry levels 1, 2 and 3. The learner makes very few, if any mistakes, and is able to correct these mistakes when highlighted by their nominated supervisor.
		7–9	Learner completes a moderate range of relevant mathematical techniques from the level 1 and the level 2 content. The learner makes some mistakes, and is able to correct these mistakes with some guidance from their nominated supervisor.
		1–6	Learner completes a limited number of relevant mathematical techniques from the level 1 content with significant guidance from the nominated supervisor to ensure accuracy.
		0	Learner does not heed advice from supervisor to correct any mistakes.
AO2	<b>Reason, interpret and communicate mathematically</b> Learners should be able to demonstrate how conclusions have been drawn from mathematical information through clear calculations, diagrams or explanations.	4	Learner able to discuss with confidence the conclusions drawn from their work and answer questions that the supervisor may have to clarify any statements made.
		3	Learner able to draw some conclusions from their own work with limited prompting from their nominated supervisor.
		1–2	Learner can make limited conclusions from their work through an in depth, prompted discussion with their nominated supervisor.
		0	Learner makes no attempt to interpret the results of their calculations within the context of the activity.
AO3	<b>Solve problems within mathematics and in other contexts</b> Learners should be able to translate problems from mathematical or non-mathematical contexts into a mathematical process.	4	Learner developed a clear plan of the mathematical processes that would need to be completed in order to achieve a successful outcome. They were able to work independently throughout the task, refining and expanding the scope of work as appropriate.
		3	Learner developed a plan of the mathematical processes that would need to be completed. They were able to modify their approach with some guidance from their nominated supervisor in order to achieve a successful outcome .
		1–2	Learner developed a plan of the mathematical processes that would need to be completed with significant guidance from their nominated supervisor throughout that task.
		0	Learner completed a set of tasks provided by the nominated supervisor.
	<b>Total</b>	<b>20</b>	



### 3g. Calculating qualification results

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A learner's overall qualification grade for OCR Entry Level Certificate in Mathematics will be calculated by adding together their marks from the three assessments taken to give their total mark. Where multiple attempts on individual assessments have

been completed then the best attempt at each assessment should be used. The total weighted mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking this Entry Level Certificate in Mathematics must be entered for R449.

Entry option		Components		
Entry code	Title	Code	Assessment type	Submission method
R449	Mathematics	01	Non-exam assessment	OCR Repository
		02	Non-exam assessment	OCR Postal Moderation

## 4b. Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR; for further information please read the Joint Council of Qualifications' (JCQ) booklet [Access Arrangements and Reasonable Adjustments](#).

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration> There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to pages 96–97 in relation to Entry Level Certificate.

Subject to any specified qualification restrictions, if a centre has approval from Access Arrangements Online for access arrangements for a GCSE or GCE learners, this approval extends to Entry Level Certificate qualifications.

The access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

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### Access Arrangements for Entry Level Certificate in Mathematics.

The arrangements listed on the right may be granted by the centre and do not need to be recorded.

Evidence of need is not required to be held on file.

- Amplification equipment, taped questions and responses
- Bilingual dictionary
- Braille
- Braille of non-secure assessment material
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for learners who are colour blind
- Coloured overlays
- Low vision aid/magnifier
- Prompter
- Read Aloud
- Separate invigilation (within the centre)
- Supervised rest breaks
- Transcript
- Word Processor (with spell check and grammar check disabled)

Where permitted by the specification, the arrangements listed to the right may be granted by the centre without prior approval from OCR, but a Form 11 (JCQ/EL/NF) must be completed and kept on the centre's files.

Form 11 is available from [www.jcq.org.uk](http://www.jcq.org.uk).

- Computer Reader
  - Extra time in timed components
  - Practical Assistant
  - Reader
  - Scribe/Speech Recognition Technology
  - Sign Language Interpreter for front page instructions only
- The Form 11 (JCQ/EL/NF) must list the names and numbers of learners who were granted any of these arrangements.

The access arrangements detailed above may be appropriate for learners with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. Reasonable adjustments which may be appropriate for learners with disabilities have not been listed; applications should be made on an individual basis to OCR. Applications received will be considered in the context of the standards which must be met in each unit and the evidence of need. Applications should be made to the Special

Requirements Team at OCR ([ocrspecialrequirements@ocr.org.uk](mailto:ocrspecialrequirements@ocr.org.uk)). The JCQ document *A Guide to the Special Consideration Process* document should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition or injury, at the time of the examination/assessment. For Entry Level Certificate applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange

## 4c. Admin of non-exam assessment

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Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments*.

### Levels of support

OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that learners are required to reach their own judgments and conclusions. When supervising internally assessed tasks, teachers are expected to:

- offer learners advice about how best to approach such tasks
- exercise supervision of the work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

For each of the three assessments, the teacher may help learners to understand the tasks but may not help them with the content of their answers. There are three broad levels of support which teachers can offer to enable learners to complete tasks independently, from Level 1, substantial support, to Level 3, minimal support. Teachers can offer a

different level of support for each of the assessments depending on the needs of the learner. The level of support given to a learner may impact to some extent on the maximum mark which can be awarded.

#### Written Tests

Teachers may read out any question to any learner. Teachers are free to write down answers at the learner's dictation, and may transpose working done by a learner from a whiteboard or rough paper to an answer space where issues of legibility may be problematic. Similarly where a word or number is illegible teachers should supply a readable version, having confirmed the intent from the learner. Teachers should annotate question papers to confirm where this has occurred.

#### Practical Task

Teachers should ensure that learners understand what they need to do and how the mathematics will be assessed at the beginning of the task. Tasks can be completed individually or in groups, when the latter the teacher must be able to determine the input and effort of the individual learners.

Work should, wherever possible, be carried out under supervision, either the maths class teacher or an appropriate nominated person with the technical knowledge related to the activity being undertaken. However, it is accepted that some tasks may require learners to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the supervisor concerned to authenticate each learners' work with confidence. Where calculators, spreadsheets or graphing technology have been used it is recommended that either learners include an explanation of any formulae used or the supervisor could ask questions as part of the discussion. Photographic evidence could be incorporated to confirm accurate use of measuring equipment.

**Level 1:** Learners working at Level 1 will develop a plan of the mathematical processes that need to be completed through an in depth discussion with the nominated supervisor. The supervisor should provide significant guidance to the learner to ensure accuracy

and relevance of the mathematical techniques completed. The supervisor should discuss the results obtained and through prompting, determine what the learner can conclude from their work.

**Level 2:** Learners working at Level 2 will develop a plan of the mathematical processes that need to be completed with some guidance from their nominated supervisor. The supervisor should highlight any mistakes that the learner should correct. The learner should be able to draw some conclusions from their own work with limited prompting.

**Level 3:** Learners working at Level 3 should develop a clear plan of the mathematical processes that need to be completed which their nominated supervisor should confirm before commencing the activity. The supervisor should check the accuracy of the work as it is being completed. The learner should be able to discuss with confidence the conclusions drawn from their work and answer any questions that the supervisor may have to clarify any statements made.

## Authentication of learner's work

Learners and centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ

centre inspection service. It must be kept until the deadline has passed for centres to submit an enquiry about results (EAR). Once this deadline has passed and centres have not requested an EAR, this evidence can be destroyed.

## Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

## Private candidates

Private candidates can be entered for examinations at an OCR-approved centre even if they are not enrolled as a learner there.

Private candidates may be home -schooled, receiving private tuition or self-taught. They must be based in the UK.

The Entry Level Certificate in Maths requires learners to complete two written tests and a practical task. The practical task is an essential part of the course and will allow learners to develop skills for further study or employment as well as imparting important knowledge that is part of the specification.

Private candidates need to make contact with a centre where they will be allowed to carry out the written tests and the practical task. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

## Internal standardisation

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Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all learners entered from that centre. Centres are advised to hold preliminary meetings to compare standards through

cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

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## Moderation

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The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are 10 or fewer learners, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work. See Section 5d on rules on submitting files.

There are two ways to submit a sample:

**Moderation via the OCR Repository** – Where you upload electronic copies of the work included in the sample to the OCR Repository and your moderator accesses the work from there.

**Postal moderation** – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a above.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the tasks. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's folder. For more information on the evidence required for moderation, see section 5d Files.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally assessed components.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work.

## Use of Calculators

The written tests for Entry Level Certificate in Mathematics are non-calculator. Calculators,

spreadsheets and graphing technology may be used when completing the practical task.

## 4d. Results and certificates

### Grade Scale

Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Learners who fail to reach the

minimum standard of Entry 1 will be Unclassified (U). Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the total mark for the qualification

The following supporting information will be available:

- grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Entry Level Certificate in Mathematics'.

## 4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

## 4f. Malpractice

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or learners, to OCR [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice

promptly, and report the outcomes to [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk)

Further information is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk).

## 5 Appendices

### 5a. Awarding of grades

The grades awarded for the Entry Level Certificate in Mathematics will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

### 5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) in Mathematics, although the assessment requirements are different.

There is a small degree of overlap between the content of this specification and those for the Entry Level Certificate in Science.

### 5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally

dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.

Unit	C 1	AoN 1	IT 1	WwO 1	IoLP 1	PS 1
R449	✓	✓	✓	✓	✓	✓



## 5d. Files

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All centres entering learners for the OCR Entry Level Certificate in Mathematics must submit a sample of learners' files as evidence for moderation. Learners' files can be submitted electronically via the OCR Repository or submitted for postal moderation. See section 4a for the relevant entry codes.

All the Entry Level Mathematics tasks are internally assessed. They are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May on an annual basis, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The sample will consist of 10 learners from across the centre's attainment range. Where 10 learners or fewer are entered for the qualification, the centre will submit files for all learners. Files submitted for moderation should be clearly labelled and include the following details:

- Centre number
- Centre name
- Candidate number
- Candidate name
- Task title.

Each learner's file should include a cover sheet with details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each learner's file.

Each learner file should contain the following evidence and should be submitted for each learner in the sample:

- the Preliminary Written Test
- the Final Written Test
- the Practical Task

## 5e. Mathematics Progress Profile

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The Entry Level Certificate in Mathematics course will lead to final certification by OCR at Entry Level 1, 2 or 3. However, this specification also provides the opportunity for interim certificates to be achieved by learners at points throughout the course of study to maintain engagement and boost motivation. These interim certificates are available at three different levels: Bronze, Silver and Gold. These certificates are available to download via OCR Interchange: <https://interchange.ocr.org.uk> and can be awarded to learners by the centre in recognition of the progress they have made.

Awards are based on teacher assessment using either the exemplar questions available on OCR subject website or equivalent questions of a similar level of demand.

Teachers will need to monitor the performance of learners at frequent intervals during the course and a spreadsheet for recording progress can be found on the subject website [www.ocr.org.uk](http://www.ocr.org.uk).

Meet the team at [ocr.org.uk/mathsteam](https://ocr.org.uk/mathsteam) and contact them at:

**01223 553998**

[maths@ocr.org.uk](mailto:maths@ocr.org.uk)

[@OCR\\_maths](https://twitter.com/OCR_maths)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)

## Mathematics Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Maths support materials. To sign up, go to [social.ocr.org.uk](https://social.ocr.org.uk)

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